

THE UNIVERSITY OF HULL

**Personal Development in the Workplace:
The Concept and its Usage in
Selection and Training**

Being a Thesis submitted for Degree of
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By

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**PERSONAL DEVELOPMENT IN THE
WORKPLACE:
THE CONCEPT AND ITS USAGE IN
SELECTION AND TRAINING**

*“ There is no cure and no improving the world that does not begin
with the individual himself”*

Carl Jung

*I dedicate this work to my dearest parents, Ora and Emanuel, whom
without this could not be available...*

To my dear brother and sisters who are always with me...

*And last but not least, Adrian Phillips, without his support this research
could not be completed.*

My love to you all

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This project aims to increase our understanding and awareness with regard to the process of personal growth and development. To identify some of the primary insights that are gained at the process, and which may cause significant changes to the individual. I believe that one of our aims in life is to strive for better understanding of others and ourselves, to increase our inner qualities, and to rise to higher 'levels' of consciousness from which to operate. There were times during this work that I could not believe it would be completed. A lot of faith in the process and in heaven's support was required. Knowing that when we ask for help we receive it. We are guided at each step of the way. Completing the thesis has been a deeper personal growth and development, and I have only scratched the top of the iceberg... being in this place of grace and appreciation I can do nothing else but thank all those who contributed and supported this work. My priceless supervisor *Dr Dave Williams* who gave me the necessary freedom to carry out this project, together with his professional help and advice.

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Finally to my 'invisible' guides, for always being here although I am not always aware of it...

My deepest appreciation to you all!

ABSTRACT

The use of the concept of Personal Development is widespread in the commercial world, particularly with respect to Selection and Training. Here the use of the term by Managers and (Personal Development) Trainers is investigated through questionnaires and semi-structured interviews. Although both groups use the concept freely, neither group is able to clearly articulate what they mean. Managers' emphasis *external changes* (acquisition of skills/attainment of goals) whereas Personal Development Trainers delineate a separate notion of Personal Growth, which relates to *internal change* (a way of being rather than of doing).

In Selection Managers rely extensively on 'intuition', making decisions on the basis of tacit criteria relating to 'personal qualities' that are not part of the formal specification of the post.

In relation to Training both groups identify 'Key Insights' as the product. Benefits relate to both 'being' (awareness) and 'doing' (improved performance).

A distinction becomes apparent between Personal Development, which relates to directly to improvement in work performance, and Personal Growth, which is seen to increase personal 'skills', and enhance personal 'qualities'. The

research establishes a list of Key Insights, the foremost of which is 'Self Awareness'.

It is evident that Managers are looking beyond KSA's (Knowledge Skills and Abilities) to encompass BVP's (Beliefs, Values and Personality) in both the selection and training of employees. To facilitate this a greater understanding of the concepts of Personal Development and Personal Growth is needed. It is suggested that the identification of Key Insights provide a structure to enable clarification of thinking by both: Managers and Trainers.

PREFACE

In recent years a new phenomenon has emerged, that of "Personal Development"¹. The term has gained increasing recognition in the past 10-15 years, coming into common usage in all areas and aspects of our lives - from religion, sports and education, to counselling, psychology and business training. It is enough to look around large, or small, bookshops, university libraries, or to surf the net in order to understand the significant and rapid development of the term.

Nearly every such store, library or search engine, holds a large selection of 'Personal Development' books, magazines, articles and information. In main bookstores it can be found in specific sections under titles like: *Personal Development, New Age, Personal Growth, Human Potential, Personal Transformation, or Self - Help*. A close observation of the section shows the vast amount of literature available in this field in the form of books, magazines, audio tapes, videos, games and CD's, with titles like: '30 Ways to Heal Absolutely Any Problem' (Spezzano, 1998); 'Emotional Intelligence' (Goldman, 1995); *The 7 Habits of Highly Successful People* (Covey, 1989); 'Personal Power Through Awareness' (Roman, 1986); 'Personal Development' (Juch, 1983); 'The Higher Self' (Chopra, [Audio tape], 1993), 'The 7 Spiritual Laws of Success' (Chopra, 1994); *You Can Heal Yourself* (Hay, 1984), *Human Adjustment and Personal*

¹ NOTE: Throughout this work the words 'trainers' and 'practitioners' refer to individuals who deliver Personal Growth and Development Training Programs.

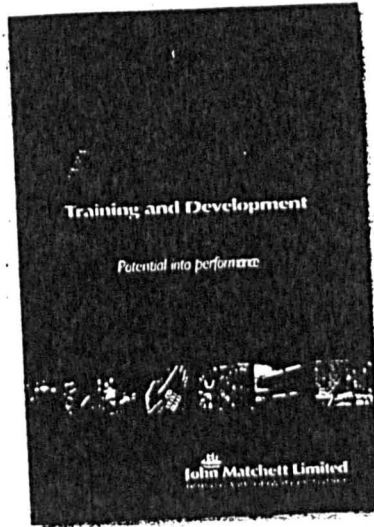
Growth (Bruno, 1977), *'If it hurts it's not Love'* (Spezzano, 1999), *Personal Development in Counsellor Training* (Jones, 1996), *Awaken the giant within* (Robbins, 1991), *Managing Stress* (Fontana, 1989), *Leading from the Heart: Choosing Courage over Fear in the Workplace* (Gilley, 1997), to mention only few of all that are available. It has clearly become a fashion!

One can easily recognise the widespread desire in society to know more about this field. It is therefore not surprising that the concept's 'popularity' has managed to reach the workplace.

A close observation of the concept in the workplace shows its growing recognition. This is indicated by the establishment of the Institute of Personnel and Development (IPD); professional publications, catalogues and magazines alike *Personnel Today* or *Management Skills and Development*; professional Exhibitions like *'Training and Development'* in Earls Court, London; or *'Personal Development'* at the Birmingham Exhibition Centre. These exhibitions have all started within the last 5 years. It can also be seen in the recent growth of companies that claim to provide special training programs under the umbrella of Personal Development Training in organisations. An *example* can be seen in the October-November 1999 publication of *Management Skills & Development*:

(Attach a photocopy of the ad)

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The concept has been assimilated in the workplace, to the point where it has become an integral part of both organisational structure and culture. Departments like Human Resources and Training and Development, have become significant components in the full functioning of any 'healthy' organisation. Companies are becoming more and more aware of the need to invest time and money in order to develop their work force and specific programs are designed to fulfil this objective.

A large number of organisations have, as part of their 'personnel development' objective, designed programs specifically for individuals in the organisation. This is a new phenomenon that has arisen within the last 20 years, and involves mainly skill development and knowledge acquisition. It can take the form of seminars, talks, university courses, one-day workshops and outdoors weekends, and can be on variety of subjects such as: IT, time management, negotiation skills, interview techniques, problem solving, team-building, presentation skills, etc. The most common 'developmental' MASLUL (a Hebrew word, meaning: course) are the management development programs. As the Human Resources director in The Israeli Airforce Industrial has stated:

"In any Human Resources department there is a Human Resources Development process, but you can refer to it as 'Personal Development' process, where the purpose is to develop employees in two domains: the professional and the managerial.

The professional one is quite straightforward. You aim at providing the employee with the technical skills to perform the job, full stop. There is no emphasis on development of business skills or the personal side. In the managerial domain there are two routes of development. One is the planning of position/roles progress. The emphasis is about development of the person himself in terms of personality, business skills and managerial ones. This can include attending programs like Leadership, Managing with Humour, Managing Stress, Teamwork etc. The other route for managers HAC'SHARA (Hebrew word meaning' preparation) is taking university courses, seminars and academic degrees. This is together with the technical professional skills development that the manager's

role in the department requires i.e. if he runs the Digital Electronic Development Department, he needs to possess Digital Electronic skills.

Each manager has a tailored developmental program to fit his position, needs and progress. Programs can be designed for the next 3-5 years. Some of the developmental programs are done inside the organisation and some are done outside of it. All by using external professionals to deliver the material. The whole concept, of having these developmental program in general, and in particular the planned tailored ones for managers, is new here. It is only about 4-5 years old. Mind you the organisation exists nearly 50 years. It is as old as the country!

So despite the fact that we do have human resources development process, I now understand that what we define/describe as development in the organisation is actually not Personal Development. We basically 'give' them more skills acquisition and development, and provide them very little with developing the aspect of the person, KLOMAR the personal qualities, that we want them to acquire, but do not cause them do to so."

(Verbal communication with Yeda'aya, Israeli Industrial Airforce, HR Managing Director)

Moreover organisations use the concept of personal development not only by providing different developmental processes, but also with regard to employee selection. Observation of different recruitment advertisements, published in major newspapers, Milk Round booklets and professional recruitment magazines shows that, it is becoming evident that employers are developing an awareness of the need to pay attention to aspects of the person as well as their

qualifications, experience, skills and intelligence. This can be seen in the following recent example of recruitment advertisements:

“Strong track record of International grocery business management in Europe. High level of *personal/professional credibility and integrity* – proven track record of successful commercial leadership. Ability to work independently and also motivate and influence non line reports”

(Export Manager, Appointments, Sunday Times, 18.10.99)

“*Culturally sensitive*, you will have the *passion, experience and confidence* to lead and influence change ...You can also *demonstrate a depth of analysis and thinking* in financial, legal or strategic business...”

(Director, Appointments, Sunday Times, 18.10.99)

“... Credentials and *qualifications* will be impressive-with a good first degree in ... you will be able to describe a portfolio of project work which succinctly highlights your strong business focus and well-honed technical *skills*. **Excellent communication and interpersonal skills** ... *commitment and capability* to deliver tangible benefits for our clients. We require *forward looking individuals* who *think* and deliver *beyond the conventional* ... **Can you make a difference?**”

(Business Psychologist, BPS Appointments Memorandum, November, 1999)

Furthermore, the most recent enthusiasm in the process of selection, is the ECI (‘Emotional Competence Inventory’). Its objective is to identify the following personal qualities: our intuition, recognising our own feelings and those of

others, motivating ourselves and managing emotions effectively in others and ourselves. (Kent, 1999; ECI Brochure, HayMcBer, 1999). This strongly indicates a growing awareness of the perceived need to look for those aspects of the person that are distinct from academic intelligence, personality issues or cognitive capacities, and are part of the “personal development” process.

As a result of an increasing awareness of both the importance of the employee as a person, and implementing his/her development within the organisation, a whole new industry has evolved/emerged, in order to supply this perceived need. The need to employ the ‘more personally developed employees’, and the need to take care for their continuous development, is provided by *companies* and *individuals* that specialise in services of employee development. These may include selection, training or consulting and involve activities like: tests, interviews, assessment centres, seminars and lectures, a variety of workshops and courses, individual coaching and counselling, both off-the-shelf and tailored training programs. An example of the current spirit of the leading companies and individuals that ‘claim’ to provide the above services for organisations with regard to Personal Development is illustrated by the following quotes:

“We are committed to individual progression and to providing on going training...”

(SHL, Occupational Psychologists, BPS Memorandum, November 1999, p. 42)

“Often, the difference between failure and success is how you use your mind. Silva method the world’s leading Personal Development system can teach you to tap the secrets of your mind for total self mastery”

(The Silva Method, Clients’ Brochure, summer 1999)

“ ... Competency based people development has been identified as of critical importance in helping the business achieve its demanding objectives.”

(Courtenay, HR Recruitment Consultant, BPS Memorandum, November 1999)

“Individual development – Growth through development: to support and encourage individuals to manage their own development, the *Personal Development Pack* offers...”

(SHL, Clients’ Brochure 1997)

In light of the above it is becoming evident that the concept of Personal Development is widely used by many individuals and organisations in and out the professional business arena. It seems that all those concerned are using the concept (and the term) with much confidence, with regard both to their understanding of the concept and its practical implementation.

- However is this the case?
- Is the concept really understood?
- Is it clearly described?
- How is the concept used in the workplace, particularly in the context of selection and training?

- Are there 'key insights' to indicate a particular 'level' or a stage of personal development?
- If yes, are they universal (in the context of the western world)?
- Do 'key insights' play a role in managers' selection process?
- Can it be that all those undergo personal development process gain the same insights and reach the same understanding?
- Do practitioners in the field of personal development show a different understanding with regard to the concept than do managers, and do they refer to different 'key insights'?
- Do professionals and managers refer to the same parameters when they use (talk about) the concept?

This research aims to answer these questions.

CHAPTER 1: Personal Development: Contemporary Relevance

The paradox of our time in history is that we have
Taller buildings, but shorter temper;
Wider freeways, but narrow viewpoints;
We spend more, but have less;
We buy more, but enjoy it less.

We have bigger houses and smaller families;
More conveniences, but less time;
We have more degrees, but less sense;
More knowledge, but less judgement;
More experts, but more problems,
More medicine, but less wellness

We have multiplied our possessions, but reduced our values.
We talk too much, love too seldom, and hate to often.

We have learnt how we make a living, but not a life;
We have added years to life, not life to years.

We have been all the way to the moon and back,
But have trouble crossing the street to meet the new neighbour.

We've conquered outer space, but not inner space;
We have cleaned up the air, but polluted the soul;
We have split the atom, but not our prejudice.

We have higher incomes, but lower morals;
We've become long on quantity, but short on quality.

These are the times of tall men, and short character;
Steep profits, and shallow relationships.

These are the times of world peace, but domestic warfare;
More leisure, but less fun;
More kinds of food, but less nutrition.

These are the days of two incomes, but more divorce;
Of fancier houses, but broken homes.
It is a time when there is much in the show window,
And nothing in the sickroom;
A time when technology can bring this letter to you
And a time when you can CHOOSE either

To make a difference, or to just hit delete...

(The Paradox of our time, Internet/email spread, author unknown)

1.1 The Relevance of Personal Development Notion

One of the unanswered questions is where the notion of Personal Development comes from and how it has evolved up to our time?

Dryden and Vos (1994) in “The learning revolution” talk about being in a time of a key historical turning point, that the world is now facing. They argue that around 10,000 years ago our ancestors first learnt to grow crops, and put animals to work. This ushered in the agricultural revolution. Around 250 years ago they unleashed the power of steam, and pioneered the industrial revolution and started to ‘move away’ from religion. Religion has started to lose its central ground in western civilisation, and a fragmentation of the culture has occurred. Particularly over the last one hundred years or so, many sciences and disciplines have emerged in order to replace the many functions and meanings religion had for most individuals. Science seems, to some, to be the ‘answer’ for all [as it is considered to be grounded in reality as well as measurable]. With the technology revolution, over the past 20 years, humanity has entered the age of instant information and the world will never be the same.

Early compilations of excerpts from the Bible, early this century, showed how a person could better himself/herself in life, which led to the emergence of Positive Thinking, and to the myriad of techniques and methods that are now looking for some common denominator under the umbrella of Personal Development.

It is part of human nature that, consciously or not, it is striving to increase its vitality, effectiveness in life, and the capacity to evolve in ways that are in tune

with our times. It is not surprising that many writers, educators, scientists and many others talk about our time as being a time of birth and of great change (Chopra and Dwyer, 1998; Handy, 1994; Spezzano, 1999; Dryden & Vos, 1994). How have "our times" changed over the last 100 years or so?

Toffler, in "The Third Wave" (1980) and Maynard and Mehrtens in "The Fourth Wave" (1993) claim that it is our "worldview" that tells us, and reflects the birth and the change. They talk about our time in terms of the Fourth wave. After the time of the Second wave - coinciding with the Industrialised Society - and the Third wave - still gathering pace today in the post-Industrialised Society - there is a Fourth wave emerging.

In The Second Wave relationships were seen as of one being isolated from the other, and therefore there was a need to compete. Authority was something externalised, power was seen as outside oneself. Values were rooted in materialism and the supremacy of man. Security was seen in material terms. The mode of inquiry stressed linear thinking. Decision-making was an act without awareness, from unconscious scripts to rational decision making. From these there was a move to the Third Wave, where in relationships, people saw themselves as connected to each other and needing to co-operate. With regard to authority an inquiry began as to how external it is, and sought to retain a personal locus of authority to take back power.

Values started to manifest a growing concern for balance and sustainability, and material foundation as the basis for security was questioned. The mode of

inquiry started to incorporate intuition and non-rational processes, and in the process of decision-making people had become more aware of intentionally and the need to act with intent.

With the evolution from the second wave to the third one, it is not surprising that a Fourth wave is now emerging, emphasising that in relationship, it is to see ourselves as one with the other, and to choose to co-create. Authority manifests collaborative systems, where authority is fully internalised and power seen as being within the person. Our values are focused on the integration of life and responsibility for the whole. Security is viewed in terms of personal inner trust. The mode of inquiry moves beyond intuition to tap the full range of human abilities, and in the decision making process we recognise the centrality of intention.

Table 1: Waves of Change

	SECOND WAVE	THIRD WAVE	FOURTH WAVE
RELATIONSHIPS	see ourselves isolated and needing to compete	see ourselves as connected and needing to co-operate	see ourselves as one and choose to co-create
AUTHORITY	externalised-power seen as outside oneself	beginning to question external authority and retain personal locus of authority, take back power	manifest collaborative systems where authority is fully internalised, power seen as within the person
VALUES	rooted in materialism and the supremacy of man	manifest growing concern for balance and sustainability	focused on the integration of life and responsibility for the whole

SECURITY	seen in material terms	material foundation questioned	viewed in terms of personal inner trust
MODE OF INQUIRY	stresses linear thinking	Incorporates intuition and non-rational processes	moves beyond intuition to tap full range of human abilities
DECISION MAKING	act without awareness from unconscious scripts, rational decision making	become aware of the intentionally and the need for acting with intent	recognise the centrality of intention

(Own Formulation)

Dryden and Vos (1994) stress that humans are born without the skills that secure their survival. They have to learn how to walk, how to talk and so on, although they are born with the natural capacity and drive to learn these skills. The ability to learn languages is innate; it is the language that varies. The quality and the vitality of our mode of transmitting relevant knowledge and life skills to the new generations are the key to the survival of our race. In order to be in tune with "our time" each and every one of us has to add something to what he/she receive from those before us, if only to make all that is received our own in order to use it as an individual, in our lives. More and more each of us also has to adapt or invent his/hers new ways to deal with a world that is changing faster and faster. At an ever-increasing rate, the knowledge and skills passed down from generation to generation, in the family and via personal contacts, are becoming outdated within the individual's lifetime, or even less. Technological changes can make skills redundant in a few years (as the advent of the PC replaced typing skills with word processing skills). Leaving the individual to cope

with a totally new reality, which requires new set of skills, and a different level of thinking - that no one has equipped them with.

The educational system does not fare any better as Gordon Dryden and Dr Jeannette Vos (1994) go on to say in "The Learning Revolution". This is because true education for all is a major part of the answer. They do not talk about academic education. They talk about personal growth (which includes self-esteem), life skills and learning-to-learn. They make a clear distinction as to what an individual may need in order to take advantage of the current explosion in technology, and communications, between "academic" education and personal growth, life-skills and learning-to-learn. They argue that one has to raise one's vision in a world where almost anything is possible. They take over from Charles Handy (1994) who says in "The age of Unreason" that education needs to be reinvented. Education will not finish with the school, nor should it be confined to those who shine academically at 18. Learning is something that happens all though life unless one blocks it. Handy sees a very grim alternative to that. He says that the danger of doing nothing is that the underclass (that new alarming world), excluded from the evolving world. Thus takes its own initiatives, substituting terrorism for politics and bombs for votes, as a way of turning the world upside-down (Handy, 1994).

Right now, the established ways to impart and transmit education, knowledge and skills have come under a tremendous attack from all parts of society. Personal Development seems to emerge from the failure of the established

system to provide what is needed for the effective progress and survival of our race. It has been developed and provided mainly by 'rebels' 'against' the establishment (Richard Bandler, Anthony Robbins, Deepack Chopra, Wyne Dyer, Chuck Spezzano and many others) and by those with an entrepreneurial nature, who work outside established institutions or systems. This can be reflected in the establishment of **Anthony Robbins Mastery University**, where courses like 'Life Mastery', 'Wealth Mastery', 'Date with Destiny', 'Mastery Mentoring program' (to name only few) are provided. As these programs are designed to help one "*create an extraordinary quality of life*", and are taken by people from all walks of life. CEO's (Sony Pictures), authors (*Men are from Mars women are from Venus*), athletes (Andre' Agassi), Army Generals (*H. Norman Schwartzkope*), media (*Larry King*), MD's, housewives, screenwriters (*'sleepless in Seattle'*) to name only few (Anthony Robbins Mastery University Brochure, May 1999). Programs aim to provide us with those life skills, which traditional streams of education do not equip us with.

Harvard Professor Reich estimates that by the year 2020 the top fifth of America's earners will account for more than 60 percent of all income earned by its citizens. The bottom fifth will take home two percent –unless a change in priorities and education so to retain most people in a way that they develop the skills and abilities currently used by the most affluent. An increasing arrays of forecasters say that dramatic new forms of education provide the key (Galbraith, 1992). There are a number of observed benefits that are offered by different kinds of process, which can be included under the umbrella of Personal

Development. Some of the most significant benefits are in the area of equipping individuals with tools for life. These are the tools that support the individuals so as to be able to find, and continuously review their own way, of adapting, inventing and reinventing themselves when faced with the increasing changes present in our time, and which affect more and more the individual ontological position (Robbins, [Mastery University Brochure], May 1999; Landmark Education Brochure, 1995; Riggio, [The Mythogenic Self Brochure]).

Moving in our existence from one level of thinking to hopefully a 'higher' one can be reflected in describing our time as "The Age of Aquarius", and in the development of the "New Age" and "Human Potential" groups. Starting earlier on this century, Gurdjeff and others, who aimed to promote self-realisation and enlightenment, spreading out concepts like Positive Thinking, Freedom of Limitations, Breakthrough Thinking and Transformation, using a myriad of techniques and methods that are now looking for some common denominator under the umbrella of Personal Development.

1.2 The ways the concept is used

"Living words"

*In the beginning you are given words,
Not very many, for it is not thought you need many,
And you keep them in a box,
And you take them out, you use them,
And you put them away again.*

*And you notice the people you talk to bring their own box,
And it's the same size as yours.
That's reassuring.*

*And sometimes you polish the words
Try to make them shine a bit
But they stay the same – not many colours,
Not much beauty,
But they are neat, they fit together in the box
And you are careful not to lose them.*

*But one day you see a word
Which was not in the box
One of your own, or one you made up
-from goodness knows where-
And though you are uncertain
You do the same next day
And this word brings a few of its mate along
And you begin to find them everywhere
Spilling, flowing like a river,
Shifting, changing, elusive like dream
And when you open the box to put them in
You find a bigger box
Bulging with words
Inside your small box
And inside that one
And bigger one still
And you have realised: here you have
A philosophical question, which,
If you pursue it, you'll be, so to speak,
Out of your box.*

*So you settle for the words:
The small words
The big words
The timid words
The brave words
The green words
The serendipitous words
The singing words
The swinging-from-the-light bulb words
The sock-it-the words
The fin-breaking-the-surface words
The can-I-kiss-you words*

*The unerring words.
All the words.
All of them.*

*And you wonder how
Inside every word-
Yours and other people's-
There can be so many other words
Waiting to get
OUT.*

(Macmillan, A., *Living Words, Changes*, 1998, p.234)

Reviewing the available material literature with regard to the concept of individual 'inner' change, it becomes apparent that there are different terms in use among different groups and sectors ('New Age', 'Human Potential' Business, Counselling or Psychology), which appear to share the same meaning for the same concept. Terms like Self-Realisation, Personal Transformation, Personal Growth, Self-Development, Enlightenment, Self-Actualisation, Personal Evolvement, Self-Healing, and Personal Development are in common use. It is evident that the terms one uses reflect, to a large extent, the 'group' one associates oneself with. Terms like Personal Transformation or Personal Development are commonly used in the business profession, where's Enlightenment and Evolvement are mostly in use among New Age or Human Potential movements. Whichever term is in use it appears to relate to the individual's 'inner' processes. Since these different terms seem to share the same meanings for the same concept, and since a Collins Cobuild 'Concordance' internet search showed that all presented terms are synonyms, the term 'Personal Development' is used in this thesis to encompass all these different terms.

Personal Development encompasses two main areas in terms of the available learning methods and materials. The business oriented and the New Age related. The techniques and practices that are in use mainly by New Age related are driven from ancient philosophies and religions (examples: meditation, yoga), while the more traditional institutes use other techniques like encounter groups, role play or experiential learning. Although there are considerable differences in the methods and goals each promotes, one can identify common strands that give Personal Development a core of belief, objectives and a temporal location in contemporary society.

A casual usage that frequently accords with the aims of the particular method or practitioner is seen in "*The Silva Mind Control Method: The world's Leading Personal Development System*" prospectus:

"The goal of the Silva method is to enable you to use the full power of your brain. The key to doing this lies in gaining access to the alpha level of brain frequency that is, a frequency of between 7 and 14 pulsation's per second, about half the normal rate.

When you slow your brain to alpha, you gain access to capabilities of the mind that were formerly outside your control. You become able to use the powers of both brain hemispheres to achieve your goals in every area of your life²."

² The Silva Method, client's brochure, summer 1999

Here, the view is a relatively simple one; personal development follows naturally from acquiring the skills that allow the “creative and rational sides of the brain” to be harnessed in tandem, an increase of mental power being the goal.

The concept of self mastery is another strand, but one that is relatively widespread. Anthony Robbins and many others subscribe to it. Emphasising that the heart of development is the actions that one takes (Robbins, 1999; LaLanne; Robbins, Murphy, Millman, etc. in Enlightenment, Spring/Summer, 1999). This is in contrast to the nirvana approach of eastern philosophy, where the attempt is to get rid of the ego (Cohen, 1999; Rowan, 1993) something often regarded with suspicion by the individualist West. Personal mastery, according to PPD (Personal Development Ltd.) Involves:

- *Understand your mission in life and how this applies to your work.*
- *Increase your ability to create robust, achievable plans and achieve key priorities.*
- *Be consistently more effective.*
- *Enhance your resourcefulness in difficult situations.*
- *Be able to determine and remove limitations from past experiences.*
- *Improve your sense of what you are capable of.”*

(PPD- Personal Development Ltd. – advertising brochure, 1999)

It is implied that the scope of Personal Development encompasses removing past experiences that limits oneself, getting a 'better' sense on oneself, learning to cope with difficult situations and keeping a level of effectiveness at all times. It is a 'business-like' approach in that it breaks the benefits down into items that are related directly to the individual's professional life.

Anthony Robbins' (in Hamilton, 1999, page 34-35) definition of self-mastery, which he sees as the logical goal of Personal Development, states that:

"It comes down to the capacity of an individual to discover: 1. What it is that they truly want. 2. What their path is. 3. Then to eliminate the obstacles, which are always internal, that would keep them from being able to fulfil that path on an ongoing basis. There are natural obstacles that life offers us in order for us to grow and expand as individuals and discover more of who we are and to unfold more of our spiritual path'."

In terms of underlying assumptions, similarities can be seen; an overwhelming drive towards positivity and optimism, novelty of method, scientific and sometimes spiritual sources. However, it is somehow difficult to give Personal Development a concrete definition that would cover all areas of the field. In the three examples given, one is a technique for increased powers of memorisation and mental ability, although its benefits go far beyond those narrow confines, to include health and relationships as well. As a method, it emphasises its scientific background and hope for life enrichment.

Personal Development is not amorphous, but it is a broad enough church to admit views that, at first glance, can contradict each other quite significantly, without losing sight of the basic drive towards 'improving' the individual, and their positioning towards society.

To suggest a clear division into Personal Development methods that are purely for development in professional or personal terms is an oversimplification. There is a transitional area in between, where both aspects are included, equally or to varying degrees. Methods such as NLP training, as presented by PPD, often aim to enrich both areas of life. An example is a course run by Judith Lowe and Julian Russell, which offers help 'to fully integrate the NLP technology into your personal and professional life', and confirmed by another of their courses offering an 'immediate and practical effect on your professional as well as your personal life'³. While some offer to make you 'healthy, wealthy and wise' [workshops by Patricia J Crane and Rick Nichols about 'Manifesting the Life You Want'⁴], which includes a person's professional life as the source of their wealth, but whose emphasis is towards the personal life.

There are, however, different characteristics at either end of this spectrum that allow a distinction to be made between these areas of our lives. Not surprisingly, the more spiritual and exotic the belief system and method, the closer it is to the personal side of life. There is probably still a long way from workshops with Angels⁵ in Major Corporations. Furthermore those practitioners

³ In PPD, Personal Development Ltd, Company's brochure, 1999.

⁴ Ibid.

⁵ Alternatives at St. James's church, Company's brochure, 7th September, 1999.

aiming at the purely personal end of Personal Development may also have a wider scope. This is particularly in terms of general benevolence and altruism, which is hardly surprising as the aims of professional people, while not being incapable of benevolence and altruism, have of necessity a narrower scope, focussing on the aims and goals of the individual within whatever business structure they work. Chuck and Lency Spezzano's workshops on conflict resolution and the quest for happiness within a relationship use the banner 'Change yourself – Change the World'⁶.

Professionally oriented courses also tend to be more specific and targeted at clearly identified areas of professional performance. The 10th International Learning Forum⁷ was about 'Meeting the Challenges of the Learning Organisation'. It used much of the same lexis as the personal life Personal Development courses; activating, inspiring, insights, with a focus on creativity and new methods. However, it is broken down into clear parts with business goals: 'Managing for profit or longevity', 'Creating a networked community for learning', etc. Spearhead Training⁸ group their courses into Management, Marketing, Selling and Personal Development, the last including The Personal Success Workshop ['Success is Not a Fortunate Accident'] and an NLP Programme. This is to name only a few of the many business training courses available in the workplace, which can share the same 'idea' for Personal Development training.

⁶ Psychology of Vision workshops, company's leaflet promotion, Autumn 1999.

⁷ Linkage Incorporated, Company's Brochure, 22-23 February, 1999, London

⁸ Spearhead Training, Company's brochure, 1998.

Methods aimed at both groups are fond of trademarks and copyright symbols, as a method of conferring respectability and legitimacy on their methods, as well as securing intellectual property; NLP, Soma-Semantic, Mythogenic Self Process are just a few examples covered in such ways. The career descriptions common in both advertising and publicity materials are presumably intended to have a similar effect.

Ranging from the spiritual to the purely professional, the religious to the secular, it is, nevertheless, possible to discern common elements and aims, despite the surface and deep differences, amid the myriad methods and approaches - all favour the individual. This might seem trite, but it is an approach typical of Western rather than Eastern philosophies, even though there is a strong influence of Eastern thought, philosophy and religion in many Personal Development methods. The means, by which this is achieved, have been categorised in terms of the Eastern concept of Yin and Yang. John Grinder's (in Carroll, 1999) approach, 'radiating the kind of masculine integrity he usually associates with expert sports performances' being contrasted with Lency Spezzano's (1999) who uses 'techniques of empathic healing through feeling one's feelings'.

Individual betterment is therefore a common bond running throughout Personal Development. Although the goals and objectives might differ considerably in scope, from changing the world to making someone function more effectively at

work, the description of the means and methods and the characteristics of the course exhibit many similarities. Most personal development methods define themselves not in terms of contrast to each other, but in terms of contrast to traditional learning methods and objectives. From the Personal Development material review it seems that traditional learning methods are seen as old fashioned and ineffective; like negative comparative advertising, it would probably not reflect well on modern Personal Development methods that go against tradition to attack one another.

The contrast in terms of efficiency is often described as a release of inner potential that has been latent until now because of the oppressive or ineffective nature of conventional educational methodologies. Pleasure or fun can be combined with other mental states that allow the learner to absorb more in less time and to make rapid and lasting changes to their very personality -

"...Invite you to be 'edu-tained.... This course is taught from a different time space, accelerating your ability to master skills- skills for the future....This training is not for the faint-hearted, those fearful of change or the small-minded critic. You'll love this training if you have a real curiosity about human beings, a love of experiment and adventure and a willingness to let go of preconceptions about what you think you already know".⁹

⁹ McKenna Breen Company's training course brochure, p. 14-20, September, 1999

Whether the method is a single one such as NLP or an assemblage of techniques drawn together, the latter generally under the auspices of a personality like Robert Holden or Anthony Robbins, the aim is to empower, and enable the individual to achieve their own latent potential whatever the field. Liberating this potential will accelerate learning and overcome blocks and inhibitions that stunt personal growth and development. Self-fulfilment is the ultimate goal, however diverse the methods and principles used to reach it.

1.3 Personal Development in the workplace

The term 'personal development' is in common use in different professional fields from counselling and psychology to HR and Training & Development departments in organisations. Personal Development in the workplace, as already seen, is an area of huge diversity and activity, suggesting a fairly widespread and growing acceptance. The two areas in the workplace that the term is most and widely used are training and selection.

In terms of marketing and presentation, this application differs from personal development with regard to relationships or the individual's positioning within and towards society at large. Although one can distinguish some sparks of spiritual dimensions, this factor is underplayed and is far more discreet. Claims as to the benefits of the courses are more restricted to practical tangible outcomes, rather than the transformation of society and/or to make the world into a better place. Methods are viewed more technically and less mystically. NLP is referred to consistently as a technology, suggesting an inviolate truth and a

scientific attitude, hence a quantifiable benefit, much more adapted to the needs and requirements of business. In brochures and advertisements alike, there is a tendency for companies and trainers to name the major companies they have worked for, giving the potential learner a feeling of confidence that the method, etc. is a tried and trusted one.

It seems that within the Personal Development programmes available for professional purposes, a number of varieties or strains can be identified -

1. Directly and wholly intended for the workplace.

1.1 Courses for the individual to better them selves within the workplace.

1.2 Courses for the company to better their personnel within the workplace.

2. Indirectly intended for the workplace.

2.1 Courses for the individual to develop skills and abilities that are directly, but not wholly, relevant to the workplace

2.2 Courses for the individual to develop skills and abilities that are of potential secondary benefit to them in the workplace.

1.1 Courses for the individual to better them selves within the workplace.

These are the courses that combine a traditional practicality with innovations of methods. These including courses already mentioned by organisations such as Spearhead and the various professional courses in NLP designed to help the individual achieve fulfilment.

1.2 Courses for the company to better their personnel within the workplace.

These include The 10th International Organisational Learning Forum¹⁰ with regard to 'Meeting the Challenges of the Learning Organisation'. There the innovative nature of the courses is backed up by the serious business stature of many of the trainers, who have been successful in companies such as Ikea and Royal Dutch Shell. NLP courses offered by PPD in 'Humour at work' are sold as contributing to the productivity and cohesion of an enterprise, in contrast to the 'Happiness project' of Robert Holden, where the laughter and smiles are the path to happiness and to changing the world.

2.1 Courses for the individual or organisation to develop skills and abilities that are directly, but not wholly, relevant to the workplace

Anthony Robbins' courses in leadership and self-achievement are not directly or totally focussed on the workplace, but their principles are clearly applicable to both professional individuals and companies wishing to improve their human resources and the quality of their company.

2.2 Courses for the individual to develop skills and abilities that are of potential secondary benefit to them in the workplace

¹⁰ Linkage Incorporated, Company's Brochure, London 22-23 February 1999.

Courses that are aimed for the individual will incidentally have a carry-on effect into the professional life. But many offer indirect benefit, too; Patricia J Crane and Rick Nichols' workshops about 'Manifesting the Life You Want'¹¹ have to have an indirect benefit, unless the wealth (albeit it within their theory of the 'abundant universe'), is to be generated from other sources.

It would appear clear that there is an underlying bond that runs throughout all diverse strands, which is that learning *per se* is not the sole goal of the courses. They endeavour, in their different ways, to give the learner skills for life, skills that will make them to whatever extent a 'better person' and hence a 'better worker' or employee or organisation. This contrasts quite radically with the traditional concepts of self-betterment ascribed to education and training. Previously, reading an 'improving' book was generally held to improve by widening the knowledge base and cultural attainment of the reader, and except in cases such as religious or moral works, not to improve their character and personality as such. Likewise thinking was seen as an exercise with the brain rather like a muscle that benefits from a good workout. This is a central difference. Traditional learning betters by widening horizons and improving mental ability, agility and stamina. Personal Development improves by bringing out the individual's true potential and allowing them to reach their goals and ambitions in such a way that the traditional benefits also come naturally¹².

¹¹ Advert

¹² Companies like NLP and Landmark Education emphasis these points almost in any of their courses (Researcher's courses observation)

Juch (1983) in 'Personal Development: Theories and Practice in Management Training', examines the principle of LTL [learning to learn] as the conscious ability of a human being to continue to learn by *himself/herself* in many situations. The criteria are – self-awareness, initiative, self-direction and self-control. The person himself should be in the driver's seat, he has to determine the purpose and manage the resources. In a conference for "Effectiveness at work: understanding and using psychological research" [September, 1999 by the Manchester School of Management and SHL\UMIST Research centre] the objective was to present up-to-date research about the impact of people's behaviour and attitudes on performance and effectiveness at work, from an individual to the organisational level. The focus is the individual as the core that shapes an organisation, and not a part to be shaped by it. Insights' brochure "Join us on a Journey of Discovery. A journey of Personal Development and of Organisational Growth" ask managers to 'imagine' a time and place where everyone in the organisation shares a common language, a language that has allowed them to communicate effectively both with customers and colleagues in the organisation. Recognising and valuing the contributions each individual can make. *"A language that makes personal development, empowerment and team-centred leadership a way of life. Our journey will take us to a place where all of these things are possible".*¹³

The language used by Insights recalls the maritime explorers who opened up the trade routes that established the modern business world: *"We cannot control the*

¹³ Insights Training and Development Ltd. Brochure, 1998

direction of the wind, but we can adjust the sails.” Or “You cannot discover new lands without first leaving the shore.” Like the McKenna Breen NLP business applications courses quoted earlier, where the type of person that is unsuitable is named, including the ‘faint hearted’ and the cynical critic, these course involve a degree of letting go of inhibitions, social and psychological blocks that inhibit or stunt our growth as individuals. There is frequently a clearly defined space in which the methods of Personal Development will not work and presumed failure. If the break with the past is not achieved successfully,

In doing so, such Personal Development incorporates an element corresponding to the Gnostic moment of the spiritual enlightenment approach, the ‘cloud of unknowing’, or the raising of the ‘veil of doubt’. In more personal and less corporate-focussed methods, this is often expressed more directly and in a more focussed way. In an interview, Anthony Robbins, the world’s number one Personal Development master/trainer for business and individuals, stated that for him the goal of self-mastery and enlightenment is the same. However the language is different and the traditions are different.¹⁴ In a more restrained way, the objective is stated: to take someone to a point away from his or her preconceptions, where they will derive great benefit from the learning that will come of their experiences.

This is also seen in the models of learning and Personal Development, such as the Psychology of Vision model (Spezzano, 2000), where a triangulated path to

¹⁴ Interview in ‘What is Enlightenment’, Issue 15, Spring- Summer, 1999

enlightenment is mapped out passing through Spiritual Dependence to Independence to Interdependence, at the end of which lies Enlightenment. Personal Development is, therefore, frequently a 'lock, stock and barrel' approach demanding all or nothing from the person, a form of surrender of self, ironically, in order to achieve self-fulfilment.

Juch (1983, p.164) talks about managers' Personal Development in the context of learning. He gives a different slant by defining and categorising zero learning: *"We speak of zero learning if the response is always the same, including no response, to the same stimuli. I distinguish three groups, depending on the level of awareness. The first group is the automatic behaviour, which is totally determined by genetic factors; the responses are completely 'wired-in', or so conditioned in early life that they are fully automatic. Unconscious learning-1 takes place through maturation. The second is the large group of conscious routine behaviour, all learning that has been completed and/or stereotyped, and which can, if required, be 'husbanded' into the post-conscious. It includes habituation and all routine responses and behaviour of which we can become conscious if we want to. This heavy traffic between the conscious and subconscious is indicated in figure 39 [see p173], with heavy multilane arrows. The third group can be called 'As I am', which is self-awareness and acceptance of whatever talents and imperfections one has without doing anything about it. 'Life' takes care of what is done to them"*. Although this is a more technical view, it is primarily clarifying what many of the methods lump together as 'blocks'.

Tesco's HR director Lesley James refers to Personal Development in the workplace as a way to enable staff to achieve their full potential. The first step is with the recruitment process. Where Tesco has created a 'Quality People' policy in recruitment, emphasising the type of person they recruit and not only their relevant work experience (Daly, 1997). This together with other existing policies like: managers' responsibility to remove whatever barriers are holding people back from delivering first class performance. Regular store meetings are held where managers listen to the ideas and concerns of shop-floor staff and future policy is discussed. A club for socialising and help reinforce other people confidence etc. However Tesco's policy with regard to the concept of Personal Development in recruitment is not the only one. Other companies are becoming more and more aware to the importance of the people they recruits. Most of the largest companies like Marks and Spencer, Tesco, AT Kearney, Earnest & young, Bain Consulting, and many others, promise the development of their employees (in the companies graduates' recruitment brochures, years 1996-1997).

Carlsberg talk about: "Giving people space to grow" and Eastern Electricity in their recruitment advertisement for HR manager IT & Telecoms state that they are: " *Developing the people who drive the system*" and that they "want individuals who have the personal credibility to influence others and get results". (Personnel Today, 1997)¹⁵.

SHL, the largest company in the UK involved in psychometric of employee selection and assessment, is marketing a new concept of Personal

¹⁵ Personnel Today, Appointments, 5.6.1997.

Development. 'Individual Development – Growth through development' (SHL, 1997)¹⁶. The people in the company have come to accept that it is not enough to recruit people by focusing on their skills and intellectual abilities. People have more to offer that cannot always be revealed in the tests the company offers. Therefore the key to unlock their employees 'hidden' potential is by offering developmental services.

1.4 Summary

Among the myriad methods and ideas that are grouped into a seemingly amorphous collection under an umbrella term of Personal Development, there are some clear common strands. The location of the individual at the centre of all learning, the freeing of the learning from negative or inhibiting factors, and the integration of the 'improved' self into the greater whole, be it a relationship, society or the company they work for. Furthermore, there is an underlying concept, expressly or implied, of enlightenment, a stage at which transformation occurs, after which the radical changes desired be seen.

It is evident that there is an increase awareness to the importance of the people inside an organisation, and therefore to the importance of their Personal Development. This awareness has created the Evolvement of many professionals (companies and individuals) providing many different services in

¹⁶ SHL, Company's Brochure , 1997

supporting organisations developing their workforce, and promoting the concept of Personal Development. It seems therefore that professionals use the term in a commercial environment with great confidence, and what appears to be clarity. It is also appeared to be that they know what they are doing or saying. However is it truly the case?

Personal Development in selection of personnel adds a dimension to the old personal ability tests of the past. The more sophisticated the workplace has got, the more people have started to specify the needs of the job. There is now more concentration on the individual as unit of resource and skills. Companies have started talking about job/task analysis, and that have made it apparent that there are person variables/parameters that are very important to the job, however very difficult to measure. An example to illustrate this, is an advertisement from the Sunday Times' Appointments section for an Export Manager¹⁷ position where: ***"High level of personal/professional credibility and integrity..."*** is required. As such there is a need to identify these personal parameters that contribute to employee effectiveness, and are not contained with the "imperial measures" of that person. Therefore to elaborate our understanding, with regard to the concept of personal development in the workplace (and particularly in selection and training), it would be reasonable in broad terms to distinguish between:

A Person's professional expertise: knowledge, education and skills which are specifically related to their job, e.g. IT skills, Mechanical engineering.

¹⁷ Sunday Times, Export Manager position, Appointments 18.10.99

Personal skills: not specifically job related or required but may be important in performing the job, like the ability to speak another language.

Personal qualities: aspects of the individual that are not job-related, but which improve job performance. Personal aspects of the individual are related to their self-esteem, self-confidence etc. - contributing factors to the being of the individual.

Personal Development brings the idea of Spiritual Intelligence, which is gained by the application of intellect to experience, combined with a notion based on the unity of the universe; there is always a reason in a causal universe for events to occur. Although such ideas are at present more explicit in the Personal Development that is aimed at the individual - there is a growing recognition in the workplace for such thinking and approaches. This is seen in the need to cast off old ideas - and like the sailors that sailed off to open new routes and change our view of the world - to embrace new humanistic approaches and albeit it in the interests of profits and maybe with a latent desire of changing the world.

The intention of this thesis is to elucidate those aspects of the person, which do not relate specifically to knowledge or particular skills, but do directly and indirectly relate to the way the person performs the job.

CHAPTER 2: The Concept of Personal Development

A message for hope for the future: to the people in the year 2098

My message of hope comes in the form of several questions. Your answers will describe where you are in the evolution toward a higher form of living, one that I call "The Awakened Life".

Have you learned that your humanity lies beyond the boundaries of the body? Do you recognise that within all forms is an invisible intelligence? Can you see yourself as a spiritual being having a spiritual experience?

Do you live with the awareness that each human being is a "I that is we"? Are you living the believe that each human being on your planet is interconnected, and that the total being called human being cannot function harmoniously when the components are in conflict?

Do you see that what you think about expands? We are just beginning to recognise the importance of thoughts as the most powerful force in the universe. You have the ability to turn any thought into form. Your life is what your thoughts create.

Are you awakening to the understanding that you see what you believe, rather than believe what you see? Is the belief system leading to the development of a higher human being?

If the answers to these questions are "Yes", then indeed you are evolving toward and living the awakened life.

(Dr. W. Dyer, A letter for the future, *Time Magazine*, 17 October, 1998; The Awakened Life)

2.1 Contemporary Views of Personal Development

The desire for self-knowledge, the need for self-awareness and the hope of personal growth and development are hardly new or unique. Philosophers and writers throughout the ages have focused in prose and poetry on the essential mysteries of human nature. They have been preoccupied with concepts of self and the meaning of life, self-understanding and insight, the pains, pleasures and confusions of interpersonal relationships and of individual life journeys.

In this century, in professional fields such as social work, management education and mental health, training has increasingly included work on personal development.

However, in the current and *evolving* academic professional publications there is an apparent distinction between the business literature and the psychology/counselling one with regard to the concept. The business literature talks in terms of concepts like Informal Learning in the Workplace (Garrick, 1998), Organisational Continuous Learning (Handy, 1993), The Learning Organisation (LSE, open day, 1996), or Employee Development (Harrison, 1993) - relating to individual development, as a unit, or component in the development of a larger system – the organisation [Handy, (1993); Harrison (1993); Garrick, (1998); Juch, (1983)]. Therefore, they still see, in the main, the personal development of the employee *more* in terms of skill's acquisition and development, such as, IT skills, presentation skills, management skills, decision making, goal setting, or communication skills. However, it is important to mention that recently there is an underlying evolving trend to move out of these perspective and look at Personal Development in a different way (Goleman, 1995; Williams, 1999).

Daniel Goleman's recent book Emotional Intelligence (1995) adds new dimensions to what organisations should look for in their management team. The need to identify aspects of the person, i.e. looking at one's personal 'qualities', and not only his/her skills.

Ann Williams, a Personal Development consultant, also talks about the importance of the individual person, and believes that every organisation is a

product of how the people associated with it think, feel, interact, share their perceptions and create their future. She believes that it is vital to bring our whole selves to bear within the organisations. It is only through the whole person that we can become truly creative and live up to our true collective potential (in Buggy, 1998).

How can the individual get in touch with the hidden potential within and develop oneself?

Oscar Motomra (in Buggy, 1998) says that it is by being deep and real and integral to your being. We should express our values in everything we do in our daily lives-in work, in talking to people we meet. That is the magic that irrevocably transform you in your essence.

Williams (1999) in his article Personal Development in the Workplace explains that a minimal definition of Personal Development would be the acquisition of self confidence and of those skills which make a person capable of adapting to the multiple roles that work (and contemporary society) demands. But this would be the first step, and could be extended to the ability to incorporate new experiences, to allow continual reassessment of themselves and their needs. In counselling terms the process becomes one of self-exploration, such that a person is open to their emotions, aware of both needs and confidences, and learns to like and accept himself or herself.

Robbins (in Hamilton, 1999) sees Personal Development as the ultimate way to be fulfilled in life: *"...be fulfilled in life is to constantly grow and to contribute in a meaningful way to other people and to the world. In order to grow, all of us have*

to let go of our fear, and let go of who we are, and we have got to set standards and to challenge ourselves.” He emphasizes that having external things are not important in the field of growth. *“It does not matter how much money you make ... how often do you meditate ... how many people think you are spiritually enlightened ... how many times you try to tell yourself you have the ultimate religion and path ... how many degrees or cars or homes have. If you do not feel like you are growing...You are going to be unfulfilled. You are either growing or dying - there is no in between-and the only way it happens is by standards, is by challenge.”* He also emphasizes that we have to realize that even if we grow it is not about us: *“If it was about us personally, why the hell are we all here? You are not only here to unfold and go do your own spiritual thing... and go into nirvana... I believe we are here together to support and grow and contribute to one another.”* Tony Robbins also sees Personal Development, as having an experience of doing something, and knowing in our heart and soul that it is good and right. We did not tell it to anyone, we did not do it to get acknowledgement or a sense of significance. We did it for love, knowing it was the right thing to do. Knowing that there is nothing on earth that feels as good as that does to a human being, because it goes beyond emotions. It affects the soul, and when people do that their life transforms. He also says that this cannot be achieved by false manipulation from the outside. ***Growth does not come from having an intellectual discussion with one self.*** Growth only comes when you transform, and one must take that growth and convert it to something meaningful so that the world becomes better” (in Hamilton, 1999, p. 30-41).

John Rowan (1993) in his book "*The Transpersonal: Psychotherapy and Counselling*", takes matters further, and describes four positions in personal development processes, which he puts into the context of psychotherapy and counselling (his comparison to Wilber's work - see Table 2).

There are four columns to describe the process of development. The first one is labelled ego/persona or mental ego. It has to do with adjustment to consensus reality. The person at this stage may be going through some very unpleasant emotional experiences, and wants to get back to the status quo. Or perhaps the person has been experiencing incapacitating feelings for a long time (e.g. exam nerves, fear of flying, anxiety, shyness, bereavement), and just wants to be able to love and to work. Language is extremely important at this level/stage, because it embodies the consensus reality that the person wants to get back to. In the second column, which Wilber calls the centaur, and Rowans calls the real self or autonomous stage, the emphasis is on freedom and liberation. This level is the one where a person goes from the realm of deficiency to a realm where the motivation comes from a positive urge to explore, create and grow - moving from an emphasis on *having/doing* to an emphasis on *being*.

Table 2: Rowan's four positions of Personal Development based on Wilber's work

	1	2	3	4
WILBER LEVEL	PERSONA/SHADOW	CENTAUR	SUBTLE SELF	CAUSAL SELF
ROWAN POSITION	MENTAL EGO	REAL SELF	SOUL	SPIRIT
Self	I am defined by others	I define who I am	I am defined by the Other(s)	I am not defined
Motivation	Need	Choice	Allowing	Surrender
Personal Goal	Adjustment	Self-Actualisation	Contacting	Union
Social Goal	Socialisation	Liberation	Extending	Salvation
Process	Healing-Ego-Building	Development-Ego-Enhancement	Opening-Ego-Reduction	Enlightenment-Questioned ego
Traditional Role of Helper	Physician Analyst	Growth Facilitator	Advanced Guide	Priest(ess) Sage
Representative Method	Hospital treatment Chemotherapy Psychoanalysis Directive Behaviour modification Cognitive-behavioural Some transactional analysis Crisis work Rational-emotive therapy	T-Group method Gestalt therapy Open encounter Psychodrama Horney etc. Bodywork therapies Regression Person-centred Co-counselling	Psychosynthesis approach Some Jungians Some pagans Transpersonal Voice Dialogue Wicca or Magic Kabbalah Some astrology Some Tantra	Zen methods Raja Yoga Taoism Monasticism Da Free John Christian mysticism Sufi Goddess mystics Some Judaism
Focus	Individual and Group	Group and individual	Supportive Community	Ideal Community
Statement	I am not my body I am not my emotions I am not my desires I am my intellect To say anything more Would be presumptuous	I am my body I am my emotions I am my desires I am my intellect I am all these things and more	I am not my body I am not my emotions I am not my desires I am not my intellect I am a centre of pure consciousness and will	Not this, not that
Questions	Dare you face the challenge of the unconscious?	Dare you face the challenge of freedom?	Dare you face the loss of your boundaries?	Dare you face the Loss of all your symbols?
Key Issues	Acceptability Respect	Autonomy Authenticity	Openness Vision	Devotion Commitment

(Comparison of four positions in personal development in Rowan, 1993)

He explains that it is very important to note, that this centaur, this real self, is still regarded as single and bounded. It has definite limits, a habitation and a name. People at this level often talk about community, but their actions are in fact very individualistic. What is also important to note is that no one can bring someone else to this level that has not reached it himself.

Each of the Wilber steps requires a move to a new definition of self, and this is a very central and involving move. It affects the whole person in a radical way. It is not something, which the intellect can put on and take off. In fact, it is the intellect, which does most of the contracting, and avoidance that prevents movement further along the scale (Rowan, 1993).

The third column is labelled subtle self, or soul, the transpersonal level. It is an area where **symbols are pursued for the insight and growth they may bring. Words become of lesser value**, because the move is out of consensus reality. The mental ego is desperately worried about this, because it thinks of words as being the only things, which are really safe. Much of the taken-for-granted aspects of the world are now radically questioned: in particular, the boundaries which divide us from the world in general and other people in particular do not seem so important. Because of the dangers of self-inflation at this stage, a supportive community becomes very important, so that one can keep an eye on one's pretensions to spiritual exaltation. Many people draw back from this level because it **seems too scary and so open to misuse** (Rowan, 1993).

The fourth column according to Rowan specifies a level that very little operates from. He relates to it as "*the deep water of spirituality*". Here at the level of the causal self, the level of spirit, we have to give up all the symbols, which were so

useful and got us so far at the previous level. This is the realm of religion proper (Rowan, 1993).

Johns (1996) in her book 'Personal Development in Counsellor Training' talks about Personal Development in terms of knowing and accepting oneself, an awareness to our ability to use our full senses, and to add to those our 'sixth sense' (that of intuition or whatever we call it). The aim in personal development work, according to Johns, is "to work towards being able to gain insights into irrational beliefs and emotional disturbance; to understand the forces both outside and within ourselves; to be able to make choices, sustain emotional relationship in depth and develop the strength to do what we judge to be the best we able to.

Hemming (in Johns, 1996) sees personal development as the search for wholeness, and in particular the search for and nourishing of neglected aspects of ourselves. Both he and Morris (in Johns, 1996) argued for the need to value and develop our 'right brain' functions, creativity, imagination and sensitivity. Morris also acknowledged that this means discovering our powers of creativity, of construction and affection, but also our powers of destruction and hostility and our capacity for fear.

Arkoff (1993) describe Personal growth as change in a desired or valued direction. Values, of course, vary from person to person. One may feel he has grown when one has freed himself from dependence on my parents. You may experience personal growth when you change your conception of yourself and begin to respond to the world in a new and freer way. May parents, however, may not agree that the new-found autonomy is growth, and the spouse may be

threatened by the new self-definition and put pressure on the partner to revert to the person you were.

Denise Meyer (1999) presents Personal Development as relating to positive changes with movement forward or upward. *Whereas*, Carl Rogers (1961) sees Personal Development as a process that enables the individual to become himself.

Bruno (1977) agrees that Personal Growth is synonymous with Maslow's concept of *Self-Actualisation*, and presents the definition given in the Dictionary of Behavioural Science as: "1. *Striving toward completeness; fulfilment of one's potentialities.* 2. *Developing and fulfilling one's innate, positive potentialities*".

According to Hall and Lindzey (1985) the humanistic view on human development as encapsulated by Maslow and Rogers is very clearly founded in a linear structure. The basic tenet of the perspective is that growth and development, in the emotional or psychological sense, take place as a matter of course, with environmental and other external factors having an influence only on the rate of growth.

This holistic view of personal growth and development takes into account all aspects of life. It talks about four levels of growth and development:

- *The physical level – looking at diet, exercise, posture, relaxation, etc.*
- *The psychological level – looking at attitudes to life, self-confidence, self-esteem etc.*
- *The emotional level – looking at feeling which could be holding us an unhealthy state such as resentment, fear, guilt, anger, etc.*

- *The spiritual level – living our life's mission, seeing the beauty in nature, following our intuition, connecting with the source of life, etc.*

(The National Society for Personal Growth, 1999,p.4)

From the literature it is clear that there are many terms in use to describe the concept of Personal Development. The term that is most interchangeable with the concept of Personal Development, and is often taken a synonymous is *Personal Growth*. However, Irving and Williams (1999) draw a clear distinction between the two, and describes them as two different concepts. They too agree that both concepts imply directionality, outcomes and suggest the notion of change. However, 'developing' has to do with an increase in *complexity*, whereas 'growing' has to do with an increase in *quantity*. I.e. development is including a meaning of 'starting something', whereas 'growing' implies making something 'more than it was'. Development is something that can be planned, growth cannot. Growth is what may happen as a result of personal effort to develop. Thus it is acceptable to say 'I am seeking to develop my potential', but not to say 'I am seeking to grow my potential': I can develop my resources, but cannot grow them (Irving and Williams, 1999).

It is important to note that along with the positive side of development there are some obstacles, as has been mentioned by Maslow [in Hall C., Lindzey G., (1985)], Arkoff (1993), Meyer (1999), Page (1999). One of them is embodied in the notion of human beings' shadow/dark side. There is a large literature on the dark side of human nature, and in depth, Personal Development work is bound to encounter this side of the individual. Therefore not all that find them selves

embarking on the path for growth and development will find it pleasant. Page (1999) provides examples of this within the counselling context.

Other obstacles to growth and development are (Arkoff, 1993):

- A diminished conception of the self: a minimised view of who we are and what we can become.
- A fixed conception of the self: fixing our conception of ourselves. Each of us begins to think of themselves as people who can do this but can't do those. In this situation, growth concedes to 'destiny'.
- The Need for Safety: concerns an unwillingness to leave safe places.
- The Fear of Growth: concerns fear of what growth may bring. One reason may be that we fear the unknown. A second reason is seeing growth as brining responsibilities that may not be fulfilled.

There is a third fear of growth that Maslow (1971) called "the Jonah Complex". This complex Maslow hypothesised that in the presence of very special individuals (saintly persons, geniuses, beauties, etc.) individuals may tend to feel uneasy, envious, or inferior and therefore counter value (or depreciate) them or their qualities. Maslow suggests that if people could bring themselves "to love more purely the highest values in others," they would become better able to discover and love and make the most of these qualities in themselves. Maslow also talks about the fear of our own greatness, and not only of others, as a reason not to grow and develop¹⁸, but also explains that on the other hand there are risks in avoiding growth (in Hall and Lindzey, 1985).

¹⁸ Note of disagreement: It is not the fear of our greatness, it is the fear of what other may do to us, or how others will relate to us if we be 'too' great. It is the fear of being heart by others, because of being great.

Every arena of life offers opportunity for growth and development. Among the more notable, or more scrutinised, are gaining a college degree and psychotherapy (Arkoff, 1993). Henry (1999) suggests other ways to grow and develop like meditation, group therapy, biofeedback, breathing, active imagination, Tai Chi etc.

It is becoming clear that the concept of Personal Development 'Lote' Ba'arafel' (Hebrew expression meaning: 'covered with fog', not clear). It seems to be an intangible concept, difficult to capture, or verbalise clearly, so as to give it a full and 'correct' definition, or description, of its true nature meaning. The words that are in use as an attempt to explain what it is are broad. It seems that every one who talks about it is familiar with the 'experience' of it, however, as Denise Meyer's (1999) says that Personal Development is rather nebulous term, which is hard to pin down once one think about it. It seems that its meaning is taken for granted.

Hence part of this research is an attempt:

1. To clarify the concept of Personal Development
2. To identify whether the two concepts: Personal Development and Personal Growth have entirely different meaning.

The first task is to examine models of Personal Development.

2.2 Contemporary Models of Personal Development

*"In the beginning a mountain is just a mountain,
and a river is just a river..."*

*Once the journey's begun –
The mountain is no longer just a mountain,
and a river is no longer just a river ...*

*When the journey is complete –
The mountain is just a mountain,
and the river just a river –
Yet nothing remains the same..."*

(In Riggio, J., p. 9, 1998 from Campbell, 1949)

Some early voices, 30 years ago, stated that the world is at the verge of a 'New Age' in terms of human development (Chopra, Dwyer, 1998; Handy, 1994; Spezzano, 1999; Dryden, Vos, 1994). Prior to these early voices, there are the voices of major influential psychologist of our generation (like Sigmund Freud the father of psychoanalysis to Carl Jung, Alfred Adler, Erick Erickson, Henry Murry, B. F. Skinner, Albert Bandura, Gordon Allport, George Kelly to Abraham Maslow and Carl Rogers). They have launched their theories of personality, in which they have described its development. However, it is not the purpose of this thesis to describe how our personality is developed since childhood. This research is concentrated on the personal development of the individual after his/her 'personality' has been more or less shaped.

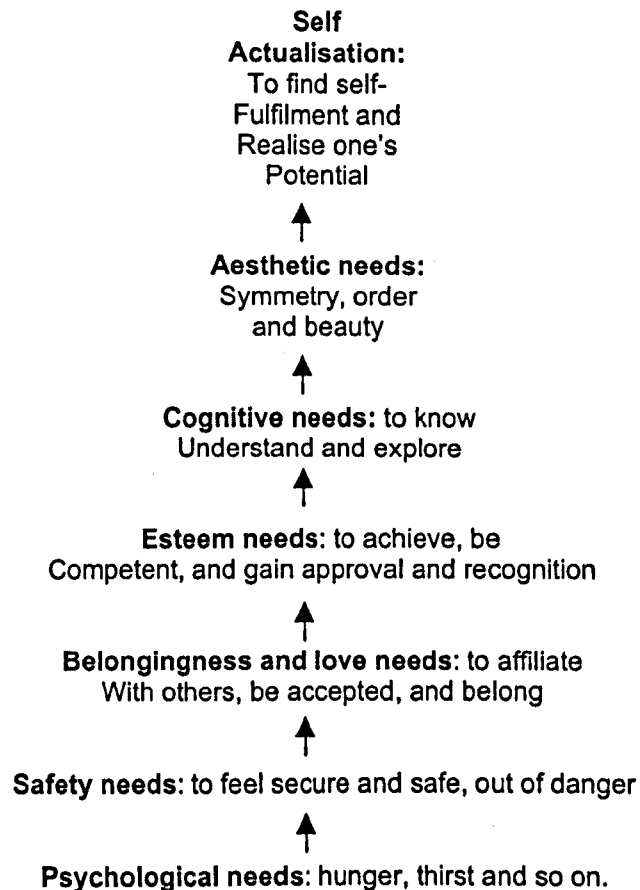
2.2.1 Maslow's Model for development

In framing his concept of 'Self-Actualisation' Maslow (1970) acknowledged his debt to Kurt Goldstein (an early organismic theorist who has made significant contribution to personality theory), among many others. As Maslow points out, the concept of self-actualisation has numerous relatives. Among these are Jung's concept of the self-archetype, Adler's creative power of the self, Horney's self-realisation, and Roger's notion of the evolution and growth of the self.

People like Rogers and Maslow were amongst the first, early this century, to point out a new direction of individual motivation for development using the term Self-Actualisation to indicate the 'highest' pulling force inside the individual (Atkinson, Atkinson, Smith, Bem, Hilgard, 1990). Though the full credit to the concept is usually given to Abraham Maslow.

Maslow's belief is that much of human behaviour can be explained by the individual's tendency to seek personal goals that make life rewarding and meaningful. In fact, motivational process is the heart of his personality theory. He proposed that human desires are innate, and that they are arranged in an ascending hierarchy. Needs that are low in the hierarchy must be at least partially satisfied before needs that are higher in the hierarchy become an important source of motivation. Each step in the hierarchy of the individual's development is characterised by certain needs that have to be fulfilled in order to move to the next step (Hjelle, Ziegler, 1981).

Figure 1: Maslow's Model for development



(Maslow's Hierarchy of needs, own formulation from Maslow, 1954)

Starting from the lowest stage, satisfying the basic physiological needs like food and shelter, through safety needs – the needs for security, stability, protection, structure, order, freedom from fear and anxiety, and so on. The third stage is satisfying belongingness needs, the need to feel part of home and family, friends, group of working colleagues. These structures are no longer satisfying in society due to breakdown in the family structure, the generation gap, the

urbanisation and disappearance of village face-to-faceness and the resulting shallowness of American friendship (Maslow, 1970). The many T-groups, and other personal growth and encounter groups that exist today, may be motivated in part, he suggests, by the need to overcome feelings of alienation and loneliness which stem from these changes in the structure of our society (Hall and Lindzey, 1985). The next stage in the hierarchy is the need for esteem. It encompasses the needs for strength, mastery, competence, self-confidence and independence. When all four of the stages of needs have been satisfied, **the growth need** of self-actualisation arises. A desire to become everything that one is capable of becoming. It is the person desire for **self-improvement**, to make a full use of their potential, to make it actual. A person who has achieved this highest level presses towards the full use and exploitation of his or her talents, capacities and potentialities. He refers to a new discontent and restlessness that will develop unless the individual is doing what the individual is fitted for. A musician must make music, an artist must paint, etc. (Maslow, 1970).

The need for self-actualisation is an umbrella need, so to speak, that subsumes 17 meta-needs: truth, goodness, beauty, wholeness, dichotomy-transcendence, aliveness, uniqueness, perfection, necessity, justice, completion, richness, effortless, order, simplicity, playfulness, self-sufficient (Hall, Lindzey, 1985). There is no hierarchy here, although Maslow says that these are almost basis needs. He adds that usually only 10% of the need for self-actualisation is satisfied. This is because personal growth can bring another kind of fear, of awe, of feeling of weakness and inadequacy. So another kind of resistance is found,

and denying our best side, our highest potentialities, our creativeness. In brief this is the struggle against our own greatness, the fear of hubris (Maslow, 1968).

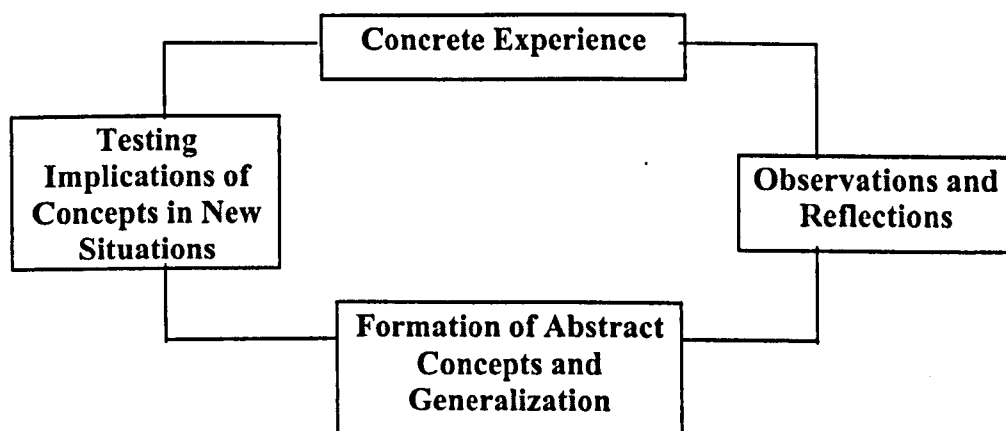
2.2.2 Kolb's Experiential Learning Model

Kolb's model can also be referred as an Experiential Learning model. The learner reflects on his concrete personal experiences and examines his/her meaning in order to formulate a set of concepts or principle to help understand such experiences. The sequence is:

- I. Concrete personal experiences followed by
- II. Observation of, reflection on and examination of one's experiences; this leads to

The formulation of abstract concepts and generalisations which leads to Hypothesis to be tested in future action, which leads to:

Figure 2: Kolb's Experiential Learning Model



The above process results in personal theories about effective behaviour, and continuously recurs as these theories are tested out and confirmed or modified.

People learn from experience. From touching fire one learns to avoid heated objects. From dating one learns about male - female relationships. Every day a person has experiences, which he/she learns from. Seeing a movie about love is not the same as experiencing love. Hearing a lecture on friendship is not the same as having a friend. It takes more than an explanation to teach certain skills, particularly interpersonal ones. Probably, the best way to learn about such skills and to master them is through experiencing them. This can be done by structured exercises, unstructured ones, or by simply experiencing life.

As living sensible creatures all individuals have experienced some things. It is a fact that people can all learn from them, but not all of us do! Even if us all do learn, they are not be the same things from the same shared experience. That is because people carry along their own personal perspectives, individual nuances and unique meanings. As a result, you can never be sure that the experience designed will pass the message you mean to pass, and you can never predict with certainty what participants (learners) will make of it. When people are involved in Experiential Learning, they are using the element of experience in some kind of planned or self conscious way to enable them to achieve some desired objectives. Thus, Experiential Learning is not the same as unstructured learning, it has its structure although it sometimes may not feel like it to participants. In order for experience to cause learning the individual has to be

motivated to learn from it, and thus gain insights which will enable a projection into their personal life.

Experiential Learning is thus based on three assumptions:

People learn best when they are personally involved in the learning experience.

Knowledge has to be discovered, if it is to mean anything or make a difference in behaviour.

Commitment to learning is highest when people are free to set their own learning goal and activities, and pursue them within a given framework (Johnson, 1993).

When people are involved in Experiential Learning, they are using the element of experience. The Experiential Learning process has four main components (elements):

Participants learn to take some degree of personal responsibility for getting anything of value from the course.

Participants have opportunities to reflect upon and examine their own attitudes and beliefs about issues arising from the course.

Participants have challenges to disclose and share experiences with other group members.

Participants have opportunities to practice and try out new ways of behaving with other group members and receiving feedback upon the results (Taylor, 1981).

If structured Experiential Learning is to take place, it is important, at some stage, to define what it is setting out to discover. Only then is it possible for an individual to evaluate each of the designed experiences and thus appreciate their contribution to the stated objectives. Even if certain experiences are not

moving one person, at the same pace as the others, closer to their goal, they should not be considered invaluable as they may reveal other insights that might have even greater significance. One of the most important elements of Experiential Learning is that the individual ought not to pre-determine the meaning of what he will make out of their experience. The meaning each individual makes of the experience is by nature spontaneous and could thus cannot be preconceived.

Learning by experience is a process of making generalisations and conclusions about one's own direct experiences. It emphasises experiencing directly what is been studied, building a personal commitment to learn, and being responsible for organising the conclusions he draws from his experience (gaining insights into the significance of what happened to the learner). While 'content' is important the emphasis in Experiential Learning is on the 'process' (Taylor, 1981).

2.2.3 The Johari (Window) Model

Jung's extensive experiment to understand the composition of his 'Self' - by himself, lead him to talk about the process of 'individuation', that later on in the 1960's became known as Personal Growth (Juch, 1983). 'Individuation' is a process of reaching progressively higher levels of:

1. Self-knowledge.
2. Acceptance of self.
3. Integration of the conscious and the unconscious.
4. Self-expression.

It is claimed that this requires discipline, patience, and many years of hard work, and it balances all parts of the personality (Schultz, 1977 in Juch, 1983).

A well-known, and universally used, model, which elaborates on Jungs' advice and dictum, is the "Johari Window".

Figure 3: The 'Johari Window'

		Known to you	Unknown to you
Known To Others		OPEN/ PUBLIC	<i>fee- dba- ck</i>
Unknown To Others		Self Disclosure	
		HIDDEN PRIVATE	UNKNOWN SUB/UNCONSC.

According to this model Personal Development is an attempt to expand the 'Open' area of the 'Johari Window' - meaning revealing more of:

1. What is unknown to you but known to others.
2. What is known to you but is unknown to others.

This can be achieved by two complementary processes:

1. Receiving *feedback* from others.
2. By talking about ourselves honestly that is, *self-disclosure*.

This short schematic description serves to illustrate that any person can use the feedback from someone else who knows him, from work or otherwise, to enlarge and accept his Public self, and reduce his blind self and unconscious self. Therefore in order to understand one's own functioning in an organisation one must (a) let others know something of oneself, and (b) to open up the public and sub/unconscious areas (in Juch, 1983).

2.2.4. Tony Robbins Personal Development Model

Tony Robbins model of Personal Development, *Unleash the Power Within – the Science of Momentum* (1999) focuses on five steps of development. Combined of focusing on one's state of mind, passion in life, and the commitments one's takes, together with massive actions and a strategy.

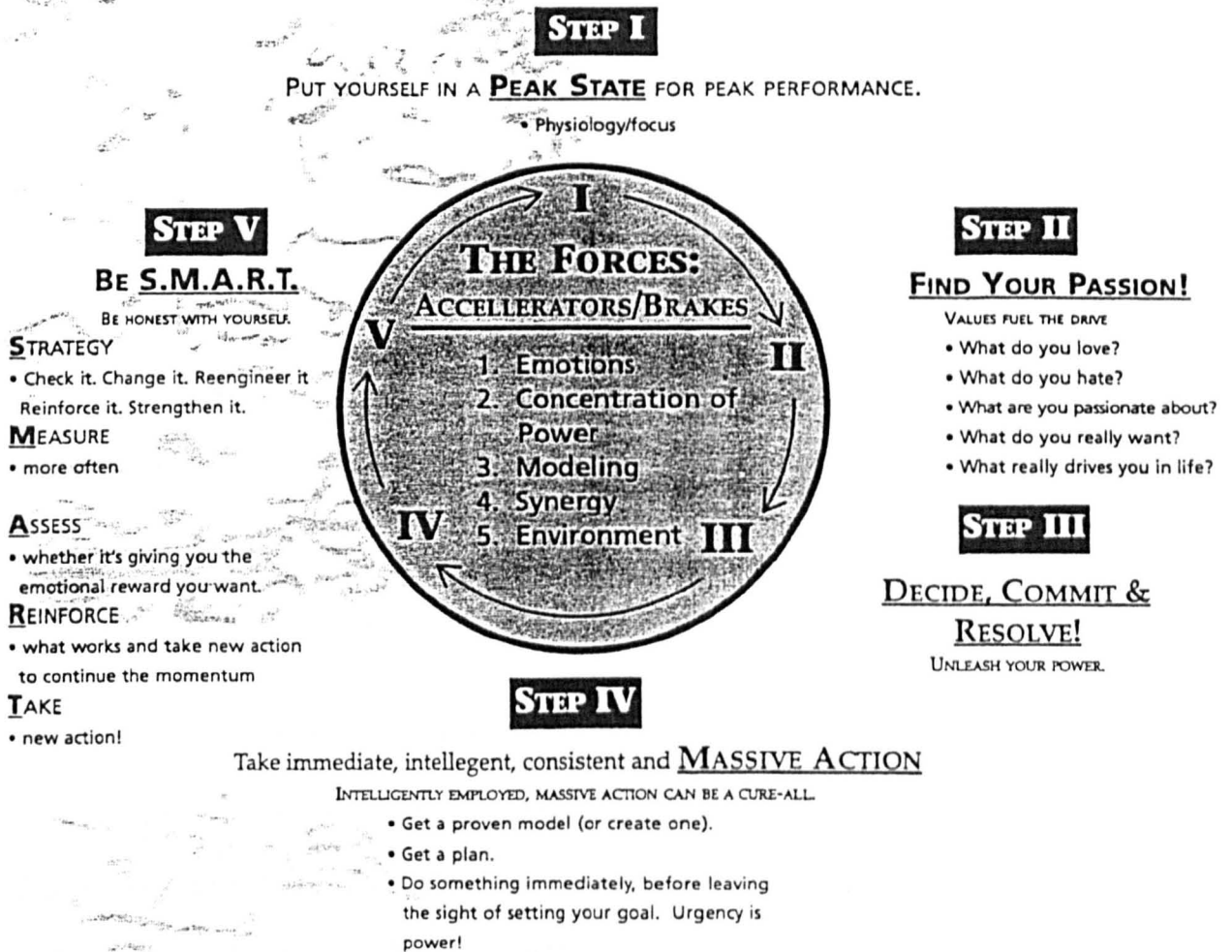
Step 1: The first stage is to recognise one's state of mind in a given moment. Following that is putting oneself in a peak performance state. Focusing on the physiology.

Step 2: Finding your passion in life. What is it that you love, hate, passionate about, true desires and drive.

Figure 4: Tony Robbins Model

The Science of Momentum: 5 Steps

Most people fail to achieve their goals in life for one simple reason:
They never take the first steps



Step 3: Knowing all the above, one has to decide what is it that important to oneself, commit to it and resolve all that has to be resolved in order to follow one's commitments, and all that it is important to oneself.

Step 4: The following step is to take immediate, intelligent, consistent and massive actions. This is what execute our desired intention, and shapes oneself. It is the experience of the actions one takes that makes one develop.

Step 5: Being aware of what is happening with oneself through the process of taking actions. Reviewing ones strategy, measuring it, assessing whether it is giving oneself the emotional reward one desires. Reinforcing what works and what does not work, and taking new actions to continue the momentum.

This model has a different orientation to the previous ones, since it focuses on the individual's 'state of mind' and the action he/she takes, as well as learning to know who you are, and what is important to you.

2.2.5. The Psychology of Vision Model

The notion presented here is that there are evolutionary stages individuals go through both personally, and in relationships, in the process of Personal Development (Spezzanno, 1998). Each stage the individual goes through can be seen as characterised by key 'concepts' and/or 'elements'. In the first stage, 'dependence', there are three key concepts: understanding, acceptance and forgiveness. In each of them the individual develops awareness for inner aspects of the self. In the first stage, for example, one of the many key elements is the awareness for being needy in relationships or life. Whereas in the second stage

it is letting go of power struggle, understanding that one has the ability to choose, the ability to face up one's fears, trust, authenticity etc. The individual is therefore taken on the path from dependence, through independence to interdependence, the willing part of a greater whole; a gestalt approach to a society composed of fulfilled individuals who can and wish to depend-interdependent on each other. The gestalt concept that the whole is greater than the sum of the parts corresponds to the leap that the individual has to make in order to achieve enlightenment. The dawning of understanding is the moment when the parts that have led them to this stage come together and form a greater whole, like the peripatetic hero.

The collective drive underlying the Psychology of Vision model is towards integrating the individual in the world around them contentedly and better equipped to deal with life. Therefore, as more and more take up the challenge and succeed, then the societal whole should consequently be stronger and hopefully happier - which in turn would make it easier for the newcomer to reach the same point of enlightenment as those who went before. The concept that changing the individual is changing the world has taken root in this model; it is a two-way traffic that is beneficial to both sides, because these are the two sides of the same thing. The individual is also the social being that gels together to create society. Naturally, it is dependent on the success of the method; an approach with little to offer will fall far short of these rather lofty aims.

Figure 5: The Psychology of Vision Model

(see next page)

DEPENDENCE

(The Untrue Feminine)

GOING FOR IT → ALIGNING BEHAVIOUR → LEARNING → HARD WORK →

lose-lose
"I'm not ok—You're not ok"

lose-win
"I'm not ok—You're ok"

win-lose
"I'm ok—You're not ok"

win-win
"I'm ok—You're ok"

NEEDS
Loss
Fear
Abandonment
Separation
Sadness
Inadequacy
Misunderstanding

LOVE & BELONGING, INCLUSIVITY, WILINGNESS

SPIRITUAL DEPENDENCE

(Child of Good)

HEARTBREAK
Warfare
Jealousy
Revenge
Hurt
Rejection
Betrayal
Possessiveness
Revolution
Denial
Manipulation
Cheating
Defeat

ACCEPTANCE IIII
MEETING THE CHALLENGE, COURAGE, APPLYING ONESELF

REALIZATION • BEINGNESS • SPIRITUAL VISION • WIN

FOLLOWING → LISTENING → OBEDIENCE

UNITY → UNION → ENLIGHTENMENT

ENLIGHTENMENT

1st: INNOCENCE, HAPPINESS, COMPASSION, CENTREDNESS, TRUE VALUE
NO MINDENESS, MIRACLES, WONDER, EFFECTIVENESS

2ND: TANTRIC MASTERY

3RD: ENCHANTMENT

4TH: ANGELIC

5TH: THE MYSTIC

ASTRAL PLANES

compassionate gods	dark gods
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ONENESS

GUILT
Sacrifice
Temptation
Unworthiness
Judgment
Failure
Belief in Sin
Depression
Idealism
Compensation

FORGIVENESS IIII
GIVING, SUPPORT, SELF-WORTH, INDIVIDUALNESS, SELF-FORGIVENESS, TRUE GIVING

VISION, CREATIVITY, POWER, ABUNDANCE, PURPOSE, BIRTH, SACRED FIRE, LOVE, MAGIC, SHAMANISM, GENIUS, THE STAR, HERO, DESTINY, FULFILLMENT, MISSION, ORIGINALITY, PSYCHIC GIFTS, VISIONARY HEALER, VISIONARY ARTIST, TRUC PASSION, GREATNESS, TRANSCENDING

VISION

1st: The Failure, Helplessness, Rage, The Graveyard, The Void, Hot Hell, Cold Hell, Core Mastery Level Past Lives, The Point of No Return, Dark Night of the Soul

2nd: The Orphan (Survival)

3rd: The Thief

4th: The Murderer

5th: The Betrayer

ASTRAL PLANES

compassionate gods	dark gods
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LEADING

EXPECTATIONS
Demands
Stress
Holding On
Perfectionism
Disappointment
Comparison
Frustration
Fantasy
Too Many Goals

LETTING GO IIII
CHOICE, GOAL-SETTING, MANIFESTING, FOCUSING, GOALS

CONTROL
Power Struggle

TRUST IIII
INTEGRATION, PEACE, TRUTH, HOPE, COMMUNICATION, CONFIDENCE, JOINING

LEADERSHIP

1st: Personality, Self-torture, Smugness, Envy, Embarrassment, Worry, Shyness, Self-Attack, Self-Consciousness

2nd: Prejudice, Moralism, Class, Culture, Shame, Ignorance, Scorn, Resignation, Cynicism, Contempt, Disdain, Anxiety, Corruption, Disgust, Repulsion, Criticism, Sympathy, Bitterness, Creating Personality Icons (Greed, Lust, Avarice), Leveling, Ostracized, Exiled, Superiority, Nastiness, Meanness, Vulgarity, Bigotry, Despising Others, Pity & Self-Pity, Arrogance, Gluttony

3rd: Taboo, Humiliation, Obsession, Compulsion, Secrets, Family Secrets, Money, Tainted, Hatred, Venomous/Poisonous/Violent Personality, Stifling Personality, Addiction

4th: Socially-Defined Reality, Mortification, Perfectionism, Society, Stultification

ASTRAL PLANES

compassionate gods	dark gods
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INDEPENDENCE

(The Untrue Masculine)

INADVERTENT VICTIMIZER → SURRENDER →

win-win
"I'm ok—You're ok"

DEAD ZONE

- Roles, Rules, Duties, Burnout & Fusion, Sabotage, Busyness, Feelings of fraud & failure, & Death Temptation
- Oedipus/Electra Complex, Family Patterns
- Competition
- Fear of the Next Step & Fear of Intimacy

COMMITMENT IIII
TRUTH, FREEDOM, CASE, REASSURANCE, SUPPORTIVITY, BELONGING, SINCERITY

BALANCE OF MASCULINE & FEMININE
PARTNERSHIP/SUCCESS

Doubt

WIN "WE'RE OK" WIN-WIN "I'M OK-YOU'RE OK" win-WIN "I'm ok-YOU'RE OK"

INTERDEPENDENCE

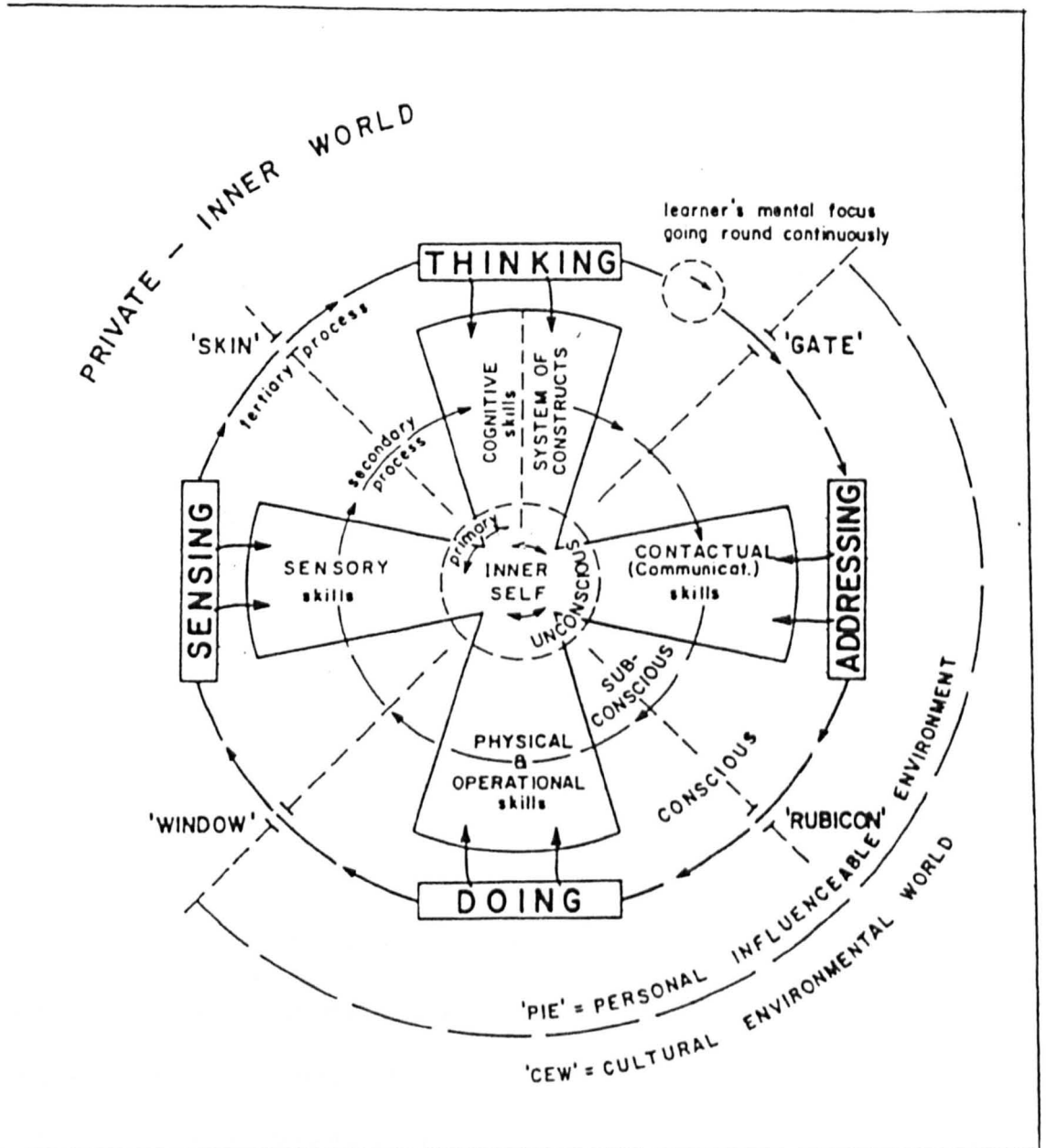
← ALIGNING THOUGHTS / SOUL →
← RECEIVING →

2.2.6. A Process Model for Personal Development

The model, which is primarily addressed at Personal Development in the workplace (though it can be applied outside the working environment), consists of learning activities grouped in four stages separated by 4 mental barriers. The learning results are 4 groups of skills, plus a system of cognitive constructs, all of which extend into the subconscious process - which connects them. Their common root is the unconscious Inner-Self, the primary process (see figure 6 – next page).

The 'doing' stage: Although Juch starts his model from this stage of learning/development, he makes it clear that the learner's mental focus is going around the 'stages' continuously. The first learning activity is the 'doing' activities and the motor skills: practising and accumulating our extensive repertoire of 'operational' skills. In the beginning it is 'Learning by Doing'. The essence of this stage is nicely expressed by *Homo Faber*. The cultures of the western hemisphere hold this active stage in high esteem - working, achievement, performance, even being busy or just doing something. Dexterity skills are of major importance for blue-collar workers. Titles like 'executive-president' have prestige in themselves.

Figure 6: The process model for Personal Development



Applying one's talents diligently is called the Calvinistic work ethic. Pathological, compulsive doers are referred to as workaholics (in Juch, 1983).

The '**Sensing**' activities and the sensory skills are next. The development of the sensory skills is part of the natural maturation of Mans genetic endowment. His sensory system comprises not only the five commonly known ones: seeing, hearing, touching, tasting, smelling (visual, auditory, tactile, gustatory, and olfactory senses), but also his senses of movement, balance, and viscera (interior organs). Juch (1983) conclusion about the *central* significance of this stage is of sensing data from the world around and recording them as such without processing them yet within the cognitive system. **Up to this point judgement is suspended**, the signals have physically entered the body, the electrochemical 'data' are still empirically verifiable. **From this point onwards meaning is attached** to the recorded data and the learner starts to evaluate, synthesise, and digest them, turning them into information of personal significance to the individual.

The third process is '**Thinking**' activities and the cognitive skills. The *centre* of this stage is the bridge between the two halves of the learning process: *making sense out of what Man has sensed and of what he expects to happen*. This stage links what he has experienced and what he intends to do next, it connects retrospective thinking with prospective thinking. Juch (1983) sees the 'thinking' stage as *finalising* the processing of the sensed data: generalising the experiences and integrating them with the acquired system of thoughts, where one accept and understand them or realise that one do not. And this stage is at

the same time the beginning of producing new ideas: hypothesising and visualising future events and behaviours. Here Man exercises his intellectual, cognitive abilities, he expands and differentiates further his skills of reason and logic, abstract theories and symbolic conceptualisation.

The final one is '**Planning**' activities and contractual skills or '*addressing oneself*': implies that people learn through elaboration of ideas through mobilisation of resources and preparation for action, whilst not yet crossing the boundary of commitment to the stage of 'Doing'. It is concerned with the need and abilities of Man to be in or go out into this world, either individually or as a group with the implicit or explicit intention of behaving to his advantage in interaction with things, nature, and/or people. The cognitive abilities are still of back-up assistance *and* foreshadow the operational skills, *after* declaring one's **intention** and *before committing oneself*.

Closing the idea of the process model for Personal Development is Hampden-Turner words (1966:374) in Juch (1983): 'The crux of the cycle is the act of investment, the act of offering our self-related meaning to others for acceptance or rejection, which is decisive for the achievement of growth. Investment must have the quality of autonomous creativity, of authenticity, or anguish and risk.'

2.2.7 The Hero's Journey Model

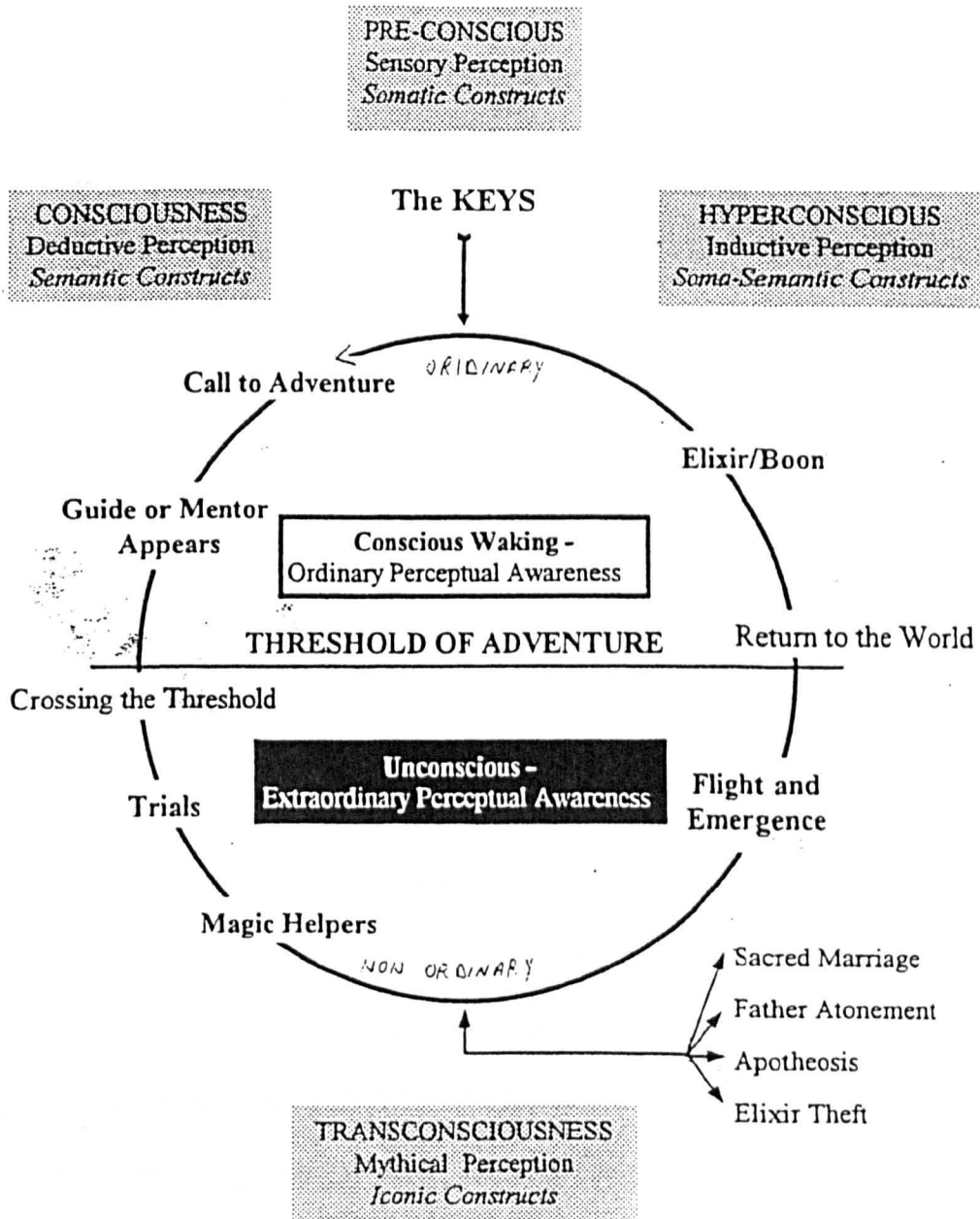
In this model the person is referred too as a Hero on a journey (Riggio, 1997/8 from Campbell, 1947). The journey starts where there is a 'call' for actions for the hero. A call is a challenge that the person is presented in life. It can be moving to a new country, loosing a job or anything that entails unfamiliar territory experience. A call is a challenge to the person's internal world that is coming from the 'outside' - creating an existential angst. The question that the person faces is: do I accept and face the 'call'? If no, he goes alive into the 'kingdom of the dark' (ego drama, fear based function etc.), and the possibility for growth is missed. If he accepts the call his journey starts and help is coming his way in a 'magical' way. A way beyond the ordinary known. Once the person accepts the call he has to let go of the familiar, crossing the line into the unknown. Therefore crossing the threshold of adventure. Once the person has crossed the threshold he is 'tested out' by different life situations. Along the way of trails there are 'magic' helpers coming out to help the person. The challenge now is to pass the 'tests'. Once this is achieved, things that had seemed to be impossible to do before become possible, and therefore there is a 'flight' emergence of the self (strength), and a coming back to the 'ordinary' world. Bringing that entire learning in this experience – the extraordinary perception the 'boon'.

Therefore at the completion of the journey the 'gates' between the ordinary and the non-ordinary are open, and the person can move in between the two. And in the completion, the ordinary world looks like the same, but nothing is the same

(Rijjio, J., verbal communication, the mythogenic-self 2 course, Novato, CA, US, July, 1999)

Figure7: The Hero's Journey Model

The Hero's Journey⁴:



2.2.8 Summary of Personal Development Models

The models presented here are post-dictum, and of limited value. They describe the process after it occurs, and invariably include a description of stages. Robbin's and Kolb's models describe what it is that one should do in order to evoke this process. There is no description of how each step feels or should be like, as is the case in the other models. Instead there are stages given for actions to be taken in order to go through the Personal Development experience. The Hero's journey model, as well as The Psychology of Vision, are littered with the lexis of heroic story, with 'archetypes', 'demons', 'magic', etc. However, the Psychology of Vision model gives us a description of insights that 'represents' each stage in the process of development.

Maslow's model talks about a motivation for fulfilling our potential that 'pushes' to grow and develop. This is the drive, the force. Kolb's model talks about experiences one undergoes that increase personal awareness, and therefore gains insights that allows him to learn better about oneself and others, which enables him to 'move' on with life. The Johari window says that the process of personal development relates to expanding one's conscious and unconscious. Tony Robbins however makes a connection between the person's state of mind in a given moment and its effect on the person's awareness and actions. He sees the person's clarity that comes from one's state of mind, as a significant part in determining the person's experience, and results, with regard to the actions one takes. Increasing peak performance state of mind, being in this state, being clear with regard to oneself, plan and take actions to create the

experience. Having that experience and results, review your goals; a personal development model that is more goals oriented than the others.

The Psychology of Vision Model describes the path for Personal Development as a process of moving from dependence, through independence to interdependence with the whole universe. While each 'stage' one moves to is characterised by, and with, '**key elements**' that symbolise the specific 'stage' in the process. This notion of key 'elements', to symbolise particular stages in the process of development, is also seen in most of the presented models and views.

Ideas expressed in these models have had considerable impact and have spawned hundreds of training programs. It can be argued that the work of Maslow in particular, and theories that he influenced like Rogers, has transformed thinking across the western world – both in the business community and in underpinning the rise of counselling as a profession. Similarly Kolb's model is firmly established in the field of education, most notably in adult and continuing education. It has also to be admitted that none of these models can be defended as fully expounded systems. They all often carry implicit assumptions as to the nature of mankind, and the nature of life. Consequently they do not offer themselves for evaluation in a Popperian way. When such tests have been carried out, on Maslow's ideas for example, the models have frequently been found to be deficient. A notable case is the study of unemployment in the 30's by Jahoda (1982) who demonstrated that people who had barely enough food to sustain life, still spent their scant resources on 'trinkets' for their children – contrary to Maslow's hierarchy needs. Yet the

influence of Maslow's work remains. The strength of these models is in their heuristic value, in getting people to think in ways, rather than generating testable hypotheses.

Nevertheless, they can give direction to research. It is apparent that all the models described here have communality in treating the person as an active player in the environment, who has choices, and is deemed to take responsibility for outcomes. Of particular interest to this project is the fact that all these models have, as part of their structure, the notion which is here described as 'key insights' – that is the belief that personal development work may generate an understanding – an insight – which transforms the person and their world. Thus, the conclusion which is taken from a consideration of these various models is that a constructive way forward in understanding the process and parameters of personal development is to attempt to isolate and define these 'key insights'.

It is suggested that these 'key insights' can be used as LANDMARKS and MEDIATORS of change. Some of the *most observed* 'key elements' are:

Self Awareness, fear, acceptance, 'her and now', openness, letting go, surrender and invisibility, intention, integrity, trust, relationships, judgement, commitment, choice, meaning/interpretation/context, wholeness, completion, freedom and autonomy, positive thinking, power struggle/control.

2.3 Key Insights in Personal Development

Consider the following scenario:

A woman, in her late sixties, (who nearly 40 years later), has regrets that she did not sleep with her boyfriend, who was a soldier in world war II, went away and got killed. When she was young she did not sleep with him, because she viewed it as being wrong. Wrong because she was concerned what other people would think about her, socially constraints, her responsibilities etc. When she becomes old and had not married, she realises that she has lost the only thing she could have had.

Person A: *It is not that she has gained a new insight (i.e. new knowledge). All she has done is to change the **context**. In the context of social rules what she did was right. But in the context of her as a person the decision was wrong.*

Person B: *She did gain a new insight - **Choosing**. But she may not be aware of that.*

Person A: *Let's assume that she was aware of her freedom to choose. Than the penalties of a particular choice were so high, that she couldn't allow herself to make that choice.*

Person B: *In this case she was operating from Fear.*

Person A: *Yes.*

Person B: *This is another key insight – **Fear**- that stops you every time along the way.*

Assuming she is aware of her choice, she now has to understand, that the meta concept (key- insights) which governs her decision-making is Fear. She Choose to stay in fear.

Person A: *This is a **social fear** (one dimension in the meta concept: fear), if you like.*

Person B: *It doesn't matter what names do you give to it. It is still fear.*

Person A: OK. So let's say that now that she is old and not feeling well, she decides to commit a suicide. She knows it is a choice, but this time is a fear of God. All the time she is aware of the choices and the fear. So it is not right to say she was not aware. Because in practical terms she would see that she had a choice, but had no alternatives in the choice she made.

Person B: Disagree. She could say that she was aware of the choices, and she chose to make a decision based on fear. As it is said in *Conversations with God* (Walch, 1997): '... the fear will always be there, regardless of how evolved/developed you are. It is part of your being. And in the choices you make. You either choose to overcome the fear, or be/stay with the fear with the choice you make, but be aware that it is the fear who governed your decision at a given moment. Be aware of that, take responsibility for it, and do not blame anything or anyone.'

Person A: What you are saying is that any choice we are making is a pay-off matrix.

Person B: Yes.

Person A: So what do you say about cases that in their nature there are no fears involved with decision making process?

Person B: It will involve value judgement, which also can be related to 'key insights' and the process of development (Evolvement). e.g. If we relate to a person who is identified as being in the first stage of Roger's or Freud's development matrix. His decision would be stem from the 'insights' that governs this stage.

Person A: Yes, in this regard you are right. But what about someone who regards the value of choice as nonsensical? Such as people who follow the believe that God has decided things for them?

Person B: They still have a choice, because God has given them free will. The ability to choose between what shall I eat, to pray or not, good and bad etc. It is the holiest thing that is mentioned by G-d in all (main) religious books, The Torha; The New Testament; The Qur-an, it is said: I have given you the ability to distinguish between good and bad, 'Ve-baharta ba-ha'aim' (Torah: you shall choose life); 'We show him the way: whether he ... rests on his will' (Surah ad-

*Dahr Ruku 1, 3; Yusuf Ali Quran Translation). So as long as they have it, their point of argument is not valid. Their point may be valid in some cases, where by external observations it seems that they did not have a choice. I.e. The family, country, society they were born to. However in all other situations it is their choice and responsibility. Some will also claim that even in cases of no apparent choice/control upon the situation, such as the following example, were a man is walking on a pedestrian pavement, and suddenly a car diverts from the road lane and hits him. They will claim that this was also his choice and responsibility, but he may not be aware of that. However to understand it they add another 'key insight': **personal responsibility** i.e. every thing that happen to you it is your responsibility, and you choose to experience it for a reason. At its occurring moment, you may not be aware of, and it may also be a choice that you have made and taken responsibility for, in the times before you reincarnated. The reasons can vary: choose to experience this event in order to evolve, to mend a certain thing in your process of completion, to heal past generations lack of Evolvment, to become more aware etc. (Spezzano, Chopra, Walsh, Dyer and many more). There are always key insights that govern one's decision making process and play a role in one's life.*

(Communication between Williams and Lami, Hull University, 1999)

Psychology theories, as well as contemporary psychologists, identify different key elements in the process of development. Sigmund Freud talks about projection, regression, repression, or recognition and awareness of one's defence mechanisms. Jung refers to archetypes such as persona, or the shadow. Erick Erickson talks about trust, autonomy or integrity. Abraham Maslow describes 17 'meta-needs' amongst which are wholeness, simplicity, effortlessnes or completion. Stating that people must learn and integrate

humility and pride, and overcome the fear of growth. (Hall and Lindzey, 1985; Hjelle, Ziegler, 1981). Maslow is not the only one who talks about fear as a main 'element' in the process of growth. Fromm (1960) has mentioned the fear of freedom, due to a fear of change. Nonetheless, Jeffers (1987) takes it a step further and say 'feel the fear and do it anyway'.

Fromm (1960) also talks about the increase of self-strength in the process of growth, as well as, the meaning surrender of the self and invisibility. Shostrom (1996) describes 10 dimensions of personal growth or self-realisation, some of which are self-awareness, operating in the 'here and now', interpretation, and openness. (Handout in a Counselling class, Hull University, 1996 – appendix 1) Landmark Education, the largest organisation for personal development training programs, has registered 150 distinctions for individuals' transformation (Hopper and Eastley, Harvard Business School Journal, 1997)

In her notebook, Jungian analyst Florida Scott-Maxwell (in Johns, 1996) writes of our need to *"live our strengths"*. Schutz (1979) takes a view with regard to potential and explain that if he wishes he could choose to feel inadequate because he has not realised himself fully. But it is not inherent in the assumption of limitlessness that failure to achieve all that is possible must lead to feelings of guilt and depression.

Maslow (1972) cautioned his own students that if they deliberately plan to be less than they are capable of being, then they will be deeply unhappy for the rest of their life.

Robbins' (1999) view about Personal Development is that one *has to let go of fears, of who one is, and one has to set standards and to challenge the self.*

Johns (1996) talks about personal development in terms of awareness to our strengths and weaknesses, of our intuition, our choices, the forces that work inside and outside the self, and that leads a person to know and accept oneself. Whereas Van Deurzen-Smith (1988) talks about awareness, freedom, and intentions as 'elements' of growth and development. He says that freedom can only be assumed to the extent that one is aware of the necessary, the impossible and the desirable. The way in which a person perceives a situation determines her sense of freedom to respond. Intentions are the way in which people carry forward their presentations of themselves. Intending, is the active link between past and future, which is always in danger of sabotage by wishes and expectations, which are often in contradiction with one another. Intention operates as a unifying principle; integrating past, present and future.

Spinelli (1989) explains about awareness, interpretation and intention and says that while the world as it is acts as a stimulus to all our experience, our **awareness of experience** is the result of **interpretation**. People may not be creators of experience itself (that is, straightforward experience), but they do create the experience they are aware of (that is, reflective experience). **Intentionally** provides the key mechanism through which the world becomes consciously interpreted and acted upon.

The above, along side the previous parts of this work (particularly parts 2.1 and 2.2), provides examples of what is becoming evident - that there are key

'elements' i.e. concepts, dimensions, distinctions, insights, which apply in the process of Personal Development¹⁹.

This research refers to these elements as "*Insights*" for the following reasons:

1. Most approaches to developing and changing experience place great emphasis on the role of reflection, self-awareness, and insight, assuming that self-awareness has inherent transformative potential. Indeed, *Insight* is central to psychodynamic, cognitive therapy and many other approaches to development (Henry, 1999).
2. It is believed that each person is 'Olam Katan' (Kabbalah term – meaning, and not only literally, small world). It is therefore extremely difficult for one to capture the full happening (all the 'elements') in the process of Personal Development. It is recognised that people differ from each other in potential, experience, environmental exposure, social contacts, learning, knowledge, orientation etc. (Psychologists theorists, Human Potential movement theorists etc). Each 'mind' significantly 'differs' from another, and 'Rav Hanistar Al Hagaluy' (Hebrew expression – the hidden parts are much more than the revealed ones. i.e. what is revealed to the observer is far less than what does actually exist). Thus the difficulty in capturing the full meaning of the Personal Development process.

¹⁹ It is important to note that the notion of Key Insights has been observed and distinguished not only via the academic and non academic literature, but also by observing statements shared by participants in many different personal development training programs.

3. It has been observed that there are 'insights' gained by the individual in the process of Personal Growth and Development. The number of them may be infinite, due to human beings process of Evolvement and the concept of 'Olam Katan'.

The research refers to insights as defined in the Oxford Dictionary (Hornby, 1978): "*a realisation or understanding of something*". Meaning that by gaining an insight the person has the ability **to access** it, and use it, whenever he/she chooses to do so²⁰. **This does not necessary result in an automatic behavioural change**, although it is not to eliminate this possibility. It may be that with some individuals the realisation of a certain key insight may be so powerful that it creates an automatic change. Nonetheless, it is also important to note that the usual process is of internalisation and practice. I.e. once an insight is gained it is like developing the muscles. The more one practices, in bringing to awareness a single realisation and acting upon change, the higher the likelihood for it to become part of the person's self, and so be distinguished as a Personal Quality [a minimum practice of 90 times (Lifshitz, 1999)]. The nature of Key Insights creates wide effects on many aspects of the person, such as the individual's personal qualities and his personal, or professional, skills. The

²⁰ For example (as was given by one of the practitioners participated in this research: "Say for example, an insight that I had about 4 ½ years ago, was when I was 5 I got beaten up by a white kid, and I decided that white people didn't like me. I had forgotten that I had made that decision. So, 22 years later, when I'd realised that I'd made this decision, it was like: well ok I can now re-evaluate that. Is that really true? It might have made sense to a 5-year-old, but I'm now 37, is that necessarily so? So this insight allowed me re-evaluate that decision to say ok that decision is kind of redundant and shift my thinking and to let that decision go, so much so that I am now married to a white woman "

nature of “Key Insights” is to enable the individual to develop/poses different personal qualities, as well as to support the performance of skills. As is observed earlier, one of the identified Key Insights is ‘Contribution’. This can be gained by the insight – ‘recognising that the more you give the more you receive’. This understanding [while being conscious to it, with practice of minimum of 90 times for it to become a personal quality and 70 times for changing a habit (Lifshitz, 1999)] can support the development of a personal quality ‘service to others’ that results in ‘customer services’. This illustrates [with the basic design of each personal quality or personal skill] the foundation of key insights as being the smallest unit of change (providing the individual has developed a sense of awareness). Therefore, gaining key insights can directly improve or develop different personal qualities and more.

This distinction will become more apparent and relevant when discussing the use of the concept in selection and training, where a distinction is given with regard to professional skills, personal skills, personal qualities and key insights.

It is suggested that it should be possible to identify the ‘*Key Insights*’ in the process of personal development in order to **examine**:

1. Whether the Key Insights identified in the literature are similar to the ones described by both contemporary personal development practitioners and managers.
2. Are they universal?

It is important to note that the research refers to universality in potential. It is suggested that these Key Insights are predominantly relevant in western society (and in some eastern ones) and therefore might be universal only in these contexts. One could say it is a product of a *Zietgiest*, which means that if one takes them outside of our society (a society that has not been exposed to western thinking) the concept of Universal Key Insights may not be relevant. Nonetheless one can express 'Histaygut' from the above statement. There is evidence that isolated societies, like African tribes for example, who have not been exposed to western/eastern, culture, technology or thinking, would react, when they see a white person for the first time, in a curious 'judgmental' way, or maybe, 'observational' way i.e. this 'thing' is different!

Whether this reaction indicates the initiation of developing self-awareness, due to the presence of something 'new and different' that they have not been exposed to, or the understanding that 'the potential' or 'ability' of our mind to 'judge' comes to relevance only in a world of relativity (or in a culture/society of relative conversation), are questions for further research and not the primary concern of this one²¹.

²¹ ***Illustrating a possible development and meaning of 'Key Insights' In the context of this research (Lami, 1998):*** One of the main recognised insights is 'Judgement': the tendency of our mind to judge. At first we do not know that we do not know (not being aware of the internal dialogue: the little voice in our head). Living life mostly in a state of 'conditioning' (Stimuli>Response). E.g. if one sees someone 'unusual' the immediate reaction may be negative judgement. Without being aware to its occurrence! (Also not being aware for the reasons that might created this reaction. I.e. past events, conditioning, etc. By hitting' a process of 'personal development' one begins developing the awareness to the internal dialogue. This is the *second level* (S=>R=>Aw). So when one sees an 'unusual' person there is an understanding of the reaction (i.e. as being conditioned). Probably he is still unaware that it is the mind, which is processing a judgement. *Third level* is developing an awareness to the fact that one's thoughts are not actually his (S=>Aw=>R). They are 'given' to us as a product of our conditioning process, or 'society' pre-programming, etc. Starting to observe them, one becomes the

2.4 Summary

This chapter examines the literature on personal development, and has shown that there is an observed 'chaos', both in the literature and among practitioners, with regard to the concept. It is evident that the concept is not clearly understood and is used in different contexts and different ways. It seems that no one really knows what it does mean, and how it does occur. Practitioners can describe some *post occurrence* aspects, but not the elements that 'combine' or 'create' it (apart from the Psychology of Vision Model that gives a more extensive perspective with regard to the Key Insights indicating each stage in the process of development). Bunce (1997) noted that before one can design a process to achieve maximum effectiveness, a greater understanding of the mechanism, or the mediators, of change is required. Bond and Bunce (2000) investigated this in their recent work, when they examined the affect of a *specific* Key Insight (i.e. a mediator of change): *Acceptance*, and found positive effects of 'acceptance' on reducing stress (mental health). Their work illustrates the positive affect of ONE

observer, as Chopra (1997) describes in 'The Higher Self'. First seeing that it's there, without the ability to do something. *The fourth level* is developing the *knowing* that one is able (if one chooses to) to own one's thoughts. (Consciousness - S=>Aw=>[R]). Then comes *the fifth level*, which is the ability to create one's thoughts. (Consciousness - S=>Aw=>>Choice of thought). Thus, knowing that the 'judgment' process is in one's hand. By choosing positive desired thoughts. Coming to the realisation that all people share something in common, regardless of their skin colour or outlook appearance; Observing the observer (Lami, 1998; Spezzano, 1999). This concept of Judgement relate also to the 'key insight' – interpretation or meaning. But it is not our purpose to discuss it at this stage. [It can be suggested that all these 3 'key insights' (judgement, meaning, interpretation) can be grouped under one meta- concept].

key insight on creating change. What would be the effect with the existence of other Key Insights?

Moreover there is no clear distinction between the terms Personal Growth and Personal Development. They are used interchangeably. People in counselling, for example, believe they are all talking about the same thing. However, it is evident they are not. There is an absence of both an acknowledgements of stages, and of key insights that the process involves. This may be due to the 'young age' of the subject. Thus, it is important to examine and identify the existence of these Key Insights. It is also important to examine whether personal development and personal growth are similar or distinct concepts.

Personal development is a concept that people use in different domains. The most common two in business use, are selection and training. These aspects are thus the forms of this investigation.

CHAPTER 3: Personal Development in the Workplace

“The Bottom Line: Proof that people make the difference”

(People Management, Cover page, 14 October 1999)

This chapter aims to investigate the concept of personal development in the workplace: its usage and meaning.

The current trend in organisations, which have been observed in the last 10-20 years, is of organisations that, according to their recruitment advertisements, are seeking employees that possess certain qualities like: integrity, commitment or confidence. These qualities can be seen as ‘personal development aspects’ of the person, which are not directly part of the requirements necessary to perform the job - but in their presence the person is more capable (or better) in dealing with the job, and performing it (Williams, 1999). Companies also state in their recruitment information their commitment to employee development and growth. This chapter examines the use of the concept Personal Development in selection and training and its possible future applications.

3.1 The Concept of Personal Development in Selection

“Giving *People* Space to *GROW*.”

(Recruitment Advertisement for HR Managers, Carlsberg-Tetley, in Personnel Today, 5.6.97)

3.1 The Concept of Personal Development in Selection

“Giving People Space to GROW.”

APPOINTMENTS

Giving people space to grow.

At Carlsberg-Tetley, we carry out a range of operations, from brewing through to marketing and sales - and excel in all of them. Our portfolio of power brands includes Carlsberg, Lager, Tetley's Bitter, Castlemaine 1000 and Sako - an attractive package for pubs and retail outlets all over the country.

We're also committed to adapting to changes in the marketplace. We've recently entered an exciting period of change - and our HR department is helping drive it. The following roles will provide operational and strategic support to new business units all over the country, including our sites in Northampton, Burton, Leeds and Romford.

Human Resource Managers up to £35,000 package

As a key member of your local management team, you'll play an active part in shaping business strategy, your contribution to corporate HR projects will also carry a business-wide impact. Using the latest thinking and the most innovative methods, you'll add to our bank of talented people and ensure that they develop by devising effective training solutions.

With a graduate-level academic record and full PC qualifications, you'll need at least four years' experience in a professional HR role. During this time you'll have taken a course with leading edge sector technology and the impact of HR strategy. To business colleges, Chartered Institute, you'll be a confident communicator and leader with plenty of good ideas and the capacity to put them into practice. *Please apply ref: P/T/HR/11*

Human Resource Officers at least £20,000 + benefits

In this challenging generalist role, you'll be involved across the spectrum of HR operations including recruitment, remuneration, administration, pensions, discipline and contracts, projects, training, a high level of autonomy, which a flexible, proactive and responsible team environment.

We want to see attention to detail in these positions - people who'll demonstrate management potential straight away. If you've got 2000 hours of work experience in HR, you'll be able to work towards gaining an HR qualification. If you've got a relevant academic achievement - if you don't have one, it's OK - and you'll have developed credit of related work with confidence, communication and teamworking skills. *Please apply ref: P/T/HR/12*

Shape the future - through our people. Please write a probing full career letter and quoting the appropriate reference number to: Human Resources Manager, Carlsberg-Tetley, Brewing Limited, 107 Baker Street, Burton-on-Trent, Staffordshire ST14 1SD. The closing date is: view our advertisement from page 132.



(Recruitment Advertisement for HR Managers, Carlsberg-Tetley, in Personnel Today, 5.6.97)

“Developing the People who drive the Systems”

Developing the people who drive the systems.

HR Manager - Information Technology & Telecoms

In HR today, some of the biggest challenges are in information technology and telecommunications. The rate of change and the pace of growth present complex people issues which demand innovative solutions. An HR Manager in this environment must be able to get to grips with technical specifications and balance them against people factors. If you also add contract staff to the equation, you will find few more demanding areas.

Eastern Group is one of the leading integrated energy groups in the UK. Our business consists of five distinct and fast growing areas: Eastern Electricity, Eastern Electricity Contracting, Eastern Natural Gas, Eastern Generation, Eastern Power and Energy Trading. And there is now one other. We have recently launched a Telecommunications business which is growing fast in the UK. Behind all our operations, information technology is proving a key driver in the run up to market deregulation in 1998.

With responsibilities for the full range of HR issues for these two areas, you will be highly influential in the development of business focused HR policies. By understanding the changing nature of our business you will recruit, develop and retain the best people in the market place.

We are looking for an HR specialist, who is ideally a graduate with an IPD or equivalent qualification. You will have experience of policy development, operational management and be conversant with the full range of HR issues, including recruiting, rewards and training. A proven track record of introducing Quality Management Systems and Performance Measures will be complemented by an insight into the business issues facing the contracting market place. But just as important will be your approach, set want to talk to involving individuals who have the personal credibility to influence others and get results.

We offer an extremely competitive salary and benefits package. For those prospects who also excel, if you can find answers to the toughest issues in the HR market place, you will be a much sought after professional expertly within Eastern Group. Please write with full cv and current salary details to: Senta Agel, Personnel Manager, Eastern Group plc, Whitstead Park, 21 Brix 40, Whitstead, Ipswich, Suffolk IP9 7AD. Closing date: 11 September 1997.

We are an equal opportunity employer.



(Recruitment Advertisement for HR Managers/IT, Eastern, in Personnel Today, 31.7.97)

3.1.1 The Concept's Use in Selection

Most new approaches and methods in the workplace make wide use of new and novel training ideas. A flavour of it is present in the Preface of this work. This illustrates that the business world is starting to change, modifying itself to present cultural waves. However, before going with the flow to agree with it, one has to be aware of, and distinguish between, the surface notion - where there is an adoption of vogue or fashionable 'buzzwords', and a more genuine one - where the underlying principles are both incorporated and used in a coherent

way, in accordance with the learning or teaching philosophy advocated by organisations.

The process starts with the way companies attempt to attract the employees that they would most desire. The way positions are advertised and the information available shows that the concept of Personal Development has begun to make inroads, as companies are becoming more aware of its use and importance in the selection process. It is becoming increasingly common for companies to describe the importance they ascribe to their employees, and how they support their development. Companies, both large and small, frequently talk about the importance of the people they recruit and the tailored training programs they provide. Clearly, there are grounds for saying that by placing these elements in their recruitment publicity, they are trying to say something about the ethos and culture of their organisation. Nevertheless, it is clear that ideas about Personal Development are seen as increasingly important, so much so that they are a feature to attract the right sort of employees.

One of many examples is an advertisement in Personnel Today (1997)²² for the position of Personnel Policy Manager at Hillingdon London Borough Council. Described as a 'key role in personnel policy making- are you equal to it?'. The tone of the advert is dynamic and confident; they are looking for someone with the 'drive, imagination and flair to help shape our future'. Given the position advertised, it can see as an indicator for the Borough's ideas about their staff:

²² In Personnel Today, Appointments, 5th of June 1997

“At Hillingdon, we recognise that services are only as good as the people that deliver them. This role reflects our determination to stay at the forefront of progressive personnel policies.”

There are two positions taken here: the importance of staff in delivering services, and that standards can only be maintained, and improved, by constantly searching for the best that is currently available. Failure to maintain this aim is intrinsically linked to the quality of the services provided and the health of the Borough as an organisation.

The connection between the organisation and the individual's development is a common thread. This can be seen in a Scottish Natural Heritage advert in Personnel Today (1997)²³ for a Training Manager/Personnel Manager. They are looking for 'applications from Training and Development professionals to lead a small team... in the delivery of a high quality, cost effective training and development service, **in support of organisational objectives and individual development needs.**' This illustrates the adoption of the terminology and ideas of personal development at this level. Other advertisements show a commitment to employee development and maximising the individual's potential: *“This is a hands-on role demanding excellent interpersonal and communication skills and the ability to inspire others with your own enthusiasm. This challenging position offers plenty of scope to try out your*

²³ In Personnel Today, Appointments, 5th of June 1997

*ideas and express your creativity within an organisation committed to your development.*²⁴

It seems clear that personal development is seen to be both a requirement for the commercial health and survival of a company, and a selling point for job recruitment.

Other aspects of the need for development are seen in companies' schemes and approaches towards recruiting and developing graduates. Linklaters and Paines, an international law firm, state in a recruitment advertisement that 'assessment, development and counselling of trainee solicitors' is the primary aim of the position, requiring 'confidence, determination and energy. Good communication and administration skills, as well as the ability to think quickly on your feet are also important' (Personnel Today, 1998)²⁵. This advertisement might aim to show a company with a culture of change and development, who see recruitment and development as a linked process, and emphasis other qualities than simply the necessary professional qualification.

A job advertisement for a Director, for Joint Ventures Partnerships and Acquisitions, is looking for a person with 'the ability to negotiate complex deals in excess of \$100 million'. The company asks for someone who is 'culturally sensitive, you will have the passion, experience and confidence to lead and

²⁴ Norwich and Peterborough Building Society advert for Sales/Management Trainer in Personnel Today 5 of July 1997

²⁵ Personnel Today 21 of August 1998.

influence change at the most senior levels' (Sunday Times, 1999).²⁶ The qualities specified, like sensitivity and passion are far removed from traditional qualities expected in a position where \$100 million deals were signed. Furthermore, some recruiters refer more directly to personal development, like the Peachell Group, whose 'successful candidates will possess a highly commercial outlook and excellent problem solving abilities. This is a **superb opportunity for personal development and growth** in a rapidly expanding company' (BPS Memorandum, 1999)²⁷.

In light of the above it seen that there is increasing awareness in our time for people moving from 'machine' orientation towards the human side. At face value it appears that companies have started to realise the importance of employee's personal skills and qualities, as a significant factor in shaping the success of their company. It seems that companies are becoming aware of the importance of employees as a resource, and that there is a search for something 'else' which is more than skills. However, whether this is the 'truth', still has to be established.

3.1.2 The 'Search' for The Ideal Employee

1. Scientific Psychology started to develop quantitative and rational measures of psychological aspects during the last quarter of the nineteenth century. Binet and Simon produced the first intelligence test in 1905, which 'emphasised the ability to judge, understand and reason' (Anastasi, 1990). Since

²⁶ Mercuri Urval advertisement in The Sunday Times, 18th of October, 1999

then, there has been an explosion of testing in this, and other areas, including achievement, personality, etc. Personality testing in the US was dominated by the work of the Harvard Psychological Clinic under Murray and progressed during the Second World War. This happened as personnel were required for unforeseeable tasks where, because of the great variety of assignments, job analysis was impossible, and the secrecy of the work precluded the usual cycles of tryout and feedback (Aiken, 1988). However, today the assessment of executives is the primary area where it is continued, albeit more conservatively with 'greater reliance on face-valid work samples and little explicit attention to personality' (Aiken, 1988). In the next section the stated goal of finding the ideal employee (which has its roots in these tests), will be examined.

2. The notion of the IDEAL CANDIDATE is well known in selection practices. The ideal employee is clearly the ultimate theoretical goal, where the closer the approximation to the ideal, the more successful the selection process is assumed to be. There are many ways and methods in use that aim to 'identify' this 'ideal'.

HR departments in companies, as well as external recruiting companies, have a "Recruitment Briefing Pack", and for each position they have a profile of the ideal candidate, where it is clearly stated: THE PROFILE OF THE IDEAL EMPLOYEE. Also managers are asked to "Be familiar with the Ideal Candidate Profile" before they go to interview them. Although a profile of the ideal

²⁷ Advertisement in BPS Appointments Memorandum 574 February 1999

candidate is held for each position, there are common factors to most companies and all positions: age, education, post professional training, related work experience, work related skills (IT, engineering, communication, inter personal etc), additional related skills (i.e. languages, driving license).

However, with regard to PERSONAL QUALITIES there is very little mention, if at all. As can be seen in the following example of a well known HR recruitment company, where, in its briefing pack, it is stated that a consideration is taking place on various dimensions of candidate's personal qualities, and they are described for example in terms of *behaviour, manners, professionalism, or accountability*. There are no clear indicators of what they mean, or how they might be assessed. Nor is there any mention of specific personal qualities, such as the ability to overcome fear, authenticity, or awareness of self, or of key aspects of the person that can facilitate the job. Indeed, a description without a referential framework is by and large too subjective to be of any practical use. For it is based on each individual understanding of the meaning of the words given for the personal qualities. It is suggested that this form of description is more included for the sake of form and appearance, without carefully consideration of the meaning in relation to the task. Yet, if one were to ask any recruitment specialist how they select people for jobs, most would claim that they match skills, experience abilities, competencies and motivation required by the job (the person profile) with those of the candidate. Selection is seen as science: they seek the PERFECT employee (Hunt, 1999).

In order to illustrate the above theme considers the following example: the profile of the ideal candidate for the position of an Advertising Manager. Apart from the factors that are most common to all positions [i.e. age, education, professional training, related work experience and skills] a category of Personal Qualities is included. It is defined as follows: Behaviour, manners, general look and appearance, physical condition, attitudes, ideas opinions, willingness, emotional stability, ambition and self-motivation, accountability, attitude towards work, discipline and compliance to rules, responsibility, discretion, professionalism, accountability, etc. For this purpose the following rating scale was used:

- Outstanding
- Above average
- Average
- Below average
- Undesirable²⁸

Here, a company that specialises in HR believes itself able to measure key personal qualities and grade them, the adjectives used span a ten-point scale, without any reference to objective scales or means of testing or qualifying each quality, despite claiming the ability to grade these factors. If 'ambition' were not linked to 'self-motivation', would it be automatically seen as a positive quality, rather than a negative overriding desire for position?

3. In career services, they analyse the categories of questions that an employer could ask either at the interview stage or on the application form. The University of Hull careers manual, *What Next?* offers no less than 68 examples,

with an additional seven for mature graduates.²⁹ Many of these questions are of a fairly standard nature, like 'sum up your strengths and weaknesses' or 'how do you evaluate or determine success?' Furthermore, there are also standard answers that are to be accepted and deviation from these criteria means that the candidate does not match the ideal employee profile. The assessment checklists used follow a similarly exhaustive range of categories. The one given in *What Next?* Has eight groups most of which contain several discrete items to be rated from Exceptional to Weak with a record of the evidence. One category, disposition, has eleven items to be rated, the first of which is:

The ability to get on with others- demonstrates integrity and high personal standards, builds effective working relationships, even in difficult situations, organises work to best standard and gets best results, self-confident, enthusiastic and responsive.

Given that this is only one item in this group, and that this form represents only one part of the selection procedures and methods, it is evident that selection is becoming more and more about ideals and perfection which is far from the reality of human beings (Hunt, 1999). So that looking for perfection and ideals is a prescribed formula for frustration. The other issue, that is raised, is how do existing selection methods 'measure' aspects like *integrity, enthusiasm, builds effective working relationships* etc? These very important aspects are hard to identify and define, and are distinguished via the individual's doing, being and the span of time.

²⁸ Candidate's appraisal, 16th June 1997, Human Resources Services (Company's name is disclosed)

It seems that the more sophisticated the science of selection and assessment has become, the more difficult it is to match the person's profile. This is, according to Professor Hunt from LBS, because: "in reality no candidate ever lives up to the person profile. That leads to one or two reactions among the selectors. Sometime the job profile is tightened. Recruiters then begin to talk as though mediocre people populate the entire world. Alternatively, selectors downgrade the specification what considered essential modified and even abandoned" (Hunt, 1999).

It is relevant here to provide an overview of current selection methods and procedures.

3.1.3 Procedure and Methods in use to 'Identify' the 'Ideal' employee

Following the previous section (3.1.2) it is of no surprise that many methods evolved and developed in order to identify the 'ideal' candidate. This section gives a brief review of existing ways and methods in recruitment procedures.

In today's world an organisation's selection process usually involves one or more of the following:

1. Job description / Person specifications
2. Recruitment advertisement
3. CV Screening

²⁹ What Next?, 1994, The University of Hull Careers Service

4. Application Forms
5. Interview/s
6. Ability/Personality tests

According to Anderson and Shackleton's (1993), there should be four stages in selection: *Recruitment*, *Pre-screening*, *Candidate Assessment* (e.g. Psychometric Tests and Interviewing) and *Induction*.

Recruitment

The *recruitment* stage is defined as (1) recognition of the need for new human resources, as a consequence either of staff shortages, or long-term strategy; (2) job analysis; and (3) recruitment of a pool of applicants. In longer-term recruitment, corporate recruitment strategies may be developed in order to implement new organisational plans and adapt to changing job needs.

Anderson and Shackleton (1993) claim that job analysis as a process of identifying tasks should involve two related outcomes at an operational level: *job specification* and *person specification*. Job specification should include both *general responsibilities and specific tasks*. From this, it should be possible to identify the *qualifications needed* to perform the job, which constitutes the *person-specification*. They claim that moving from the job specification to a clear specification of the *psychological qualities* required for a successful job holder is a complex process (Anderson & Shackleton, 1993). This is *ill defined* but implies some aspects of the *personality* of candidates.

Anderson and Shackleton do not explicitly address the issue of the relation of person-job fit to person-organisation fit. Yet is it arguable that their 'psychological qualities' are relevant to both. For instance, a necessary condition for job-fit will be some objective assessment of whether the candidate has the knowledge, skills and abilities to do the job. But, in themselves, these will not be able to indicate whether the candidate has particular 'psychological qualities' such as being able to do the job *under pressure*, of which a better proxy may be his or her reaction to pressured questioning during an interview. There are also *wider* issues, which relate to organisation-fit. Such as whether the candidate has the *kind of personality that* will suit a fast - or slow - pace of work in different jobs within the specific job definition, or is the *kind of person* who is likely to reinforce the profile or public image of their organisation.

In general, job analysis seeks both to set job specifications and identify information that might be useful in the following stages of the selection process, starting with advertising the job. The external advertisement might involve newspapers or magazines which are popular among the target population, job centres, or recruitment agencies. However, it is not clear that such advertising of the job can convey the full range of its implications in terms of either person-job fit or person-organisation fit (Oliveria, 1998).

CV Pre-Screening

Pre-screening is the second stage in Anderson and Shackleton's (1993) normative organisational selection process. Explicitly, it aims to ensure that candidates have the **qualifications for the job**. With a range of candidates, it allows the organisation to choose those nominally better qualified for the job. Its implicit aim is to reduce the number of applicants to a manageable level so as to be able to apply appropriate methods of assessment.

Candidate Assessment

Candidate assessment commonly involves a pre-interview analysis of the candidate's **knowledge, skills, abilities and personality** and may use psychometric/personality tests and work samples or other trainability tests, undertaken either in-house or by external assessment centres. *Psychometric/Personality tests*: are standardised and cover areas such as cognitive ability and personality most commonly assessed in terms of attitudes and interest. Work samples are designed to measure a candidate's performance using job-relevant criteria. In-house or external assessment centres tend to use a multiple-method design usually involving testing, interviews, and work sample exercises. Candidate assessment may involve a one-to-one interview with a psychologist before a panel interview. (Oliveria, 1999).

Interview

Interviews are the most popular technique in selection use [Robertson and Makin (1986); Anderson and Shackleton (1990, 1993); Dipboye (1994)]. They vary enormously in structure, from single interviewers to panels, from unstructured interviews that progress according to circumstances rather than following set procedures, etc. They can also vary in length, number and purpose.

According to Wiesner and Cronshaw (1988, p. 276), the selection interview is “an inter-personal interaction of limited duration between one or more interviewers and a job-seeker for *the purpose of identifying the knowledge, skills, abilities and behaviour that may predictive of success in subsequent employment*”. More simply, and less contentiously, McDaniel, Whetzel, Schmidt and Maurer (1994) define the interview as a selection procedure designed to predict future job performance on the basis of applicants’ oral responses to oral enquiries.

The popularity of interviews [Shackleton (1993), Farr (1982); Herriot (1987)] has been associated with the following factors: (1) interviewers strongly believe that their own interviews *give* them accurate and valid information about the candidate. (2) interviews provide an opportunity for both parties to meet and *gain* an impression of each other. (3) the one-off episode of the interview is perceived by candidates as a valuable experience exercise to share with friends and family. (4) the experience of interviewing is perceived by the recruiters as an unusually powerful situation, which enables them to probe into the details of the interviewee. (5) Recruiters and candidates give most

credence to the information perceived with their own eyes and ears; and (6) the interviewer retains control over selection.

More recently, Rousseau (1995) has argued that the interview plays an important role both for the organisation and the candidate in *negotiating a psychological contract*, to clarify what the individual can contribute to the organisation and what the organisation can offer to the individual. In practice the outcome probably will depend on how much they like each other and feel motivated to work together. This was confirmed by the long-standing meta-analysis of interviewing in 852 organisations by Ulrich and Trumbo (1965, cit) McDaniel, *et al.*, (1994) who stressed that *personal relations* and *motivation* were the two areas which contributed most to decisions made by interviewers and also that these two attributes were valid predictors. Arvey and Campion (1982) also stressed the need for researchers on interviewing to take more account of the person-perception literature, including attribution models and *implicit personality* theory.

This makes sense in terms of the scope and limits of selection methods other than interviewing. One of the implicit justifications for an interview is that unless selectors meet the candidate they are assessing on the basis of incomplete information. They already have some information, such as examination results, and may have access to pre-interview psychometric and trainability tests. But it is because they want to know more about the candidates that they interview them. It is also natural for the candidates to want to know more about the job.

And, both interviewers and candidates want to know more about the kind of people they might be working with. All of which suggests that personality, very broadly defined, is central to selection (*Personality*: personal quality or characteristic... assemblage of qualities or characteristics which makes a person a distinctive individual: Oxford Shorter Dictionary). Especially, in as much as personality is by definition distinctive, it may be that the only way to assess it is to meet and interview the person concerned.

However there are distinct limitations and disadvantages to the interview technique. Interviewers can assess the same information differently. Interviews can be clouded by unfavourable answers. The biases and attitudes of the interviewer can influence the evaluation process. Where interviews are done one after the other, the performances of previous candidates can affect those coming afterwards (Cook, 1993; Smith and Robertson, 1993).

However, the biggest perceived weakness of the interview approach is that the decision tends to be made in the first few minutes, the fulcrum point. It seems to be based on 'instinct' rather than a logical assessment, the 'gut feeling' that this candidate will suit the company rather than objective application of fixed criteria for the position (Hunt, 1993; Oliveria, 1999):

Oliveria (1999) in her PhD work explains that interviewers relate a cognitive fit of the attributes of the candidate to their perception of the need of the organisation rather than job fit and this mainly reflects selectors' experience of the organisation rather than of the job or that of interviewing. Interviewers

share common rationality in prioritising career related issues in terms of personality and organisational context, but that there are competing rationality in the degree to which they demonstrate such priorities relative to job related issues, which becomes especially evident with varying panel composition and which could affect selection outcomes. Such rationality demonstrates an implicit logic, which reflects different experience of the organisation. It is evident in both structured and unstructured interviewing in the manner in which overt rules and explicit norms in the structured phase of interviewing are matched by tacit rules and implicit norms in an iterative approximation of the attributes of the candidates (Oliveria, 1999).

The *intuitive* leaps and judgements that may lead interviewers to conclude that a candidate is appropriate may either reflect bias, or may be demonstrating a more complex process. Whereby: 'if selectors **'intuit'** that a candidate may fit a criterion, or range of complex criteria, this may constitute an **'accelerated rationality'** (Oliveria, 1999). However, it might also reflect the tendency to look for the stereotypes that the 'ideal' candidate should have, reflecting the descriptions of the ideal for recruitment, so that the interviewer tries to match the candidates to the descriptions of the ideal qualities.

Physical characteristics may also all carry an influence, including gender, age, ethnicity, physical attractiveness, etc., which could be discriminatory at either a

recognisable level or at a sub-conscious one. Schmitt (1976)³⁰ illustrates how the variables of the interview inter-relate and will have an impact on the interview when it is in progress, so that behaviour and appearance of one participant will affect the behaviour of the other in a reciprocal chain that impacts on the outcome of the interview.

The interview, therefore, can be seen as a powerful and central part of the recruitment and selection process, but one which has many potential shortcomings as well as good points. There is always a problem of validating the information. Even using multiple interviews in order to increase objectivity, and the use of structured interviews, does not necessarily create the circumstances that exclude instinct; a focus on objective methods does not necessarily lead to an objective interview outcome. This may explain why a company like McKinsey & Co Consulting has reformed their recruitment policies in order to reduce their dependence on interviews (Pringle, 1997).

Standardisation of questions, using models like 'how would you define...' and 'what long-term career goals do you have?' does not necessarily produce an objective outcome, as the responses will always be subjective, even though that subjectivity is recorded systematically in the form of the interviewers' assessments of the answers:

- Describe your most rewarding experience.
- What lessons have you learnt from your vacation work.

³⁰ Schmitt 1976, figure 1 p93- Variables relating to the interviewer and the interviewee that are possible

- Is there anything that you dislike very much- what makes you feel very angry?
- How would you sum up your strengths and weaknesses?
- What motivates you to your greatest effort?
- How would you describe yourself?
- How do you think a friend who knows you well would describe you?³¹

A weakness of many such questions is that they seem to demand a pre-programmed answer. A question like the third one in the above list depends on whether anger is seen as a purely negative quality that can only impact badly on colleagues, or whether it is viewed as the negative end of a continuum that includes driving forces such as ambition. The interviewee will make a decision as to what they believe is expected of them and attempt to answer the question along those lines.

Tests:

The two types of psychological tests that are mostly in use are personality and ability. And each of them varies in the different aspects it claims to measure. Both aptitude and personality tests use a restricted number of key areas or categories that are used for broad and general assessments, which are then added to when the assessment is more specific ³².

determinants of the interview outcome.

³¹ Questions from the Personal Characteristics list in *What Next?*

³² The Psychological Corporation, Occupational Assessment Catalogue, 1997,

Psychometric tests vary and aim at measuring the person's *intelligence, aptitude or ability*. Although being one of the central testing methods in use, their usefulness have been recently continuously criticised as can be observed in The Selection and Development reviews throughout the year 1999. Barrett, (1999) claims that psychometric tests provide 'largely ordinal' measurements and have achieved all that can be expected of them: 'it is not a story of failure, but of pragmatic success that has reached its limits and indeed reached them some time ago...'³³. Both Barrett and Blinkhorn believe that 'breaking this barrier will require fundamental new thinking. In this they are far from alone. Levy (1973), Lumsden (1976), and more recently, Michell (1997) and Kline (1998) express similar views. "No-one is claiming that current views are useless, but there appears to be, what I, for one, hope is a growing body of opinion that psychometrics has been stuck in a rut for many years, and that getting out of it will involve challenging some of the fundamentals" (Closs, 1999, p.20).

Personality tests are also widely used in selection. However there is still a debate raging about their validity. Blinkhorn (1999), a sceptic and critic, believes that 'personality tests in the hands of an experienced psychologist can be used to good advantage, but what they do not do is predict how well new recruits are going to do at work. What it takes in terms of *personal qualities* to succeed in a job can be different'. The same idea is also given by Buggy (1999, p. 28-29): "Do you have to have the same *personal qualities* as Sir John Harvey to be a successful chairman of ICI for example? There's more than one way to skin a

³³ Barrett attempts to quantify this as around '0.3 – 0.5 levels of criterion correlation'.

cat. And someone who is unsuccessful in one organisation can flower when they move to another where the culture and support are different”.

Other questions about the validity of personality tests have been raised, involving cultural issues:

“Over the past few years concerns have been raised about whether it is appropriate to use personality tests for selection and assessment in Britain when the tests have been developed and standardised in the USA. In particular, it has been argued that such tests may lack validity when used on British applicants and possibly lead to problems of adverse impact (McHenry 1981). While there may be a prima facie case in support of such arguments it is interesting to note that, until very recently, American personality tests (e.g. the CPI, 16PF and MMPI) were routinely marketed for use in the UK with little apparent concern for their potential lack of validity for British respondents’ (Budd, 1998, p. 3-7).

If personality tests lack validity across two nations that share language and have a seemingly close cultural approximation, then the problem is far greater in the global marketplace of modern business. Illustrating once again the subjectivity of it. Cross-cultural validation is not a difficulty confined to personality tests:

“To recruit and develop staff globally, and assuming suitable candidates can be attracted, successful benchmarking of interviewed candidates is imperative. But benchmarking in international recruitment is problematic. Traditional

assessment techniques such as the interview are clearly subjective. Although research clearly shows that more structured interviewing can improve the validity of the interview, it is a case of imposing structure on an intrinsically subjective process. This subjectivity is always present, and arguably subjective biases will be even more problematic in cross-national recruitment where national and ethnic stereotypes come more into play' (Feltham et, al, 1998, p.14-17).

Therefore no claim can be made with regard to the universality of tests use. For example the MBTI test (Myers-Btiggs Type Indicator), is widely used in selection even though there is 'no evidence to suggest that it predicts job or career performance' (Hogan, Hogan and Trickey, 1999). These authors go on to say that one reason why most personality tests fail as measures is that they are de-contextualised because they fail to define personality. Also they tend to concentrate on the deep internal aspects of personality, which are very hard to measure and check.

It is clear, therefore, that Personality Tests, while widely used, are a source of information that has not established its merits convincingly. Some critics state that they have no use and question their blanket applicability and yet others trying to reshape them to make them more relevant.

In light of the above it can be seen that current selection procedure and methods claim to be objective, and are centred around getting information about the candidate in terms of: skills, knowledge, aptitude, intelligence, qualifications and

some personality aspects. However with many downsides with regard to their objectivity and the ability to predict work performance.

This review demonstrates that selectors are seeking to identify candidates on dimensions that maybe expatriate to be a focus of their personal development. Existing personality tests fail to identify these, so leaving selectors to “fly by the seat of their pants”.

3.1.3 Current shifts/trends

Although traditional selection methods are the ones mostly used, a new shift is observable.

This view is represented in Management Skills and Development magazine with regard to new trends in selection by Beesley (1999). He represents aspects of this attempt to be more inclusive, and to search wider for the aspects of the person that will enable a company to identify the most appropriate professionals. Beesley (1999) compares recruitment to the 'dating game':

“As you wouldn't choose a marriage partner according to their ability to drive a car or do the ironing. They may be valid factors, but if you are hoping for a long-term relationship where both partners are happy and fulfilled, your selection criteria is more likely to be based on shared interests, commonly held beliefs and values and compatible personalities” (Beesley, 1999, p.80).

Beesley's argument is that current methods fail to quantify the key factors in an articulate manner that would identify candidates who fit in an organisation, which

is the most important factor for employers. His method is to spend time getting to know the organisation and the candidates, and to match those that thrive under pressure and excitement and those who function better in calm environments to organisations with the respective characteristics. This aim is to create long-term relationships between the organisation and its staff:

“After all, if people have gaps in their technical skills, you can always fill them through training. No amount of training, however, will inherently change someone’s personality or attitude. This is an important thought to bear in mind when recruiting or dating” (Beesley, 1999, p.80).

This attitude can also be seen in Hunt (1999) where he points out that researchers, recruitment specialists and managers increasingly argue that current approach for selection over complicates the recruitment process and turns it into a nonsense. This drive comes then both from academic studies, which favour a greater **simplification**, and from Chief Executives. Professor Hunt cites Bill Gates, CEO of Microsoft, who believes that intelligence is the determining factor, for the intelligent person can learn whatever it is that is required of them if they do not already possess the skills.

Other recent trends in selection are to deviate from the 'normal' type of criteria. Concepts in use include Emotional Intelligence (Watkin, 1999) and Spiritual Intelligence (Zohar, 2000). Here the individual is 'measured' on dimensions such as emotional self-awareness, conscientiousness, or accurately reading social situations.

These are not lone voices, as an 'increased emphasis on softer skills, such as leadership and teamwork, has led to a glut of new tests designed to find out not just where candidates are likely to excel – but also what might make them go off the rails' (Lucas, 1999).

Candidate specifications tend to focus on education, experience and aptitudes. However, it is becoming more and more noticeable that on top of that there are other aspects that are starting to gain recognition. The following illustrates this tendency. In a specification for the position of Assistant Personnel Officer in United Distillers from Courtenay Management Selection, the following aspects are required among qualifications, knowledge skills and aptitude:

“Must be a proactive individual who is energetic and enthusiastic, and able to work well within a team environment.

Must be mature and self-assured with the ability to deal with a demanding workforce.

Must have excellent communication skills with a flexible 'can do' approach to work and a people and customer orientated outlook.

Must not be afraid to challenge issues and to pre-empt the needs of client groups.”³⁴

Although these recent shifts in selection thinking support the argument that education, experience and aptitudes are not enough. They raise other issues: How one can identify or quantify criteria like *excellent communication skills with a flexible 'can do' approach*? Do current selection methods and procedure have the 'tools' to identify these aspects?

³⁴ in a Job Description given by Courtenay Personnel Ltd.

Not only are selectors using an approach that is practically impossible, they also base their decisions on 'immediate impressions', usually making their decision within (four) minutes of seeing the candidate [Smith and Robertson (1993); Hunt, 1999)]. There is also a level of bias that is worrying as physical appearance and personal presentation. Any physical disfigurement or disability can lead to totally biased decisions. The candidate who 'sparkles' in interview can cause selectors to 'forget their lists of essential skills, and instead justify their response by declaring that the candidate displays all the characteristics required- even when evidence for such attributes is negligible (Hunt, 1999).

It is therefore arguable that adherence to the current methods will produce evidence of all the qualities looked for; a question about anger is not necessarily going to produce evidence of someone with an uncontrolled tendency towards rage when pressured.

For instance, a necessary condition for job-fit will be some objective assessment of whether the candidate has the knowledge, skills and abilities to do the job. But, in themselves, these will not be able to indicate whether the candidate has particular 'psychological qualities' such as being able to do the job under pressure, which for a better proxy may be his or her reaction to pressured questioning during an interview. There also are wider issues, which relate to organisation-fit. Such as whether the candidate has the kind of personality which will suit a fast - or slow - pace of work in different jobs within the specific job

definition, or is the kind of person who is likely to reinforce the profile or public image of their organisation (Oliveria, 1999).

The above reflect a growing view that conventional methods are less than successful in achieving the aims of finding the 'ideal' candidate. Therefore although selection literature and practice, in the main, is about task analysis, criteria setting and psychometric workplace samples, it seems to be that there is a hidden agenda. Managers are trying to get at those implicit aspects of the person that the existing methods are missing out on. This is because selectors are looking primarily for KSA's [knowledge, skills, aptitude], whereas managers are more interested in BVP's [belief, values, personality] (Oliveria, 1999). Moreover, the existing methods in selection emphasis the use of objective measures and ignore the intangible aspects such as intuition or gut feeling.

Objectivity is seen as the goal in selectors' literature. Intuition is seen as outside the scientific domain and a form of 'magic', which may not be the case. Williams and Irving(1996) suggests that intuition is a way of making decisions and, as such, can be examined in a scientific manner. This is supported by the work of Ludwig (1999), La Vall (1999), Riggio (1999) and some other NLP trainers. They give examples to illustrate and help people to understand how they make intuitive decisions, and the processes they use to arrive at them. They teach them how to distinguish between decisions made intuitively, and those that are not. They acknowledge that intuition is an important component of human nature and it can not simply be ignored. As is illustrated in the following example:

"There was a lorry driver known to the farmer I was working with and whilst a long haul journey this lorry driver stopped on the top of hill because he had a gut feeling that something was not right. Another lorry driver stopped behind and enquired why he was stopped. The first said that he had this gut feeling that there was something not right with the lorry so they did a thorough check and found nothing wrong. Based on the evidence of the check both lorry drivers continued with their journey. As the first lorry driver continued his brakes failed and there was no way of slowing down as he careered down the hill to eventually run off the road and be killed.

Not a happy story yet it is an illustration of a moment in time when this lorry driver got to sense something out of ordinary awareness that was significant for a future event that would affect him. It would have taken a very sure person of their internal signals to override the external evidence available at that moment to make on the face of it a non-sensical decision not to drive any further."

(Mytho-self e-group Internet spread; December 1999)

Therefore, it is suggested that selectors and managers cannot avoid using tacit knowledge in their selection process. Since the selection process and the decisions made involve this form of knowledge. This is because human beings do have thoughts and feelings. One cannot shut down the internal dialogue while performing an interview (Hunt, 1999). Moreover one's decision is always subjective since it is in one's 'eyes' that a judgement is made. And this subjectivity is carried out throughout the whole selection process from screening CV's and interviews to the assessment centres.

Therefore the tacit knowledge that those who are involved in selection use, is most likely used implicitly. However one should aim at making it explicit as suggested in the work of Ludwig (1999), La Vall (1999) and Riggio (1999).

3.1.4 Summary

It is evident that:

1. The selection literature and practice is centred around KSA's, which emphasis objectivity and ignore tacit knowledge.
2. Current existing methods fail to deliver vital information on candidates.
3. There is a trend evolves around current methods, and it is to look for something beyond skills and abilities to BVP's.
4. Examining the procedure and methods in use in selection, it is clear that selection practices aim to identify the 'ideal' employee using methods that measure 'many' parts of the person in order to form a judgement about the whole. The method is one of slicing the whole and measuring each slice. However, the whole is always greater than its parts. It would seem that selectors describe the process of selection in terms of selection criteria for KSA's, however the person dimensions in terms of BVP's with absolutely no criteria at all.

This research suggests that the missing elements relate to dimensions of Personal Development. These elements/aspects maybe vital to doing the 'job' but are not encompassed by the current assessment paradigm. Examining aspects of Personal Development may add value to the process of selection, and to the job itself. Personal development work examines these aspects of the person that go beyond personality, skills, knowledge or qualifications to look at beliefs and values. To look at the fundamental aspects of character, and see

how the individual has managed to deal with them. Looking for example at a key insight FEAR. Is it represented as part of the selection criteria in a way that shows the person's awareness to his fears, and therefore their ability to cope with it in 'real' time? If one examines the same aspect as of one's personality (Belbin or Mayers), the approach is of a deterministic nature. Meaning this is the person, and there is no way to examine if he or she has 'grown' beyond it, or has learned to cope with it.

Williams and Irving (1999) make a distinction between 1. **Professional skills**, skills that are essential for the performance of a specific job e.g. Engineering, IT or management. 2. **Personal skills** like communication, customer services, interpersonal etc., skills that augment the performance of the job but are not formal job requirements. Thus, in their presence the person is more likely to perform the job better. 3. **Personal qualities** like strengths, capabilities, attitude, confidence, motivation, self-directedness, the ability to work in a team as well as independently etc., that are not part of the job requirements, but having them brings added value to work performance.

The last category can be seen as that of Personal Growth and Development aspects, which may be linked to the concept of *Key insights* in selection. Those intangible aspects that are not a stated part of the job requirements, but whose presence allows the person to behave 'appropriately' in situations that he or she has never been in before.

This research suggests that an examination of the key insights which the person holds internally, and that shape his or her thoughts actions, behaviour, decision making, and are at the heart of 'The Person' – what selectors are desperately trying to identify. At present, selection methods are mainly centred on the first category (professional skills), a little around the second one (personal skills), whereas the third and last (personal qualities and key insights) are ignored. Training programs do not aim to develop insights, but, due to the nature of the course, individuals may develop them. However, the development of any kind of insight is currently down to serendipity, and depends upon the individual and his experiences. As such it is important to identify whether the candidate has any awareness of those aspects that can be transformed into personal qualities and that enable him or her to better perform the job.³⁵ It is suggested that at present selectors implicitly use tacit knowledge as part of their selection decision making. However this knowledge can be explicit and be explained in terms of personal qualities i.e. key insights. Thus, one of the research aims is to examine the importance of these factors, and the presence of intuition in the process of selection decision making.

Personal Growth dimensions are those personal qualities that we all know about, but cannot formally measure in the process of employing a person - or even help

³⁵ The meaning here is to stress the importance of having, as part of the selection process, a way, or method, that enables the identification of Key Insights and Personal Qualities that are important to any job performance. For example "the candidates need or tendency to 'be right'" or "the candidates need to 'be in control'", which manifests itself in the workplace as 'a power struggle'; "the candidates' ability to let go of attachment", which manifests itself in a form of hidden or unexpressed resentment and anger. [Similar illustration in the context of personal relationships in Spezzano's work 'Whole Heartedness' (2000), and is translated here to the workplace]

the person to develop after he or she has been employed. However, the employer expects the person to have them. An employer might feel that they have people in the company that have the necessary skills, but it would be better if their attitude would change or if they were more confident or more communicative, etc. This is the 'job' of personal growth and development process. Companies need to pay attention to their employees' well being (growth and development) as well as their professional competence.

It is clear then that employers, and recruiters, are looking for these aspects of the person that are essential to work performance. Goldman's Emotional Intelligence (1996) talks about how a better manager should act. But what is missing from this is how to 'cause'/create someone to BE this way? The answer may lie in Personal Development training.

The assumption is that someone who possesses a (high) 'level' of Personal Development will be better able to cope with all the 'unrealistic requirements' in the colossal lists describing the ideal candidate. Since not all possess them, personal development training is required.

3.2 The Concept of Personal Development in Training

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(An advert in Personnel Today, 26.10.1999)

3.2.1 Present Outlook or Current Overview

An observation of both job advertisements and reports shows that many companies have recognised that a 'radical' change is needed with regard to employee development. More and more companies recognise that in order to deal with the challenges of a constant changing world, there is a need to foster both organisational and individuals continuous development. It is a necessity for the company's survival. This recognition shows an awareness that the concept of personal development training is an important factor in the healthy functioning of any organisation. This requires new and innovative solutions.

In Personnel Today, the IPD magazine for training and development, a case study is described with regard to a unique methods of staff development and motivation. The DIY chain B&Q uses 'aerobics and a range of other exercises- or energise-techniques, as part of the company's strategy for improving customer services. They imported the idea from Canada and incorporated it in a package of ideas as part of a drive towards an idiosyncratic company culture (Rogers, 1997):

STRATEGY	AIM	RATIONALE	RESULT
Exercises and physical activities	To 'energise' staff	'It is about enjoying yourself' ³⁶	Although staff are under no compulsion to take part, 95% do so and, in addition to the physical benefits, find it helps to get to 'know people'.
Pre- and Post-daily opening session led by store manager	To expand and improve communications and decision-making	An informal and open structure would improve communication	Floor staff could contribute to ideas such as display ³⁷
Unorthodox familiarisation techniques including competitions in the stores to improve product location knowledge	To improve customer service	Turning it into a game would make staff respond more positively to training	Greater staff loyalty and improved customer satisfaction
Adoption of informal dress and use of first names	Erosion of barriers	A way to make hierarchy less restrictive	Ideas come move both top down and bottom up
Policy of employing older staff	Tap the valuable experience of experienced people	Older people may well have experience of customer care and the DIY trade	In 1989, B&Q opened a store in Macclesfield entirely staffed by over-50 workers

(Own formulation based on 'Empower Drill' by Rogers, in Personnel Today, July, 1997)

While it is difficult to demonstrate an objective analysis that would demonstrate the success or failure of each individual method and idea, 1996-7 saw a 14.1% rise in B&Q sales combined with a 75% increase in profits. This clearly indicates

³⁶ Craig Higgins, Store Manager (ibid)

³⁷ Colin Winterflood was able to suggest an improved way of displaying screwdrivers based on his previous experience as a carpenter.

that the combined effect of their policies has contributed directly to their improved performance.

Another Personal Development training idea in practice is the concept of 'Action Learning' (Weinstein, 1999). Action Learning is a process in which we 'learn from our actions, and from what happens to us, by taking the time to question, understand and reflect and consider how to act in future.' The objective, according to its founder, Reg Revans, is to place questioning [Q] at the centre of the learning process as opposed to what is learned conventionally [P]. To achieve this, the following six elements are central:

- The Set- a small group meeting regularly. Allocating time to individual members at each meeting to work on their projects.
- Work-based projects or problems to be solved in real time and used as the learning process itself.
- Airspace for individuals to air their ideas with the Set to help them.
- An Adviser who is facilitator for a new Set.
- A time limit, usually around 5-6 months, to allow the implementation of projects.
- Equality of focus on action and learning, with encouragement on becoming opportunistic learners, who regard all events as learning possibilities.³⁸

One instance cited in the article is that of Surrey County Council, whose motivation was to support managers, empowering and encouraged thought and

reducing the stress from work. Avoiding traditional approaches, such as having a teacher, and offering possibilities like working in unfamiliar surroundings, mixed department or company courses, they offer a challenge to traditional learning models - to help people to learn with and from one another, and as such 'transform' themselves in the process, and the organisation they work for (in Juch, 1983). The accompanying photographs that illustrate the text show people dealing with climbing tasks, showing just one of the unconventional sources of learning opportunities that Action Learning is prepared to exploit. Revans (in Juch, 1983, p. 262) himself describes action learning thus:

"A means of development, intellectual, emotional or physical, that requires its subject, through responsible involvement in some real, complex and stressful problem to achieve intended change sufficient to improve his observable behaviour henceforth in the problem field."

Some of the most recent innovative Personal Development experiential training idea, in the area of Team building, is one of JML Consulting courses. Working in teams creating, performing, producing and recording the company's own CD (Landale, 1999). Periodicals Publishing Association (PPA) has been looking this year, 1999, as part of their annual experiential training team day, for something different. As stated by the company's training director, Joanne Butcher:

" We wanted to do something different. We try and get out of the office as a whole team at least once a year. It helps us to look at ourselves rather than just being focused on the industry and it helps people who do not usually work together to get to know one another" (in Landale, 1999, p. 58-59).

³⁸ Ibid

A recent approach to Personal Development can be seen in Open Learning, which despite the existence of the Open University, has just reached a position where it is 'poised to take a giant step into the future' (Hobby, 1997). New technologies, most especially IT delivery, either through CD-ROMs or down the Internet, have made this possible. The Internet, according to Open University Business Schools Director, Tony Stapleton, offers a partial solution to the problem of 'isolation' in the learning process by enabling the student to have contact over distance with a tutor. Completion rates of approximately 80%³⁹ would appear to attest to this.

Other practitioners in the field regard this form of personal development as far more than just a cost-effective alternative to traditional methods:

"The interest is what the impact open learning has on the whole thing. We are not going to re-educate, retrain, re-skill people in the old way. It's the first stage of transforming what we are into a learning society, and we just can't do that in the traditional way of using classrooms⁴⁰".

Peritas, which teamed up with the Microsoft Online Institute, has a similar outlook, comparing IT distance learning to practical 'apprenticeships in welding and grinding.⁴¹' This approach allows the new technologies that require teaching to be used as the vehicle of tuition, which shows a productive adaptability that is

³⁹ *ibid*

⁴⁰ Dick Hill, Business Development Manager, ICL Lifelong Learning (*ibid*)

⁴¹ Paul Butler, Director Peritas Online (*ibid*)

targeted to maximise potential learning. It also corresponds to the realities in which companies are operating to:

“With companies decentralising and changing the way people work, more individuals seem to be taking control of their own training needs as we move to the trend of user-initiated and just-in-time training. This is especially true of IT where you have very intelligent people who know what it is they don’t know- they just need to know where to go to get that information. And as specialisation becomes more widespread, training needs to be very specialised⁴².”

In this approach, it would appear that the drive for transformation, even at a societal level, is simply a rational extension of the conditions in the modern workplace.

Martin Thomas Associates, a ‘people development’ consulting company,⁴³ use advertising materials that show participants working in groups to solve problems of a practical nature; constructing apparatus to perform tasks. Their technique is based on the idea that ‘people learn when they are in a challenging but non-threatening situation.’⁴⁴ This is the inverse of action learning where the problem is in fact stressful. There are a total of ten structured exercises in the programme, combined with analysis to identify learning points. This method differs from distance learning as it is not driven by technology, but seeks to supply innovative approaches to ‘people development programmes.’

The materials, which combine elements of childhood tools, like Lego construction bricks, are used in outdoor problem solving exercises, such as

⁴² Andy Elwood, Products Manager Oracle Education, (ibid)

⁴³ Mta, UK, an advert, Personnel Today, 31.7.97

⁴⁴ ibid

crossing a river with provided materials, on having to construct something functional. Clearly, the pedagogical principles are that situations create learning opportunities that can be used as a guide in future situations, which may be of a very different nature. The Impact Development Training Group⁴⁵, whose clients include BA, Sony and Microsoft, offer a similar approach, but with 'the best in outdoor-based team building leadership and personal development.' Here, the difference is that the activities are physically located outside the physical boundaries of a workplace, be it the employees' or the trainers'.

Their aims are major changes programmes that transform attitude and behaviour and develop customer driven cultures.⁴⁶

Once again, the key is seen in changing the way the individual 'sees' in order to change the way they 'act', rather than using authoritarian ways of control and regulation. It also has a clear contemporary objective that expresses the current business ethos, with its customer focus. However, this is to be achieved as part of the learning continuum that has seen the model of the worker develop:

"From being a cog in a machine – to a social component of the organisation – to an individual with specific assets – (which) has to be extended to consider the worker as a 'person'. Not just an individual people but a person. And moreover a 'whole' person. To encompass their beliefs and values as well as their skills and their abilities."⁴⁷

⁴⁵ Impact Development Training Group, advertising materials

⁴⁶ *ibid*

⁴⁷ From an advert: Personal Development in the workplace

Contemporary Personal Development Training: Conclusions

Current trends in training illustrate that there is a need for change and companies are looking for new and innovative solutions. This appears to be a time of waking up, and opening up, new types of training like aerobic training or action learning. It is important to note that these organisations that explicitly declare Personal Development training as part of their training programs are in an extreme minority. Examination of different professional magazines, management consulting directories, advertisements, and internet search, shows that companies that provide Personal Development training are the early birds of the industry. Most companies or professionals that provide training programs for organisations are not concerned directly with Personal Development training. Moreover companies that clearly state that they do provide Personal Development programs in variably mean skill development. For examples the Israeli airforce in its 1999 HR program for managers' development states:

"Our Management Development program includes –

- *Personal Development – BA, MBA, other similar courses.*
- *Specific knowledge acquisition–IT, Finance, Project management etc.*
- *Management skills acquisition – e.g. management style.*⁴⁸

It is evident that the majority of employees' developments training programs are about skill's development. Even ones like the innovative B&Q's aerobic training that is aiming to improve customer services, are not seemingly aware that Personal Development training is aimed specifically at developing personal

⁴⁸ Part of the HR plan report, 1999 (Exact company's name is disclosed; confidentiality)

qualities of the person which many then automatically result in a better customer services⁴⁹.

3.2.2 Employee Development

“Employee development means the skilful provision and organisation of learning experiences in the workplace in order that performance can be improved, that work goals can be achieved and that, through enhancing the skills, knowledge, learning ability and enthusiasm of people at every level, there can be continuous organisational as well as individual growth.”

(R. Harrison 1993)

Training programmes have become a tool which organisations use for employee development. The role of organisational training is to bring about behavioural changes that are necessary to fulfil organisational goals. Researchers see organisational training as a planned action aiming to improving employee effectiveness, and a management tool to achieve its objectives. They emphasise the necessary relation between the organisation’s goals and its training programs [Gordon, (1991); Goldstein (1980; 1993; 1986)]. They also claim that beyond learning and achieving organisational goals, training improves performance. Goldstein (1993; 1980) defines training as a systematic acquisition of skills, roles, concepts, ideas or positions, which results in improved

⁴⁹ For example: the notion of Customer Services - if one understands and/or experience the meta-concept or key insight “oneness”, why would one not wish to serve the other person as one would like to be served?

performance. Wexley (1984) and Mitchell & Larson (1987) take this further and say that training is a means for employee development and creating a behavioural change. They see 'behaviour' in a general way that includes skills, knowledge and positions:

The term 'training and development' has been used several times in the preceding section. Training and development refers to a planned effort by an organisation to facilitate the learning of job-related behaviour on the part of its employees. The term 'behaviour' is used in the broad sense to include any knowledge and skills acquired by an employee through practice (Mitchell & Larson, 1987).

In the light of the above it can be seen that training is directed at behavioural change in three dimensions: actual activities (performance); cognitive elements (knowledge); and affective elements (feelings, values and positions).

Training has become a tool to increase organisational effectiveness, which includes group and individual effectiveness. The connection between the two is that training is a tool to develop employees. The employee is the smallest 'living' unit that comprises the organisation, and then above the individual come the group and then the organisation:

"Continuing development concentrates on learning within an organisation setting and requires corporate commitment and the creation of an appropriate climate. This will only arise when: Every manager, every trainer, every supervisor, every

experienced worker has a responsibility for guiding and helping others to learn from everyday experiences ⁵⁰

3.2.2.1 Organisational effectiveness

Organisational effectiveness is a very complex concept to define, let alone to evaluate, within organisations. In many cases what is regarded as effective performance in one organisation is viewed otherwise in another organisations. Even within one organisation, judgements of what constitutes an effective performance may vary from one individual, or group, to another. The application of effectiveness for evaluative purposes depends mainly upon people's prior conception of what it is to be effective. For the purpose of this project the definition as given by the dictionary of management (French, 1975) is used: "Effectiveness is the extend to which an action or activity achieves its **stated purpose.**"

In the literature on organisational behaviour, organisation effectiveness can be analysed at three levels: individuals, groups, and organisations. The most basic level, individual effectiveness, emphasises the task performance of specific employees or individuals in the organisation. Group effectiveness, in its simplest meaning, can be the sum of the contribution of all its members, although in some instances it is more than the sum of individual contributions. The third perspective, organisational effectiveness consists of individuals and groups.

⁵⁰ Manpower Services Commission,1980 - in Juch 1983, p. 262

However, organisational effectiveness may similarly be more than the sum of individual and group effectiveness (Gibson et. al. 1994). The exact definitions follow in the relevant parts, which examine the three different levels separately.

Effectiveness from the Organisation perspective

In the context of organisational behaviour, effectiveness is the optimal relationship among production, quality, efficiency, flexibility, satisfaction, competitiveness and development. (Gibson, 1994). These elements can be seen, according to "The time dimension approach", as short-term, intermediate-term and long- term.

Three other approaches have been put forward to describe organisation effectiveness: the goal approach, the system theory approach and the multiple-constituency approach. The goal approach, which is the oldest and most widely used, emphasises the central role of goal achievement, for the organisation as well as for individual and groups, as a criterion for assessing effectiveness. The System theory approach emphasises the necessity for maintaining basic elements of input-process-output, and for adapting to the large environment that sustains the organisation. The multiple constituency approach means achieving balance among the various parts of the system by satisfying the interests of the organisation's constituency - all those individuals and groups of individuals who have a stake in the organisation (Zammuto, 1984). How far the concept of the stake in an organisation goes, is shown by Williams (1999) who says that even with the lowliest of jobs there is an opportunity for the person to 'show through'. Consider someone in an 'unskilled' job that is simple, straightforward, and

probably low paid. The personal agenda they bring to their work can have a major influence on how the organisation functions and ultimately on its profits. The way a chambermaid says 'Good morning' can change the image of a hotel, as does the company telephonist who goes out of their way to help.

Effectiveness from the Group perspective

A group is any collection of people who perceive themselves to be a group (Handy, 1993). Organisations use groups, or teams for one or more of the following major purposes:

- For the distribution of work.
- For the management and control of work. To allow work to be organised and controlled by appropriate individuals.
- For problem solving and decision making.
- For information processing and idea collecting.
- For increased commitment and involvement.
- For negotiation and conflict resolution.
- For inquest or inquiry into the past.

However individuals cluster themselves into groups in the organisation for different reasons:

- As means of satisfying their social or affiliation needs; to belong to something or to share in something.

- As means of establishing a self-concept. (Most people find it easier to define themselves in terms of their relationship to others).
- As means of gaining help and support to carry out their particular objectives
- As means of sharing and helping in a common activity or purpose which may be making a product, or caring out a job, or having fun, or giving help, or creating something.

Effectiveness from the Individual perspective

Individual effectiveness emphasises the task performance of specific employees or members of the organisation. The tasks to be performed are part of jobs or of their respective positions. Causes of individual effectiveness include ability, skill, knowledge, attitude, motivation and stress. Each person's attributes are, however, different and result in differences in effectiveness (Gibson, 1994), sometimes having a major impact using Williams (1999) explanation that the belief that understanding organisational structure was the way to efficiency was marred by the actions of individual players. Certain people seemed to make even apparently inadequate structures operate well, while others could be relied on to defeat any structure laid upon them.

A great emphasis on the importance of managerial behaviour on organisational effectiveness has been shown in the management and organisational behaviour literature. Effective managers can enhance or divert organisational effectiveness (Gibson, 1994). However less emphasis is paid on the importance of employees' behaviour as a contributory factor to organisational effectiveness.

The exact relationship among the three levels (individuals, groups, organisations) varies depending upon such factors as the type of organisation, the work it does, the technology used in doing it, and factors external to the organisation. But it is clear that each level depends upon the other in a one way direction: group effectiveness depends upon individual effectiveness, while organisational effectiveness depends upon individual and group (Gibson, 1994). This correlation can be explained by their respective sub-set nature (i.e. an individual is a sub- set of the group which in turn is a sub-set of the organisation). An organisation cannot be effective unless its groups are, which in turn cannot be effective unless the individuals that comprise the groups are themselves effective. Thus the important role of employee effectiveness in ensuring organisational effectiveness

Qualified workers are thus, an important element in the way an organisation addresses its goals. As such, organisations should aim at the development of the personal effectiveness of individuals in their work force. Kenney and Raid (1981) give a salient example of a misapplication of assumptions that led to an ineffective use of their workforce. They say that a classic example of this was the incorrect assumption made by many companies both about the value of a university education as a preparation for a management career in business, and about the preparation that young graduates should be given to help them on their 'fast track' path to senior management positions.

The policy was to put them on a tour of the company, spending a limited period in each area observing experienced staff at work. The drawbacks were an

overemphasis on the skills the graduates were supposed to have combined with the failure to identify their needs and to deal with them with the 'tour' approach to training.

3.2.3 Employee development training

Training is not a virtue to be propagated by Government. It is something that industry must do for itself. It is not an end in itself and it does not exist for the sake of the trainers. It is something that must be relevant to industrial survival, progress and competitiveness.

(Lord Young, Secretary of State for Trade and Industry, in *Gower Handbook of Training and Development*, 1991)

It is evident that both the concept of employee development and employee development training is centred on skill acquisition and development. This is also supported by the major training guidance as the Gower book of training and the Training and Development Handbook also present type of training in use for employee development, which describe them as skill based training:

- Communication
- NLP
- Interpersonal skills
- Business language training
- Team building
- Action learning

- Management training
- Leadership development
- Technical skills
- Sales training
- Engineering and Science
- Computer skills

This together with examination of various companies' brochures, advertisements and training exhibitions enables an identification of the current trends. The principle emphasis is on skills' acquisition and their development.

Not only are these the general thrust of the majority of training programmes offered, they are also the parameters within which the theoretical assumptions lying behind training are perceived:

"If you are concerned with training and development your staff there is only one event in the UK solely dedicated to showcasing the broadest possible range of training products and services, for the fullest range of business needs and utilising every conceivable technique. From IT to managerial development, basic skills to language learning, whatever your business needs, a day spent at Training Solutions and the IT Training Show will provide all the answers you imagined and a few you didn't".⁵¹

⁵¹ Training Solutions and the IT Training Show, Birmingham, 8-10 July 1997- publicity material, Birmingham, 8-10 July 1997

Behind this, there is a theoretical framework based on practicality, and direct and tangible results; training as directly as possible for the immediate and explicit needs of the trainee will produce clearly quantifiable benefits. Fielden House, who offer a vast range of professional training courses, show this tendency in the outline of their Effective Delivery of Training course:

“A course intended to give practical guidance on how to deliver training programs and would benefit both inexperienced and experienced ‘deliverers’ of training who need to gain confidence in delivering skills.

- *Understanding the needs of different learning styles*
- *Preparing a training session*
- *Identifying sources of training materials*
- *Effective use of the overhead projector*
- *Effective delivery of materials*
- *Dealing with difficulties*
- *Dealing with pre-delivery nerves*
- *Coping with delivery errors*⁶²

Training is essentially seen as a practical skill and a commodity, and the path to excellence is by mastery of the key techniques and skills for preparing, delivering and dealing with identified difficulties and potential setbacks. The training process is a step-by-step one reinforced by awareness of potential pitfalls and how to deal with them if and when they occur. Again, skills focused.

Clearly, many of the skills that are either directly involved with a particular job or position, or are of such widespread use, like IT, that they can be packaged in such a way. An alternative approach, but following a similar line of thought is to be seen in the Fenman Videos for group training and self-development. Here, common work situations are simulated, including Skilful Appraisal, Reviewing Performance, Frontline Customer Care, etc. They have the facility to hear what is going on the heads of the participants and are using the technology of video, but in a directly applicable way, as seen in this description of a *Feedback Techniques* video:

"Lots of clear examples demonstrating feedback skills being used constructively and supportively. Inspirational programme that will develop managers' abilities to seize every opportunity of giving and receiving feedback, every day, not just in formal situations.

The video shows how to give objective, impartial feedback to help people improve their performance and develop their skills- without making them defensive. It illustrates the seven ground rules for giving effective feedback and draws on a range of both public and private sector examples"⁵³.

Again, training is seen as a process that can be broken down into chunks for assimilation and application. It also cites direct relevance to three of the categories identified in Gower: Team Building, Management Training and Communication Skills.

⁵² Fielden House Courses- Top Courses August- December 1997, advertising brochure

Old fashioned and dogmatic approaches to training, where control was seen as the key and training as instructing people into what they should and, more frequently, what they should not do, have been replaced with positive learning. Here, trainees are exposed to examples of good practice and guided towards absorbing what can be learnt from the examples.

While there are many arguments in favour of the approaches being adopted and used, there are also limitations imposed by, regarding them as all-inclusive or sufficient. In IT, for instance, there may be many ways of performing a task, and that flexibility allows individual users to find their own way of doing things. However, there are also clearly rules that have to be learned, without which the worker will be unable to function effectively or, possibly, at all. Pertitas' catalogue⁵⁴ offers over nine hundred different computing courses, tailored to fit the array of software and hardware options that are available for businesses. This kind of training clearly cannot be criticised on the grounds that it is limited as it grows, and adapts to the standards that the technology has reached and encompasses the products available. The quality and usefulness of such courses is purely a matter of their direct and quantifiable applicability.

Interestingly, the Pertitas brochure contains virtually no information about the methods of teaching, and awards and standards such as ISO9001 are the only suggestion for quality. The flexibility of the services is emphasised and

⁵³ Fenman 1998 brochure

discounts are offered. It is a crisp and business-like description that is solely skill acquisition based. The Microsoft Privileged Club Scheme aims to equip 'professionals with the ability to validate and promote their technical qualifications as experts with the skills needed to design, develop, implement and support solutions with Microsoft products and technologies.⁵⁵

However, concentrating on purely practical and tangible skills to the neglect of other qualities, leaves possibilities and resources untapped and, it shall be argued, demonstrates the need for Personal Development training. This is intended to supplement and augment the training possibilities rather than replace what is already available, both in the sense of adding to the pool and by improving what exists.

⁵⁴ Peritas Course Planning Issue 2, 1998

⁵⁵ Peritas brochure, Issue 2 1998

3.2.4 Personal Growth and Development Training

"A palm reader specialist (they did not use Personality Tests then!) analysed Socrates' (the Greek philosopher) personality. The specialists determined that the person's been analysed was aggressive, with sensual addiction tendency and a self-destructive personality. Socrates student refused to believe to the expert. However Socrates smiled and explained to them that the specialist was right. Those were his natural tendencies. However due to his stamina and will to overcome those impediments he developed himself, and grew to be the person they knew. He also explained that a person could change himself (his attitude, believe, behaviour etc.) to become a greater man."

(In Practical Kabbalah by Yigal Arica, p.228, 1998)

Personal development has been the least acknowledged and most intangible element of training, yet, in many ways it is the most essential. This is the central theme of this chapter - that of the traditional trinity revered in adult learning - knowledge, skills and awareness. It is awareness - of self and others - that underpins purposeful personal development and it is, which should be seen as the cornerstone of training. This is not to undermine the importance of theory and conceptual thinking, nor to diminish the attention given to solid and essential skills training - each sometimes undervalued in different training approaches and which contributes in many ways to personal development. It is rather to ensure that knowledge is more than sterile theory and skills are not merely mechanistic means to an end. The importance of an 'examined life' expressed in so many areas of our cultural inheritance: that (in order to have a full and satisfying existence) personal awareness and growth are core in any sensitive persons development. The key issue in terms of employee training is the need to identify

the particular ways in which personal development for employees is purposeful, specialised and more intensive. As Rogers (1961) expressed it: 'The degree to which I can create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself' (in Jones, 1996).

As illustrated earlier, organisational effectiveness depends upon groups and individual effectiveness, where individual effectiveness is measured in terms of task performance and skills (in Lami, 1995). Thus it is important for organisations to aim more and more to provide their employees with relevant training programs. Some organisations see training as a *'treat', a 'bonus', something to do with the spare budget at the end of the year, and rarely as a strategy tool to improve the standards of business functioning and quality of life of those who perform those functions'* (Furey, 1998). Others, probably a growing minority, spend huge amount of money on different training programs aimed at skill acquisition and development. Thus, not surprising that a recent survey about the effectiveness of today's training programs in organisations, talks about the failure of the existing training programs to deliver their promise for organisations and employees (Rogers and Woodford, 1999). In addition, other critical voices have been raised from a variety of sources. Highlighting shortcomings such as:

- Lack of commitment from management.
- Insufficiently demanding training or training in areas that the employee already knows well.
- Training that is seen as irrelevant.

- The inadequacies of training (not using a learning-based approach) are demotivating.

The managerial attitude 'reveals' that managers are not encouraging learning. *"Over and over again, people said their managers' involvement was critical. But fewer than one-fifth said that things they considered integral to learning, such as sharing information and channelling team members' enthusiasm, were actually happening. Managers admitted that they were failing to meet their own standards on things such as adopting learning behaviours, sharing knowledge, delegating and using different management styles."*(Lane, 1999)⁵⁶. Rogers and Woodford's (1999) survey shows that only 46% of managers 'offered guidance in applying the learning back in the workplace. Managers in Greater London (39 percent) were reported to be particularly uninterested in this regard, while those in the utilities sector were most attentive (51 percent).'

A management style that seems both uninterested in the application of the results of the training programmes their staff attend, and fail to meet their own standards, is unlikely to derive much benefit from training programmes. Furthermore, not only is such training basically a misapplication of funds, it will also have a negative 'knock-on' effect - inhibiting staff, and making them regard training as a chore rather than a means of attaining greater professional and personal development. Management is also widely perceived as lacking commitment to help employees engage in career training rather than job training.

⁵⁶ Lane, D, author of *Employability and Employers*, Sunday Times, 7th of November 1999.

A Confederation of Insurance Trade Unions survey with over 15,000 respondents 'found that just 5% of respondents received training beyond the needs of the job'⁵⁷. If training is seen as necessary for the efficient performance of a specific position, it does not inspire the worker to aspire because he or she is being offered a restricted view of the future without opening the prospect of betterment and promotion.

However, managers are interested in getting feedback; 67% of the respondents were asked to rate their training. Line managers also play an important role in discussing learning needs with staff; 69% of respondents having discussed their learning needs within the previous twelve months, although this fell to 54% in the case of part-time staff (Rogers and Woodford, 1999). While these figures are positives, one-third of managers still making no attempt to evaluate the effect of the training program. Thus a substantial group showing a rather lackadaisical attitude to what is both an expensive utility and also meant to improve the organisation's future and profitability.

Rationing or prioritising training resources is a way that further compounds the situation with regard to perceptions of management's attitude towards training. 'Few employers go beyond exhortation. Where they do, policies tend to focus on a few groups, to retain key staff. They repackage existing practices, rather than address the emerging needs of the workforce' (Lane, 1999)⁵⁸. Creating a

⁵⁷ Sunday Times, 7th of November 1999 (ibid)

⁵⁸ Tamkin, P., co-author of *Employability and Employers* in The Sunday Times, 7th of November 1999.

training elite also tends to create a de-motivated group among those excluded, and perpetuate the status quo within the organisation, rather than being the engine for change and progress. Indeed promoting training and increasing employability, which Tamkin and Hillage (in Lane, 1999) define as knowledge and skills, personal attributes and skills, marketing and deployment skills and presentation, could be seen as unwelcome. Whereas retention is seen as the objective, as highly skilled staff might be regarded as potentially more marketable and, hence, more likely to leave.

Some of the strongest criticism is reserved for the second category. The Industrial Society produced a survey of over 2,500 employees that showed that '*only 2% of the sample believed the training broke completely new ground and more than half already knew most or quite a lot of the content. One-third of the sample felt the training had made no difference to organisational performance*' (Whiteley, 1999). In brief, 'UK employers are wasting millions of pounds on training staff in things they already know'. In the same article (Whiteley, 1999), the new head of the Society, Will Hutton, states his intention to do his best to allow HR and training professionals 'to place people development higher up the business agenda'.

However, the same survey also showed that 85% of the sample felt that their personal performance had improved through training. This means that, with an improved focus and relevance and further integration into the organisational structure, there are potentially far greater benefits than those currently achieved.

This figure is undermined by the fact that only one-third saw a major change in their performance. A third also felt that the training had not kept pace with the changes that had taken place in the job (Rogers and Woodford, 1999). This can be worrying as training that lags behind the actual job it is meant to help, could, at best, be of little use and, at worst, create confusion and even error.

Andrew Rogers and Julia Woodford, the analysts in Training magazine, do herald 'a major breakthrough for training and development', which is the move away from sending people on training and towards offering it as an option. This solves the problem of 'the idea that training is something that is 'done' to people [which] has been a major obstacle to getting T&D seen as a supportive partner in performance improvement rather than a bureaucratic dictatorship intent on taking people away from their work for 'sheep dipping'.

At worst there is 'a lot of training for training's sake' (Whiteley, 1999), as HR Director of Smiths Industries says, where 'people churn out the same list of evergreens, which are fine, but more and more training has to be linked to the business bottom line.' Some mandatory training is dealt with in a way that is carried out for form's sake; lecturers in some colleges are shown Health and Safety videos that deal with handling and storing dangerous chemicals regardless of whether or not they teach chemistry.

The most significant factors in preventing people from gaining the maximum benefit from training programmes are bad trainers (23%) and training which is not sufficiently tailored to their needs (23%).⁵⁹

Bill Lucas, Chief Executive of the Campaign for Learning takes a radical stance on learning, using the term in preference to training, but also wishing to see a change in thinking to accompany the change in terminology. He is also combative in his championing an approach that 'will inevitably lead to head-on collisions with senior manager behaviours drawn from a command and control culture. This 'war' must be fought and won if any organisation is to thrive.'⁶⁰ Behind this, his idea is to alter the training culture as training 'has been almost always entirely about gaining new skills. Rarely has it been designed to prepare people for anticipated changes, to create change and for personal development'.

Nor is his a solitary voice in criticising current approaches in strong terms. David Smith of Manchester University's Institute of Policy Development and Management criticises education and training systems because they are 'disabling. They enable people to be taught or trained, rather than to learn.'⁶¹

It is therefore important to look what aspects of training or what type of training is required in order to attempt delivering the premise.

Ann Williams, a professional trainer for Personal Development, talks about the importance of the people and believes that every organisation is a product of

⁵⁹ The Industrial Society survey in Training, Personnel Today's monthly magazine, November 1999

⁶⁰ Training, November 1999

⁶¹ Sunday Times, 7th of November 1999

how the people associated with it think, feel, interact, share their perceptions and create their future. She believes that it is vital to bring our whole selves to bear within the organisations. It is only through the whole person that we can become truly creative and live up to our true collective potential (in Buggy, 1998).

How can the individual get in touch with the hidden potential within and develop oneself? Oscar Motomra (in Buggy, 1998, p. 28-29) says that it is by: *“being deep and real and integral to your being. We should express our values in everything we do in our in our daily lives-in work, in talking to people we meet. That is the magic that irrevocably transform you in your essence”*. However in order to be able to do so, the primary thing in any similar process is developing a sense of awareness (Johns 1996; Juch ,1983; Henry, 1999; Goleman, 1996; Lami, 1995)

Self-awareness is described **‘as awareness to one’s own feelings and thoughts as they occur’** (Socrates, in Goleman, 1996). Why is it important? Goleman (1996), Juch, (1983), Lami (1995) show the strong connection between employee work effectiveness and their personal development. Where the direct connection between increase in one’s self-awareness, personal development and effectiveness at work.

Williams (1999) in *Personal Development in the Workplace*, as well as Furey (1998), suggests that currently ‘such development is largely down to serendipity. Many of the personal gains made by employees are as the result having learned

to cope on the job, with crises. It is experiential learning.' David Lane is of a similar opinion and says that it's a big psychological jump to realise that the learner causes learning. If one asks people randomly in an organisation, 'How do you learn your job?' it will be more by one's own activities than by what one has formally been trained. Managers need to think about the process of learning and training so that a climate develops in which people learn how to learn".⁶²

In light of the above it is evident that current training programs and practices lack the ability to be a powerful tool in developing the aspects of the person that contribute to employee work performance. Therefore another type of training is required that will *engage the individual's growth and development*. A type of training that will allow for development of Key Insights so to result in developing (increasing or improving) personal skills and qualities and to facilitate the development of professional skills⁶³.

The type of training that is required, is where a process of growth is created (provided), whereas *intended key insights* are gained that allow the individual to cope with unfamiliar situations/experiences, transform thinking and develops 'positive' personal qualities that result in positive behavioural change and a way of 'being'. All this will contribute to improve/increase personal and professional skills.

⁶² Sunday Times, 7th November 1999

⁶³ The explanation and distinction between personal skills, personal qualities and Key Insights is already described in 3.1.4.

It is assumed here that personal growth will cause the development of key insights (in which 'awareness' is the key to the whole process) so as to create the following:

Key Insights → Awareness → Personal Qualities → Behaviour =
A way of being in the world → Outcomes = improved/increased Personal
Skills + Professional Skills

3.2.5 Summary

Companies are beginning to realise that in order to succeed in today's market place, more than using the right technology, marketing techniques, or sales promotion, are required. There is the importance of using the right people in the right job, and even this is not enough. One can have the most skilful employee with relevant knowledge and qualifications, however he/she can still fail to perform the required standard. Therefore it is necessary to recognise the importance of employee training and development. Departments like Training and Development have become an integral part of many organisations where their main aim is to provide employee with relevant training. However, in the main, the existing types of training:

1. Are about skill acquisition and development
2. Have poor quality of both content and trainers.
3. Fail to make a difference to employee performance and development

4. Lack evaluation of Personal (Growth and) Development training. Currently personal development practitioners do not use the concept of 'targeted/intended' Key Insights. Thus, if practitioners do not know what is personal development (i.e. what one is training for) how can it be successful?
5. There is no 'personal quality' training, and if there is it is poor. It seems that the majority of existing training programs do not target key concepts (insights) to be learnt and experienced.

This research therefore recognises that another aspect should be taken into account in employees training, that of Personal Growth and Development. It is believed that training – aiming at personal growth and development - will result in a better learning and acquisition of skills. If people learn to “*be*”, through the process of growth and development (gaining insights) it will result in improved/increased work performance, professional skills, personal skills and personal qualities.

CHAPTER 4: Issues in the application of Personal Development themes

4.1 Core issues

4.1.1 The concept

For many years self - actualisation has been claimed to be the power force of life (Rogers, 1961; 1980), becoming more and more accepted by different bodies, organisations and individuals. As has been shown in previous chapters, there is an increasing public awareness for the concept of Personal Development. This can be seen by the many terms in use, the growing number of practitioners in the field and individuals who attend their programs and use their evolving methods. The practitioners involved in delivering personal development training describe the benefits that are offered by the process with no references to adverse impact that may occur to the person. However, the academic literature on personal development argues, though not in length or detailed, that there are pitfalls to the whole process. To use one example of many, is Roger's saying that being personally developed can causes a person to be anti-social (Rogers, 1980). If personal development programs entitle some 'pitfalls' what are they? It seems that all concerned are using the concept showing great confidence with regard to both their understanding of the concept and its practical implementation. However is it true? Do practitioners in the field of personal development, or managers, understand it? Do they all share the same meaning?

Do they know what they are doing, and what are the criteria, if any, to indicate that the individual is developing, growing or changing?

What does personal development, or personal growth, mean? Does it mean that all those who undergo a self-developmental or growth process follow the same stages? Gain the same insights? Reach and share similar meaning and understanding for life? Are there any criteria in use to identify 'personally developed' people? There is a need to further examination of how people use the term in the commercial environment

In the main there is an absence of acknowledgement of levels or stages in the process of personal development, or the acknowledgement of key concepts, elements or insights that the process involves. Also, there is no clear distinction among the many terms in use that relate to personal development - in particularly between Personal Development and Personal Growth. The terms are used interchangeably creating a greater chaos.

4.1.2 Selection

Personal Development in selection of personnel adds a dimension to the old personal ability tests of the past. The more sophisticated we have got, the more we have started to specify the need of the job. Although now there is more concentration on the individual as a unit of resource, our methods and procedure of selection in the main are centred on the measurements of KAS (knowledge, aptitude, skills). In organisation HR departments have started talking about

job/task analysis, and have made it apparent that there are person variables/parameters that are very important to the job, however, they are very difficult to measure. Like: '**a high level of personal credibility and integrity...**'

These personal qualities are vital to the effectiveness of the employee and are yet not clarified in psychometric or structured interviews. For example, selectors would say that *technically* the candidate is the very best one. Therefore has been recruited to work in the department, but apparently he aggravates everyone so as to decrease the efficiency of the whole unit. It could be that he does not fit in the way he gets along with others, with his attitude etc. He can be technically very good but lacking those personal aspects that have not been assessed in selection process - having not been part of the formal criteria.

This example illustrates the 'fact' that there is a need to identify those personal parameters that make employees more effective and which are not contained within the empirical measures of that person. It is suggested that these personal parameters, the 'intangible' ones, lay in the notion of 'key insights'.

4.1.3 Training

Many companies today have a 'Training and Development' department designed specifically to provide the structure for employees' development. Over time huge sums of money are spent to provide employees with different types of training. The choice of developmental programs is large; the majorities are concerned with skill acquisition and development. However, the existing types of training have failed absolutely to deliver in terms of personal development.

It is not in the acquisitions of more skills that work performance is improved. The answer, it is suggested, may be in the process of growth and development.

Personal Growth and Development is seen as a process, through which the individual is able to develop 'key insights', which as *the end result* would affect his being, and would enable him to develop parameters that enable him to cope better in unfamiliar situations. This may also contribute to the development of personal qualities that are not part of the job requirements (for example empathy, listening, self-esteem, the ability to work in a team as well as independently, self-motivation etc). However, in their presence the employee will be more likely to perform the job better.

4.2 Research questions

This research is about exploring the concept of Personal Growth and Development, and gaining understandings in relation to the following questions:

- How do practitioners view the concepts of personal development and personal growth?
- How do managers that are involved in selection view the concepts of personal development and personal growth?
- Is there a difference between the two groups with regards to the concepts?
- Can it be observed if a person has achieved a particular 'level/stage' of development and/or growth?
- How can personal development and/or growth be achieved?

- Do practitioners use/have clear outcomes to indicate a personal development and/or growth process? (This question implies understanding of what they do and what criteria they use).
- Are there 'key insights' gained in the process of personal growth and development?
- If yes, what are they?
- Are they universal?
- What are the perceived benefits, if any, of achieving a particular level of development and/or growth?
- Are there any pitfalls in the process of growth and development?
- Do professional development training programs improve/contribute:
 - Professional skills
 - Personal skills
 - Personal qualities
 - Work performance
 - The development of 'key insights (the aspects of the person that contributes to work performance)
- Do personal development/growth training programs improve/contribute:
 - Professional skills
 - Personal skills
 - Personal qualities
 - Work performance
 - The development of 'key insights (the aspects of the person that contributes to work performance)

- Are the Key Insights described in the academic literature the same as the one described by practitioners and managers?
- Since the literature review shows a great chaos with regard to the concept of personal development:
 - What are practitioners' aims and objective in a personal development training they deliver?
 - How do personal development practitioners evaluate whether the program aims have met?
 - Do practitioners have criteria to identify the 'outcomes' of a personal growth and development process.
- What are the perceived selection criteria, which are beyond the formal requirements of the job?
- How do managers identify these criteria?
- Is there implicit knowledge that managers involved in selection use to make decisions in selection? Are they aware of the use of implicit knowledge in the selection process?

4.3 Aims

This research aims further to:

- Explore and clarify the concepts of 'personal development' and 'personal growth' in the workplace, and their added value and use with regard to selection and training.
- Identify whether the concepts of Personal Development and Personal Growth have entirely different meanings, and should therefore be used distinctively.
- Identify whether Personal Development training contributes to improvement in employee work performance.
- Identify whether there are *Universal Key Insights* indicating the process of Personal Development
- Identify whether 'key insights' in the process of personal development (the aspects of the person that do not relate specifically to knowledge or particular skills), directly and indirectly, relate to the way the person performs the job.
- Identifying if personal development training 'holds' any pitfalls or negative side effect.
- Suggests the application of key insights in selection process.
- Suggests the application of key insights in personal development training.

All questions have been presented to both managers and practitioners. The assumption is that if there are differences between managers (layman) and practitioners (professionals) with regard to the understanding of the concepts: managers might benefit from the knowledge of practitioners and be able to apply

this new knowledge to the way they make decisions both with regard to selection and training.

4.4 Agenda

A grounded theory approach is used, and the following steps are taken:

- An academic literature review with regard to the concept aiming to identify 'key insights'.
- An overview/observation of Personal Development's practitioners. Looking at their brochures, advertisements, newspaper interviews, articles, books, programs, and publications.
- An overview of the use of the concept in the workplace: companies' brochures, companies' advertisements, recruitment advertisements, and companies' magazines, publications, career advice beauro information and directories.
- From the data devising questions and questionnaires.
- Interviewing personal development leading practitioners.
- Interviewing managers involved in selection
- Observation of assessment centres
- Observation of personal development programs
- Participation in personal development programs

CHAPTER 5: METHODOLOGY

5.1 Introduction

In determining a research strategy there are three relevant questions (Yin, 1984; in Marshall and Rossman, 1995): What is the form of the research question – is it exploratory, explanatory etc.? Does the research require control over behaviour, and is the phenomenon under study contemporary or historical?

The answers to these question has shown that the nature of this research to be Exploratory, meaning the purpose of the study is to investigate a little understood phenomenon, to identify/discover important variables, and to generate hypothesis for further research. This leads to the nature of the research questions, which are to answer what is happening in this social program? What are the salient themes (patterns) and categories in participants' meaning structures? And how are these patterns linked with one another?

The general framework of the research was one of a field study, the data collection techniques being interviews, observations and questionnaires.

5.2 Theoretical Framework

The nature of the topic and the desire to understand and identify the meaning of the concept Personal Development in the context of the workplace meant that a flexible research design was needed, one of an exploratory nature, and one that

took contextual variables into consideration. Since more emphasis was required on a person's perception and interpretation of events. The "new research paradigm" (Reason and Rowan, 1981) was considered to be appropriate. A paradigm that focuses on:

- ❖ Understanding, Describing
- ❖ Interpretation
- ❖ Language, discourse, symbols
- ❖ The holistic
- ❖ The particular
- ❖ The cultural context
- ❖ Subjectivity
- ❖ Meaning

(In Smith, Harre, Van Langenhove,(1995)

This general approach is characterised as Grounded Theory as first suggested by Glaser and Strauss (1967). They argued convincingly that the grounded theory approach aims to develop a theory or model of the phenomenon being investigated that is faithful to the actual lived experience of the people being studied.

The ideas needed to understand a particular phenomenon arise from observation and analysis of the phenomenon itself; thus concepts emerge from the basic data rather than being imposed on it. Grounded theory allows for early and final analysis and is also particularly sensitive to context and allows for understanding of meanings that pertain to a particular situation or problem.

Theoretical concepts emerge from the data rather than being imposed upon them. This is a particularly useful approach when entering a new research area where little may be understood of the appropriate parameters. It was deemed valuable to use grounded theory in this study in relation to understanding the concept and its usage in the workplace.

The more flexible attitude of using qualitative data lends itself to this study, because it gives the freedom to explore the full complexity of human nature in terms of 'meanings', which are so essential in this research (Henwood and Nicolson, 1995 p.109). In the context of this study the 'meanings' are those feelings, thoughts and perceptions experienced by participants.

In this thesis the conceptual base of the investigation is in the phenomenological camp; both quantitative and qualitative methods are used to enhance understanding. Traditional questionnaires are used to generate empirical data and methods such as observations and interviews are used to produce qualitative data.

Merriam (1988) suggests that research design is shaped by the problem, the questions it raises, and the end product desired. With these needs in mind a *multi-method data-gathering approach was used for this study*. In using a 'multi-method approach' Yin (1989) argues that the limitations of one particular method can be balanced by the strengths of the others, and that ideally, the data gleaned from the different techniques will converge on the same conclusions.

This triangulation is considered by Janesick (1994) to be the process of using multiple perceptions to clarify meanings. Along with observing different training programs selection interviews and Assessment Centres, the researcher also took a participate role in some of them. The results of both the qualitative and quantitative research, and the participatory role, were used as part of the triangulation process.

It was acknowledged, too, that this methodology should be adopted with caution for no observations are value or context free. That is, although ideas may be thought of as emerging from the data, initial ideas will necessarily have structured perceptions. For example, in the context of this study, one cannot assume that every Personal Development practitioner is 'highly' developed or 'evolved' only because he is a trainer. Therefore his/her answers, particularly in the context of 'key insights', may be different from those who are more experienced. The same is true with regard to managers that have been interviewed. Their background with regard to personal development training has been taken into account. A relatively open mind is necessary at the outset of the investigation to avoid pre-structuring conclusions.

5.3 Validity and Reliability

Within new paradigm research the terms reliability and validity take on different meanings from the more traditional methods although in essence they are the same. For example, in traditional science reliability is associated with

replicability, i.e. the same procedure should produce the same outcome under the same conditions time and time again (so long as nothing significant has happened to participants between tests). The concept of reliability is if we can 'rely on' or 'believe in' it. A more rigorous view of reliability is shown within new paradigm research, which depends on similar outcomes being generated in different contexts. Pereira (1997 p.153) argues that the same outcome generated in different contexts gives more reliability to the results than if it was replicated within a simple situation.

Validity is concerned with the extent to which instruments measures what it is intending that they should measure (Coolican, 1994). Checking data obtained from a variety of methods, as used in this study, is one way of validating the results. Thus an outcome for one method or context is triangulated against another and checked against a third in a 'convergent multi-method approach'.

5.4 Ethical Issues

Ethical issues and *particularly confidentiality* of the participants are essential to consider in this kind of research. Rubin and Rubin (1995) discuss the personal and ethical obligations to people being used in a study. They say:

"When you encourage people to talk openly and frankly, you incur serious ethical obligations to them" (p 93).

These ethical obligations require avoiding deception, asking permission to record, and being honest about the intended use of the research.

Confidentiality was discussed with the participants and offered as a protection. The option was given that if they wished they could alter their contribution or they could choose not to let it be used in the study at all - either verbally, or when being recorded or observed. Some of the research, particularly in the training programs, involved intensely personal experiences, listening to people share their personal issues, their fears and their anxieties, sometimes being discussed for the first time. Therefore with such awareness, consideration and respect was given to participants confidentiality and acknowledgement of their agreement to take part in the research.

Bell (1987) Janesick (1994) and Rubin and Rubin (1995), argue that a researcher cannot avoid having his or her data contaminated by bias of one sort or another. Having been through both experiencing and observing different training and development programs for many years has made the researcher particularly sensitive and aware of the need to keep an open unbiased mind and to treat all participants with value and respect.

5.5 Data Gathering Methods

Both quantitative and qualitative methods were used for data collection and analysis, with a particular reliance on quantitative methods. These methods included a literature search, open ended and structured questionnaires, interviews and observations (participation and non-participation ones).

Throughout the study the researcher bore in mind, and tried to practice, the qualities that Fontana and Frey (1994, p364 - 365), suggested are needed by interviewers: flexibility, objectivity, empathy, persuasiveness and listening skills. It is necessary to give a brief review of each data gathering method. This is in order to justify its use and show the rational in choosing each method to combine the triangulation data gathering method (Coolican, 1994).

5.5.1 Qualitative Methods

The fundamental methods relied on by qualitative researchers for gathering information are (1) participation in setting, (2) direct observation, (3) interviewing, and (4) document review. These methods form the core, the staple diet (Marshall and Rossman, 1995). In this research all four methods were in use.

5.5.1.1 Literature Search

Library search, on-line search, companies' documents, and newspapers, brochures, advertisements, articles, programs, publications and magazines' searches and review were made. The purpose of the searches was not only to clear relevant information, reveal sources of data, new ideas and approaches for this study but also to develop sharper and more insightful questions for the questionnaires and the interviews. It also helped to place the research in context.

5.5.1.2 Participation

Developed mainly through the disciplines of cultural anthropology and qualitative sociology, participant observation (as this method is typically called) is both an overall approach to inquiry and a data gathering method. Participant observation is to some degree an essential element of all qualitative studies, and it demands first-hand involvement in the social world chosen for study. Immersion in the setting allows the researcher to hear, see, and begin to experience reality as the participants do (Marshall and Rossman, 1995). This method for gathering data is basic to all qualitative studies and forces a discussion of the role or stance of the researcher as a participant observer. It is helpful to elaborate the planned extent of participation and how intensive the participation will be [Pelto and Pelto (1978), Spradley (1980), Jorgensen (1989), Van Manen (1990)].

5.5.1.3 Observations

Observation entails the systematic noting and recording of events, behaviours, and artefacts (objects) in the social setting chosen for study. Through observation, the researcher learns about behaviours and the meanings attached to those behaviours. This method assumes that behaviour is purposive and expressive of deeper values and beliefs. Observation can range from highly structured, detailed notation of behaviour guided by checklists to more holistic description of events and behaviour (Marshall and Rossman, 1995).

In the early stages of qualitative inquiry, the researcher typically enters the setting with broad areas of interest but without predetermined categories or strict observational checklists. The value here is that the researcher is able to discover the recurring patterns of behaviour and relationships. After such patterns are identified, and described through early analysis of field notes, checklists become more appropriate and context-sensitive. Focused observation is used then at later stages of the study, usually to check analytic themes to see, for example, if they explain behaviour and relationships over a long time or in a variety of settings (Marshall and Rossman, 1995).

Observation is a fundamental and critical method in all-qualitative inquiry: it is used to discover complex interactions in natural social settings. Even in in-depth interview studies, observation plays an important role as the researcher notes body language and affect in addition to the person's words. It is, however, a method that requires a great deal of the researcher. Discomfort, uncomfortable ethical dilemmas and even danger, to identify the 'big picture' while finally observing huge amounts of fast-moving and complex behaviour are just a few of the challenges [Evertson and Green (1985), (Marshall and Rossman, 1995)].

The following types of observations were included in this research [as described in Cooligan, (1994)]:

Full participant - where the researcher true role was hidden, and members took the researcher as an authentic member of the group. The advantage here was

the examination of an authentic situation and secrets were more likely to be disclosed.

Participant as observer – The researcher role was not hidden but 'kept under wraps'. It was not seen as the main reason for the participant's presence's Members related to the researcher mainly through roles and activities central to the group.

Observer as participants – the group knows the researcher role.

Non participant observation – the researcher did not participate in the group and is seen as an observer-researcher.

*Note: It is important to mention that in the observations made, particularly **full participation** observation where the role of the researcher was hidden, **no details were written that enables to disclose any of the participants**. The observations and the information taken were part of what was allowed in the course, for each participant, who paid for it. Therefore no confidentiality agreement was broken with any of the groups' members.*

5.5.1.4 Interviews

Interviewing is a data collection method relied on quite extensively by qualitative researchers. Interviewing varies in terms of a prior structure and in the latitude the interviewee has in responding to questions. Patton (1990, pp. 280-290) categorises an interview into three general types: the informal conversational interview, the general interview guide approach, and the standardised open-ended interview.

Typically, qualitative in-depth interviews are much more like conversations than formal events with predetermined response categories. The researcher explores a few general topics to help uncover the participant's meaning perspective, but

otherwise respects how the participant frames and structures the responses. A degree of systematisation in questioning may be necessary, for example, in a multisite case study or when many participants are interviewed (Marshall and Rossman, 1995). Interviews have particular strengths. An interview is a useful way to get large amounts of data quickly. Interviewing has limitations and weaknesses, however. Interviews involve personal interaction and co-operation. Interviewees may be unwilling or uncomfortable sharing all that the interviewer hopes to explore, or they may be unaware of recurring patterns in their lives. The researcher being aware of that made it comfortable for them.

Interviewers should have superb listening skills and be skilful at personal interaction, question framing, and gentle probing for elaboration. Volumes of data can be obtained through interviewing, but the data are time-consuming to analyse. Finally, there is the issue of the quality of the data. Studies making more objective assumptions would triangulate interview data with data gathered through other methods (Marshall and Rossman, 1995). This research focuses mainly on two types of in depth interviews: *Phenomenological and Elite Interviewing*.

Phenomenological interviewing is grounded in the theoretical tradition of phenomenology: the study of experiences and the ways in which we put them together to develop a worldview. It carries an assumption that there is a "structure and essence" to shared experiences that can be determined (Patton, 1990, p.70) This theoretical orientation has two implications, such that phenomenology can be referred to either as the subject matter of inquiry or as the methodology of the study.

Patton (1990) identifies three basic steps to phenomenological inquiry: Epoche, phenomenological reduction, and structural synthesis. Epoche is the period in which the researcher must examine herself in order to identify personal biases and remove all traces of personal involvement in the phenomena being studied. The purpose of this self-examination is for the researcher either to eliminate or to gain clarity from her own preconceptions, and it is part of the “ongoing analytic process rather than a single fixed event” (Patton, 1990, p.408). Phenomenological reduction is the next phase, in which the researcher brackets the rest of the world and any presuppositions with which she approaches the subject of study. Its goal is to enable the researcher to identify the phenomenon in its “pure form, uncontaminated by extraneous intrusions” (Patton 1990 p.408). The data are then clustered around invariant themes that this reduction has allowed the researcher to identify and to identify the textural portrayal of those themes. The final stage, structural synthesis, involves the articulation of the “bones” of the experience of the phenomenon and the description of its deep structure.

Elite interviewing

An elite interview is a specialised case of interviewing that focuses on a particular type of interviewee. In Elite individuals are considered to be the influential, the prominent, and the well-informed people in an organisation or community and are selected for interviews on the basis of their expertise in areas relevant to the research (Marshall and Rossman, 1995).

Elite interviewing has the advantages that (1) valuable information can be gained because of the positions the interviewees hold in social, political, financial, or administrative realms. (2) Elite responds well to inquiries about broad areas of content and to a high proportion of intelligent, provocative, open-ended questions that allow them the freedom to use their knowledge and imagination. (Marshall and Rossman, 1995). These are the main reasons for choosing personal development elite people for interviews. Although there are disadvantages in choosing elite people in that: (1) they are usually busy people operating under demanding time constraints and they are often difficult to reach. (2) the interviewer may have to rely on sponsorship, recommendations, and introductions for assistance in making appointments with elite individuals. (3) the interviewer may have to adapt the planned-for structure of the interview, based on the wishes and predilections of the person interviewed. Elite respond well to inquiries about broad areas of content and to a high proportion of intelligent, provocative, open-ended questions that allow them the freedom to use their knowledge and imagination (Marshall and Rossman, 1995). These disadvantage factors were acknowledged by the researcher and were overcome.

During the research the researcher had followed and adopted the above information.

The questions were designed based upon the initial literature and document review using the guidelines described in Foddy (1993).

The interview purpose was to collect meaningful information by participants answering questions openly and with no limitation on the content, meaning or

articulation of their answers. Their answers were used to support constructing the questionnaires.

The interview questions were first piloted amongst colleagues to establish as far as possible that all the questions meant the same to each respondent and that there was no ambiguity, the importance of this is discussed by Bell (1987). Adjustments were made where the question was not clear or its grammatical structure was wrong.

Agreement from participants to take part in a research interview was made either by phone, email or personal meeting prior to the interview. In each interview permission was requested from the interviewee to record the whole interview. In some cases there was also a need for note taking. Although a structured open-ended format of interview was in use, the researcher allowed interviewees to divert from it. In most cases it was observed to be useful for the purpose of the research. For the same reason the researcher herself sometime asked questions that were not part of the structured interview questions. At the end of the interview a verbal appreciation was expressed.

5.5.2 Quantitative Methods

5.5.2.1 Questionnaires

Questionnaires are a useful technique for gathering sensitive or confidential information, because the respondent can write the information anonymously. However, it is important to distinguish between closed questions and open ones. Close questionnaires have their limitations because although they deal with phenomena, their ability to investigate context is very limited. Open questionnaires are useful in the sense that they allow for context investigation, but are open to writer interpretation (Foddy, 1993). This research uses both types of questions aiming to overcome the limitations. The questionnaires were designed by using the guidelines proposed by Foddy (1993), Bell (1987) and Yin (1989).

The questionnaires utilised were also designed and developed by using information learned from the first round of open-ended structured interviews.

The questionnaires used both structured and unstructured questions. The structured questions gathered solicited information regarding participants' experiences, using predetermined questions, i.e. 'How long have you been given training?' The unstructured questions gave opportunity for participants to reveal their individual perceptions and feelings unique to their situation (trainees), i.e. 'What was the worst part in the training experience for you?' They provided personal and confidential information.

Each of the questionnaires was first piloted amongst colleagues to establish as far as possible that all the questions meant the same to each respondent and

that there was no ambiguity. The importance of this is discussed by Bell (1987). Adjustments were made where the question was not clear or ambiguous, etc. Agreement from participants to take part in the research was made either by phone, email or personal meeting prior to posting or emailing the questionnaires. Confidentiality was assured and a promise was given that it would not be possible to identify any person taking part in answering the questions. However participants were asked if they would like to give their permission *not* to remain anonymous.

All postal questionnaires included stamped addressed envelopes. All emailed questionnaires gave the individual the possibility to choose answering the questionnaires either by using the computer or by hand writing. All questionnaires (postal or email method of answering) included a covering letter as part of the questionnaires (see Appendix 9) and in anticipation of replies, appreciation was expressed by a 'thank you' letter.

The researcher used four questionnaires:

A questionnaire for 'Personal Development practitioners'

A questionnaire for 'Managers'

A questionnaire for 'Trainees' in personal development programs

Note: It is important to note that all the descriptions and information that is given in part 5.5 (5.51+5.52) is an integral part in the understanding of the research, and could not be separated from all that was done.

5.6 Participants

There were six groups of participants in the research (Total of interviewed participants: N=117; Total of both participants in observed programs and interviewed participants: N=1053). One of the groups was an elite group and was identified in the initial search of the research. Elite groups are characterised by the key people, companies or programs they include (Marshall and Rossman, 1995). Research Participants were sampled by one of the following sampling methods: 'snow ball' and self selected.

The first group 'Elite Personal Development Trainers' included world recognised leaders in personal development training. The age varied from mid 30's to mid 70's (n=7) and each conformed to the criterion of a minimum of 10 years experience in designing and delivering personal development programs as well as participating in many different programs.

The second group included managers of companies who were involved in employee selection. Age varied between 28-51, (n= 23) each had a minimum of 5 years managerial experience. All managers had experience of participation in different professional training programs. Some also had personal development training experience.

The third group included 'Personal Development practitioners', age varied between 30-61 years old (n= 25), minimum of 2 years experience in delivering training programs. All had experience of participating in different training programs including personal development.

The fourth group 'Trainees' included individuals who participated in the observed training programs. Individuals varied in occupation, training experience and reasons for participating in the observed training. Age varied from 18-65 years old (n= 936).

The fifth group included individuals who participated in at least one personal development training (n=63). Individuals varied in occupation, training experience and reasons for participating in personal development programs. Age varied from 21-60 years old.

5.7 Tools

- A Panasonic FP 2-speed micro-cassette tape recorder.
- 15 micro tapes (for the Panasonic tape recorder).
- Philips Pocket Memo 390 mini-cassette tape recorder.
- 15 Phillips mini tapes (for the Panasonic tape recorder).
- Uni.-Direction Microphone IMP. 450 for Panasonic FP 2-speed micro-cassette tape recorder with an adapter for Philips Pocket Memo 390 mini-cassette tape recorder.
- Earphones for the tapes
- A4 Note Pads with lines.
- Pens (can be in different colours if using mind maps for notes taking).
- Pencils and erasers.

- Pilot Personal Development elite trainers' interview questionnaire (see Appendix 3)
- Personal Development practitioners' questionnaire (see Appendix 4)
- Managers' questionnaire (see Appendix 5)
- Personal Development Participants questionnaire (see Appendix 6)
- 'Thank you for participating' letter (see appendix 7)

5.8 Procedure

The research involves different data gathering methods. Thus the writing of the procedure section, although *aimed at chronological time order writing*, was not always possible. This is due to complexity in using multi-data gathering methods with many different independent groups of participants, where there was a need for parallel data gathering and procedures. Moreover in order to facilitate the understanding and reading of this section it was divided into 6 parts written, in most parts, in a chronological sequence.

Part A

1. Both literature and information search was taken in the following categories to generate ideas, design interview questions, examine and identify elite trainers, managers, personal development programs and:

- 1.1 Literature review with regard to the concept of personal development using library search and visiting large bookstores in London and New

York. Identifying key writers and trainers in the field of personal development. Keeping records of details for later use.

1.2 Review of professionals Training and Development magazines identifying names of companies who claim to deliver personal development training. Identifying key writers and trainers in the field of personal development. Keeping records of details later.

1.3 Review of the concept in the workplace: companies' brochures, companies' advertisements, recruitment advertisements, and companies' magazines and publications, career advice office information, directories. Identifying key writers and trainers in the field of personal development. Keeping records of details for later use.

1.4 Friends and colleagues, for any information with regard to personal development trainer/practitioner that the researcher could contact.

1.5 Review of Personal Development trainer/practitioners brochures, advertisements, newspaper interviews, articles, books, programs, and publications.

1.6 Friends and colleagues for any information with regard to managers who were involved in selections that the researcher could contact.

2. Devising a list of elite people to contact: elite personal development trainers, managers, training programs.

Part B

This part related to observing different personal development training program as a 'full participation'. This was in order to experience personal development

programs. At this stage the researcher role was hidden and she was considered as an equal member of the group.

This took place while, and after, the information gathering, and before any of the interviews took place. The programs varied in length, content and style. From a 3 hours session or a day to a one weekend or 3 hours once a week over 10 weeks.

1. Using the information gathered with regard to personal development programs and trainers, the researcher contacted trainers and companies (by phone or email). She asked for more specific information with regard to their training programs (such as brochures that describe each program in more detail, or information about open introductory events for the public). The researcher did not introduce herself as a researcher, but as someone who is interested to participate in one of their programs.
2. The researcher read the posted information and attended possible introductory evenings.
3. The researcher registered on 12 programmes as a participant.
4. The researcher attended each of the programs on time and equipped with the material that was requested by each programme. In all, but two of these programs, the participants were allowed to use a note-taking pad and a pen. In those programs the researcher did not use a note taking pad or a pen. No tape recorder was used in any of the programs.
5. Observing other participants: listening to shared experiences, their body language, and behaviour.
6. Taking notes with regard to the researcher experience.

7. Participants' statements were recorded by note taking. No record of any possible identifying details was taken. At this stage not many note taking were done, due to the importance to keep the balance between the researcher role and fully experiencing the program as a 'regular' participant.
8. At the completion of each program a general verbal appreciation was given to the trainer and participants, with no relation to the research (research context free).

Part C

This part relates to elite personal development trainer's interviews.

1. Devising interview questionnaire for Personal Development elite trainers based on the gathered information and the personal development training participation.
2. Piloting amongst colleagues.
3. Designing a verbal and a written request for participation in the research. (For a copy of the verbal or written request see Appendix 2).
3. Contacting trainers by phone, email or personally at an event the researcher attended.
4. Depending upon the reply, the following actions were taken: (1) where immediate acceptance was given – a meeting date was recorder in a diary. (2) a request to see a copy of the questions – a copy was posted emailed or faxed depended upon the nature of the request. Upon arrival of the interviewee's answer – (a) refusal – a thank you letter for considering participation was posted. (For a copy of the written request see Appendix 7)

- (b) accepting to participant, but without meeting the researcher – a copy of the questionnaires was either posted or emailed or faxed to participant. (c) acceptance to participant in a meeting with the researcher - writing the agreed meeting date in a diary.
5. Before attending the interview meeting the researcher checked she had taken the interview questionnaire paper, audio tape recorder, spare batteries, mini/micro cassettes, a microphone, pens and a notes taking pad.
 6. Meeting the interviewee participant in the agreed location, usually in his/her office.
 7. At the beginning of the interview the researcher had briefly introduced herself and explained the research purpose, guaranteed confidentiality (unless otherwise was agreed with the interviewee) and asked permission for audio tape recording. This was in order to be able to fully listen to the interviewee and to be able to ask questions that were not part of the structured interview questionnaire, but arose in the interview. In some cases there was also a need for note taking.
 8. The researcher set up the audio tape recorder and a microphone and asked the interviewee to hold the microphone or to place it in a convenient place for recording. The researcher checked at the beginning of the interview, and when there was a need to change the side of the tape, that the tape recorder was properly working.
 9. At the end of the interview a verbal appreciation was expressed.
 10. A week after the interview a thank you letter was posted to the participant.
(For a written copy see Appendix 7)

11. In completion of the interviews the researcher had a 'stock taking' and the following questionnaires and letters were devised:

- Personal Development practitioners' questionnaire
 - Managers' questionnaire
 - Personal Development Participants questionnaire
 - 'Thank you for participating' letter (see Appendix 7)
4. The questionnaires were piloted amongst colleagues for comprehension. Adjustments were made accordingly.

Part D

This part relates to managers' interviews and personal development practitioners' interviews and/or questionnaire's answering.

1. Designing a verbal and a written request for personal development practitioners and companies managers to participate in a research. (For a copy of the verbal or written request see appendix 2)
2. Contacting: (a) personal development practitioners and managers (b) elite practitioners that had already been interviewed. To be kind enough and to fill in another short questionnaires (which is Part B in the Personal Development questionnaire – see Appendix 4 and 5), either by a phone call, an email, an event or a letter.
3. Depending upon the reply the following actions were taken: (1) where immediate acceptance was given – a meeting date was recorded in a diary. (2) a request to see a copy of the questions – a copy was posted emailed or faxed depended upon the nature of the request. Upon arrival of the

interviewee's answer – (a) refusal – a thank you letter for considering participation was posted. (For a copy of the written request see Appendix 7). (b) accepting to participant, but with out meeting the researcher – a copy of the questionnaires was either posted or emailed or faxed to participant. (c) acceptance to participant in a meeting with the researcher - writing the agreed meeting date in a diary.

4. Before attending the meeting the researcher checked she had taken the questionnaire paper, audio tape recorder, spare batteries, mini/micro cassettes, a microphone, pens and a notes taking pad. Recording the participant's answers better filled in some parts of the questionnaire.
5. Meeting the participant in his/her office.
6. At the beginning of the meeting the researcher had briefly introduced herself and explained the research purpose, guaranteed confidentiality (unless otherwise was agreed with the interviewee) and asked the participant: (a) permission for audio tape recording were was appropriate according to the questionnaire's questions. This was in order to be able to fully listen to the participants' answers. (b) Whether he/she prefer the researcher to write down their answers. Depending upon participant answer the following scenarios took place: (1) the answers to the open questions were tape recorded and the closed questions were filled in by participant. (2) the answers to the open questions were tape recorded and the closed questions were filled in by the researcher. (3) the researcher read the questions to the participant and filled in his/her answers for both open questions and closed ones. (4) the

researcher read the questions to the participant and filled in his/her answers for open questions and the participant filled in the answers for closed ones.

7. Where audio tape recording was requested: the researcher set up the audio tape recorder and a microphone and asked the participant to hold the microphone or to place it in a convenient place for recording. The researcher checked at the beginning of the interview and when there was a need to change the side of the tape that the tape recorder was properly working. This in order to avoid information loses.
8. At the end of the meeting a verbal appreciation was expressed.
9. A week after the interview a thank you letter was posted to the participant.
(For a written copy see Appendix 7)

Part E

This part relates to different personal development training programmes' observation in which the researcher's role varied. The following types of observation were used: (a) 'full participation' observation where the researcher role was hidden to participants but not to the trainer. (b) '*Observer as participant's*' – the researcher was a group member and participants were aware of her role (c) '*Non participant observation*' - the researcher did not participate in the group and was seen as an observer researcher.

This part took place *after interviewing* the key personal development trainers. The programs varied in length, content and style. From a 3 hour session or a day to a one weekend or 3 hours once a week over 10 weeks.

For all types of observation the following procedure took place:

1. Using the snow ball method (had already interviewed trainers in the field of personal development and using the information gathered) the researcher carried on contacting trainers and companies, by phone or email.
2. The researcher asked some of the trainers she interviewed to be a participate observer in the personal development training program they deliver. In other cases trainers approached the researcher and asked if she would like to participate in their training program as a participant research observer.
3. The researcher was introduced to the group accordingly, depending upon the type of observation.
4. In acceptance of request, the program date was written in a diary.
5. The researcher participated/observed 9 programs.
6. The researcher attended the programs dates, on time and equipped with the material that was requested by each program.
7. In all programs the participants were allowed to use note-taking pad and pen. No tape recorder was used, in any of the programs.
8. Observing other participants: listening to shared experiences, their body language, and behaviour.
9. The researcher took notes with regard to participants' statements and shared experience. Where the pattern of key insights was seen.
10. Participants' were also recorded by note taking.
11. No record of any possible identifying details was taken.
12. At the completion of the training a verbal appreciation was expressed to the trainer, and where was possible, to the group as well.

13. A week after the program a thank you letter was posted to the trainer. (For a written copy see Appendix 8)

Part F

This part related to interviews that were conducted with individuals who participated in personal development programs. The participants were trainees from programs the researcher observed and others from programs the researcher did not observe.

1. At the end of the observed program, where appropriate, depending upon the type of observation, the *trainer* asked participants if they would like to participate in the research to answer a few questions with regard to the experience they had.
2. The researcher asked those who were kind enough to accept the invitation to approach her before leaving home.
3. Upon approaching the researcher arrangements were made with regard to time and place to meet for the open interview. Participants names and telephone numbers were written down. Where appropriate the interview took place at the completion of the program.
4. The same measure as described in early parts of this section was forwarded. The only difference was the use of note taking, rather than an audio tape recorder. This was due to the 'short' nature of the questions.
5. At the end of the meeting a verbal appreciation was expressed.
6. A week after the interview a thank you letter was posted to the participant.
(For a written copy see Appendix 7)

5.9 Conclusions

Although individual data collection are described in detail, the power of the methodology lies in the *juxta position* and it depends on triangulation of the findings from each part.

CHAPTER 6: RESULTS

6.1 Data analysis procedure

6.1.1 Statistical Analysis

The quantitative analysis used both a non-parametric analysis (binomial test frequency analysis and correlation) and a parametric test (factor analysis, t-test and MANOVA). The analysis was compiled using the Excel 97' spread sheet and the SPSS program.

The presentation of results is given in four parts (6.1, 6.2, 6.3 and 6.4). Each part contains both discourse and statistical analyses and includes explanations with regard to the categorising system applied together with examples of representative statements. The selection of categories for the content analysis was driven both by the research questions and the theory presented in the introductory chapter.

6.1.2 Content Analysis

Content analysis is a narrative technique that is applied to peoples' descriptions of their experiences. It has been used in psychology, social sciences and counselling contexts (Sanders and Liptrop, 1993). The aim of the content analysis is the classification of content through transferring the data into a

system of categories relating to specific hypothesis connected to the content: Rubin and Rubin (1995) describe this technique as 'coding'. It is a laborious method, but it allows formal analysis of personal feelings or thoughts in a way few other techniques do.

The data was recorded from notes content analysed, categorised, tabulated and set in format for easy reading and comparison. Non-categorical information was summarised into written narrative. In the results text verbatim quotations of participants are used, these have been selected for their articulation in highlighting particular points [as recommended by Wittgenstien (1954), Harre and Gillett (1994) and Hacker (1997) in Oliveria (1999)]. The coding and categorising systems that are in use are described in the appropriate section.

It is important to note that coding the meaning of discourse cannot simply be a coding of individual words irrespective of their use and meaning in context. Thus, Wittgenstein (1954) argues that the meaning of words is their use and that their use depends on their context. Harre and Gillett have elaborated this (1994, p. 55): "meaning and understanding reflect discursive contexts... and not just prepositional structures with meanings that exists in relation to language alone". It is also echoed by Hacker (1997, p.35) in arguing that meaning "depends upon the context and manner of utterance, upon the antecedent discourse, the tone of the speaker, and his purpose". It is on such a basis, in its context, that discourse of participants is coded both in the research interviews and research observations.

The development of the coding system included the definition of a provisional taxonomy of complementary categories, and mutually exclusive codes within each category.

The provisional coding system was defined after listening to, transcribing and analysing five randomly chosen interviews from both trainers and managers groups, and related only to the questions in Part A of the interview. In order to check the reliability of the provisional coding system, the five interviews were given to an independent assessor, who was asked to code the interviews on this basis. Since there were two independent groups of participants to analyse, the assessor suggested applying a *sub coding system*. The rest of the interviews and open questions were then coded, and the initial interviews re-coded on this basis.

The development and application of the coding system further follows the recommendation of Henwood and Pidgeon (1995) within the Grounded Theory approach. This seeks (i) to establish linkage between the categories at the different levels of abstraction; (ii) to compare such linked combinations of categories and codes, in order to fully explore the complexities of the discourse data. Although justified within the terms of a Grounded Theory approach, it is clear that participants themselves may not conceptualise or be familiar with such linkage. The application in the research interviews therefore classified the content and process implicit in participants' discourse.

A number of categories were chosen to refer to each aspect presented in each part of the analysis. All the audio taped interviews were transcribed verbatim. Responses to each interview question were then analysed and coded. The coding system in most cases allowed a wide range of verbal responses to be classed in a small number of categories.

6.2 Presentation of Results

Results are presented in three sections: Key Insights, Selection and Training.

SECTION 1: KEY INSIGHTS

This section includes analysis of the information gathered from the following interviews and questionnaires:

Questions 1-15 (exclusive of questions number 8+9) in Elite trainers pilot questionnaire appendix 3.

Part A question 1-15 in Personal development practitioners⁶⁴ questionnaire appendix 4.

Part A question 1-15 in Managers questionnaire appendix 5.

The results relate to the following aspects:

1. Familiarity with concepts
2. Articulation/Description of concepts
3. Implicit awareness of growth and development process
4. How it can be achieved
5. Perceived benefits
6. Existence of Key Insights in the process of growth and development
7. Identification of Key Insights
8. Universality of Key Insight's

⁶⁴ Wherever the word 'practitioner/s' appears along the research, it refers to personal development trainers.

Aspects 1,3,6,8 (marked in blue) are based on statistical analysis and are described in Part 1. Whereas aspects 2,4,5,7 (marked in black) are content analysed and are described in Part 2.

Part 1: Non parametric analysis

A non parametric binomial test of aspects 1 (familiarity with concepts), 3 (Implicit awareness), 6 (existence of key insights) and 8 (universality of key insights) with regard to participants' answers:

- Familiarity with both concepts:

The result showed a 100% familiarity with both concepts by both groups.

- Implicit awareness of growth and development:

The result showed that there is an implicit way to identify a way of being in the world i.e. Growth. However it is not the case with regard to development.

Table 3: Tacit Information/Implicit Knowledge

a. Personal Development:

Tacit Information/ Implicit Awareness	Practitioners	Managers	Both
Yes	(n=10)	(n=4)	(n=14)
No	(n=21)	(n=19)	(n=40)
Not Accepting Ho: Can sense a change in personal development	0.9794 ns	0.999 ns	0.06 ns

b. Personal Growth:

Tacit Knowledge/ Implicit Awareness	Practitioners	Managers	Both
Yes	(n=20)	(n=19)	(n=39)
No	(n=11)	(n=4)	(n=15)
Accepting Ho: Can sensing a change in personal growth	0.0394; P<0.5	0.001 p<0.01	0.04 p<0.5

- Existence of Key Insights in the process of growth and development

The result showed that ALL participants agreed with regard to the existence of Key Insights in the process of growth and development (All participants answered 'yes' (100%; p<0.01).

Table 4: Existence of Key Insights

Key Insights	Practitioners	Managers	Both
Yes	31	23	54
No	0	0	0
Accepting Ho: There are Key Insights in the process of Evolution (growth+development)	p<0.01	p<0.01	p<0.01

- Universality of Key Insight's

Most of participants also agreed that those key insights are universal. I.e. anyone who is on the 'path' of growth has the potential to develop them regardless of his/her culture, ethnic or religion (p<0.01).

Table 5: Universality of Key Insights

Universality of Key Insights	Practitioners	Managers	Both
Yes	30	21	51
no	1	2	3
Accepting Ho: There are universal Key Insights in the process of Evolvement (growth+development)	0.0001 p<0.01	0.0001 p<0.01	0.0001 p<0.01

Part 2: Content analysis

Aspects 2 (description and understanding of concepts), 4 (how can growth and development be achieved), 5 (perceived benefits) and 7 (Key Insights) were content data analysed, with applied categories and coding system. The following categories were examined:

- Category 1:** Description and understanding of concepts
- Category 2:** Identified ways of growth and development
- Category 3:** Perceived benefits of growth and development
- Category 4:** Identification of Key Insights

A range of codes for all 4 categories is applied to the discourse for each recorded or written answer and statement given by interviewees.

Category is defined as demonstrated below.

Category 1 Description and understanding of concepts

Code 1.1	<u>Personal Development trainer's description</u>
1.1.1	Description concerning measurable results, goals' based and/or skills' acquisition
Examples	<p><i>"I see <u>personal development</u> as a <u>specific training activity</u> where a set of skills that are very precise and relatively narrow in scope would provide an individual with skills that can be tested in a reasonably straightforward way at the end of the course."</i></p> <p><i>"Personal development is about a person developing himself in untried territory. This could be in the area of skills, information, competency, and exploration."</i></p>
1.1.2	Description concerning development that does not relate specifically to skills and quantified results
Examples	<p><i>"I think <u>personal development</u> is about the continuous process for people and how they develop their own <u>internal resources</u> so that they can act differently or change their behaviours for the present time and for the future – that's how I would define personal development."</i></p> <p><i>"Personal Development is the unfolding of a person's gifts and talents in a way that moves them forward"</i></p> <p><i>"Personal development needs the ability to observe and to listen. Personal development is never finished. A personally developing person interacts differently every day. It is a matter of change of behaviour."</i></p>
Code 1.2	<u>Personal Development manager's description</u>
1.2.1	Measurable results, Goals' based and/or skills' acquisition

Examples **“Personal Development and how I define it, is someone developing themselves or being developed by learning from other people. But ultimately developing themselves for some particular goal or future, that’s how I define it. There would be some external goal that they would be out to achieve.”**

“Personal development is the amount of planning and effort which is being put down to development with regards to the employee or with regards to the person within the organisation it can be professional development or internal development in terms of the organisation and his role in the organisation. Its activities and plans, which are, made to develop and so to provide or to enhance the abilities and the experience and the knowledge and the skills of the person.”

Code 1.3 Personal Growth trainers’ description

1.3.1 Description concerning a way of being; Relate to inner aspects of the person

Examples **“Personal growth relates to a number of areas that can be improved and developed in an individual. It relates to *ontology*, which is the very fundamental question of *who I am and what is the world around me and how do I relate to the world around me.*”**

“Personal growth relates to a number of areas that can be improved and developed in an individual and which is difficult to assess in terms of outcome. Since it is not, as far as I see it, skills oriented, it is more to do with the person’s being in the world”

“Recognition of a way of being which is not contained in language, logic or intellect. It is at the quantum level, beyond words.”

1.3.2 Awareness; who I am, what I am

“Personal growth is about having thought about your life and the values in your life. Then their actual behaviour is congruent with their beliefs. I suppose the base line is to think that there are many people who are very competent in their professional work, who haven’t thought of what are they doing or why they are doing it or what its worth. Until they are challenged by some event in their lives, they may not be aware of any deficit in their own personal growth.”

“Personal growth is being able to tune into your own body because that gives you a lot of clues about what is going on mentally, emotionally and spiritually.”

“Personal Growth is taking note of those moments when just at a gut level, literally in your gut, something does not feel right and being able to notice what it is, being able to tune into what caused that and then being able to decide what to do about it.”

1.3.3 Skills’ based

Examples: “Increasing the number or level of skills people believe they need in whatever context they need them in. i.e. work, home life, relationships, long term-life goals, etc. These skills could include any area of communication, work skills, relationships skills”

“Achieving your goals, short terms, long terms, anything you set up for yourself to achieve”

1.3.4 Disagreement with the use of the word growth, and or relating to it as an Evolvement process rather than growth.

Examples: “I don’t like the term personal growth. Simply because of many experiences we had with

people when we used the word growth. People relate to it as growing physically. So we have stopped using it. I prefer the word Evolvement. So personal Evolvement means continuous learning and getting better at what they are doing.”

“I prefer not to use the word growth because it relates to growing taller or bigger etc. For me it is more appealing to coin the term Personal Evolvement in relation to a process of our evolution that is never finished. A personally evolving person is changing everyday. The change start internally, can be slow and sometimes not noticeable to others but the individual himself. However there comes a point where others can observe it as well. It can appears in the way the person interacts with others, etc. It is a matter of behavioural change.”

Code 1.4 Personal Growth managers' description

1.4.1 Description concerning external measurable planned change; skills

Examples **“Personal Growth is it where somebody has the chance to develop within the business – I always say to people look you join us at this level and if you can be something else”**

“Personal growth, maybe I’m wrong but it’s a term which maybe takes into account strategic plans. Development can be on a day to day basis, monthly, quarterly or yearly basis. Personal growth can be referred to a programme that is strategically planned looking at the prospectus of the actual future that we can anticipate for this individual can endeavour to be as far as the company is concerned in 3 years time.

1.4.2 Description concerning a way of being; relate to inner aspects of the person

“Personal Growth is someone developing themselves for a goal or future. You could split up development and growth that way: growth would be internal and development would be external.”

“I think that personal growth relates to something inside the individual. A kind of change that the individual go through and as a result of it he becomes more mature, his ability to make decisions improves, his ability to analyse situations, etc. It also results in a better way of setting and achieving goals”

“Maybe it is to do with something inside yourself, that is more difficult to measure, because it relates to my internal world. I will give you an example, when I was younger, a young manager I was very arrogant and had a big ego. With the years I became aware of it, and started to pay attention to it and working hard not letting it interfering my work and my judgement and not to be offended or to sensitive. So it is a process that has made me more relaxed, less aggressive, mature. Something inside me, you see.”

The above discourse analysis relates to the following (exploratory) research questions:

- How do practitioners' view the concepts of personal development and personal growth?
- How do managers who are involved in selection, view and articulate the concepts of personal development and personal growth?
- Is there a difference between the two groups with regards to these concepts?

Questions examine practitioners understanding of the concept - assuming that a definitive articulation and understanding of the concepts would not be obtained. However if it was, the analysis could indicate an understanding of the process they deliver. A range of responses were given and are summarised in table 6:

Table 6: Concepts' Description

a. Description of Personal Development

Code 1.1	Description of code	Practitioners	Mangers	Both
1.1.1	skills; Goals	(n=24) 77.41%	(n=21) 91.3%	(n=45) 83.33%
1.1.2	Other than skills based	(n=7) 22.58%	(n=1) 8.7%	(n=8) 14.84%

b. Description of Personal Growth

Code 1.2	Description of code	Practitioners	Mangers	Both
1.2.1	skills; Goals	(n=9) 29.03%%	(n=14) 60.86%	(n=23) 42.59%
1.2.2	inner change way of being;	(n=26) 83.87%	(n=9) 39.1%	(n=35) 64.81%
1.2.3	awareness	(n=6) 19.35%	(n=3) 13.04%	(n=9) 16.66%
1.2.4	Reference to Evolvment	(n=8) 25.8%	(n=0)	(n=8) 14.81%

The participants' discourse analysis showed clearly that both practitioners and managers were unable to clearly articulate the concepts. However, it was apparent in both managers and practitioners' discourse that the notion of personal development has more to do with measurable external change (goal setting and achieving and skills' development). Whereas personal growth was seen as something internal - an inner change and self-realization, that manifests itself in the individual's way of *being* rather than *doing*. One could get a *sense* of what the concepts are about, but with no clear cut definition. It seems that all

involved are trying to get at 'what it is', but cannot verbally articulate it. They have the experience and the feel of it, a non-verbal way. Moreover, there is lack of awareness, or no reference to the fact that the concepts may involve the identification of Key Insights. However when asked about the existence of Key Insights in the process there is a 100% agreement that they exist.

The results support the conclusion that:

1. There is no clear description of the concepts of personal development and personal growth. This supports the notion of the chaos that exist and the lack of ability to clearly articulate the concepts.
2. There is a difference between practitioners and managers in the way they relate to personal growth. Managers' discourse showed that at the conscious level they relate it to external change (skills, goals and measurable results based). However, it seemed that unconscious articulation relates to a way of being as can be illustrated in the following example:

*"...development can be on a day to day basis, monthly, quarterly or yearly basis. **Personal growth can be referred to a programme that is strategically planned looking at the prospectus of the actual future that we can anticipate for this individual can endeavour to be as far as the company is concerned in 3 years time.**"*

3. The difference between the groups in the way they relate to the concepts and articulate (describe) them appeared only with regard to personal growth. It appears that practitioners have a greater (deeper) understanding of the concept. Whereas managers in the main relate to it in the way they relate to personal development (skills, goals, measurable) outcomes.
4. Practitioners made suggestions that it would be wise to avoid using the term 'personal growth' altogether, due to the confusion it creates. This is because

they have found that people relate to it as growing physically, or growing something external like vegetables, etc. As such they have suggested using the word Evolvement and to refers to the process as personal Evolvement process.

Category 2 **Identified ways of achieving growth and development**

Code 2.1 **Achieving Personal Development - Trainers**

2.1.1 Skills' and outcomes based

Examples:

“Personal Development can be achieved by developing one’s skills in any possible way: taking a computer course if I wish to develop my IT skills etc. So any thing that will allow me to develop any skills I choose to. Whereas growth is something that is more to do with self realisation and therefore can be achieved in a planned way like taking a course that is designed specifically for that or by the experience life through at you”

“People can achieve development by learning how to become an accountant and develop themselves into it, but it does not mean they have grown, that something in their essence has changed.”

“This is easy to answer. Basically any kind of training that is skills based. Like programming course or driving lessons”

2.1.2 Different kind of experiences: life and training

Examples:

“Any type of training that is designed to provide experiences. However it can be any other kind of experience in which people can learn and develop”

“Having experiences in life, could be through training or through life which enables you to

start recognising things about yourself, others and the world that you were unable to recognise before.”

Code 2.2 Achieving Personal Growth - Trainers' description

2.2.1 Recognition of something: certain insights or understandings

Examples:

“Personal growth can be achieved in many ways: self awareness; accountability for one’s life and personal responsibility for oneself and the world; move through the fear of stepping forward to a new level of success and intimacy; forgiveness; letting go; love; trust; integration; commitment; integrity; truth; joining; communication; peace; centring; meditating; bonding; goal setting; manifestation, calls for help, understanding. These are some of the ways that it can be achieved”

“By starting to develop awareness. The easier way for me to describe it is to say to recognise that there are things that I do not know and more than that there are things that I do not know that I do not know. Just getting that will accelerate one’s process of awareness to anything: self, thoughts, others, physical, spiritual, emotional, etc.”

“Some ways of achieving it, as described by Chuck Spezzanno and which I agree with are learning to: accept oneself and others, integration of our shadow figures, self forgiveness, have a sense of humour, receive and give, prayer, be honest, understand that we have a choice, act with grace, be a leader to inspire, surrender, have spontaneity and maybe a very important one to take personal responsibility of everything that occurred to me rather than complain about my life and self. After all we have chosen the path we follow”

2.2.2 Different kind of experiences such as life experience and/or training

Examples: **"In general any kind of experience might produce development growth, intentionally or not. Can be through life experience or personal growth training"**

"Experiential Training or any type of training that is designed to provide these experiences. But training does not preclude any other kind of experience in which people can learn"

Code 2.3 Achieving Personal Development - Managers

2.3.1 Skills' or goals' based

Examples: **"There are three stages. First stage is to define where you are today and you can do it quantitatively - you actually pick yourself a number 1-5 or 1-10. Second stage is asking yourself where do you want to go. Once again quantitatively, and the third stage is how you are going to get there. This you can do by yourself or going on a training course having a coach, etc."**

"Personal Development is setting your self goals and acting on your goals to achieve them"

"By understanding the present and future competition, neutralising disturbing affects, by dedicating yourself to the goals and achieving the best position in a scheduled time"

"Personal development is probably by achieving goals and skills, and it can be done via different kinds of training and it can be tested, for instance report writing can be done clearer, sharper...."

Code 2.4 Achieving Personal Growth - Managers' description

2.4.1 Skills' or goals' based

Examples:

"The way to achieve Personal Growth is similar to development. Setting your self goals and acting on your goals to achieve it"

"Taking an academic degree is a way of achieving both growth and development. Development is achieving the degree and growth is all the challenges you have to cope with while you are doing the degree"

"I think that mainly it is by achieving measurable goals. It can be taking a university degree or a course on how to use specific software..."

2.4.2

Experiences and recognition: certain insights or understandings

Examples:

"... I think so, you see, "who am I to say for sure" probably indicates a sense of growth..."

"It can be achieved by personal recognition of your strengths and weaknesses, the understanding that learning is not only obtaining information. It is also learning about yourself, life and others. It is learning by having the life experimental laboratory"

"Personal Growth can be achieved by realising that getting things done is important but what is also important is the way to achieve it. Meaning if you get results by being a control freak or by hurting other people along the way you do not show a sense of growth. It is probably the understanding about yourself, others and that there is another way of achieving your goals "

The range of responses observed, although separately coded, was linked. Therefore in analysing participants discourse it was apparent that a broad

distinction could be made in the way both personal growth and personal development can be achieved. The observed responses were as follow:

Table 7: Ways to achieve Personal Growth and Development

	Code	Description of codes	Practitioners	Managers	Total
Personal Development	2.1.1	Skill's based; Outcomes' based	(n=27)	(n=17)	(n=44)
	2.3.1		87.09%	73.9%	81.14%
	2.1.2	Experience: Life Or training	(n=9) 29.03%	(n=8) 34.78%	(n=17) 31.48%
Personal Growth	2.2.2	Experiential training	(n=7) 22.5%	(n=0) %	(n=7) 12.9%
	2.4.1	Skill's based; Outcomes' based	(n=7) 22.5%	(n=16) 69.56%	(n=23) 42.5%
	2.2.2	Experience: Life	(n=9) 29.03%	(n=7) 30.43%	(n=16) 29.62%
	2.4.2 2.2.1	Self realisation; awareness; insights	(n=17) 54.83%	(n=11) 47.82%	(n=28) 51.85%

In light of the above it can be observed that:

1. Achieving personal development in the main is via experience and skill's development/acquisition, that can be obtained in a training setting or by setting external measurable goals and objectives and acting upon achieve them. No difference was observed between the two groups.
2. With regard to achieving personal growth it was clear that the majority of both groups agreed that ways for growth were experience (life or specific training) and self-realisation based - again relating to growth as an internal factor. However, there was one major difference between the groups: practitioners were the only ones who referred to experiential training as a way of achieving growth.

3. The aim was to explore whether managers are aware of the ways growth may be achieved - which are specific experiential training that provides the opportunities for growth and development. It was apparent from the results that managers are not aware of this, or do not consciously relate to it as a way of achieving growth.

Category 3

Perceived benefits of growth and development

Code 3.1

Perceived benefits - Trainers

3.1.1

Improved performance, better achievements.

Examples ***“The outcomes in my life and in others people life. Today I can also recognise the outcome. I know it’s an outcome, I know it’s a result. It can be my behaviour, that today I am behaving in a different way. Or the results I’m achieving that are completely different to what I used to achieve.”***

““The quality of everything I have and do in my life.”

“I think that it enables the individual to achieve things one that were beyond the individual’s expectations, or simply achieving your goals and desires”

“I achieve more, I achieve the unachievable. For example I met my father whom I had not seen for 20 years. I would not have thought this is possible. What I did was a major outcome. Benefits are there all the time.”

3.2.1

Improved personal qualities and development of Key Insights

Examples:

“Like in my interactions with people, I feel more relaxed, more comfortable, and less fearful. The other major benefit and maybe the

key one is having much more awareness in myself"

"There is a positive shift in my behaviour. This shift must be measurable, not just a feeling inside. For instance, when I made a mistake I was upset at being inefficient. I could have let this feeling of inefficiency rule the rest of my behaviour, but instead, I managed my course efficiently and without any problems. Although the inside feelings were different, the outward behaviour was all right (I was in control)."

"I believe there are many benefits, more than I can answer at present because I can see it in any part of our life. So just to give you a flavour... it can be the ability of one's to interact with others, that is improved through growth and development, an increase in self confidence or self assurance, becoming more mature, more effective and wiser"

"Becoming generally more successful, more open, more loving and more happier"

"Like awareness about who I am to myself that enables me to change things that I choose to. One of the things I don't like about me, is that I'm arrogant. I wish I wasn't but I am. Recognising it allows me to keep generating myself. Catching myself being arrogant, oh there I go being arrogant again, or things like, I'm not feeling that great right now, like there's some joy or aliveness missing, and also to match this with what I'm saying. Like when I catch myself being who I do not choose to be I have the ability to change it if I decide to."

Code 3.2

Perceived benefits of development - Managers

3.2.1

Improved performance, better achievements.

Examples: *"A person who has reached a 'level' of development, ... his achievements are high and the organisation benefits from that"*

"...effectiveness, better results in operational control"

" ... better performance, better achievements more material capabilities"

"The benefits in being personally grown is more effective. For example, a manager who has achieved personal growth, his team will be more effective as well. This can be manifested in a shorter length of time it takes the team to accomplish the project"

3.2.2 Improved personal qualities and development of Key Insights

Examples: *"A person who has reached a 'level' of development, is naturally motivated and is more willing to contribute to the organisation. His achievements are high and the organisation benefits from that"*

"I believe that once a person has reached a level of personal growth, his reaction to external environmental stimulus will cause or prepare him to be in the potential group for a managerial role"

"Self realisation, effectiveness, better results in most things he approach"

"Understanding how much it is worthless without personal growth and development. ... ability to have a better focus"

"I assume that the benefit of a person who is personally grown succeed and do better than others. This is because of the personal growth that will allow him to enrol other people to co-operate with him and he will co-operate with them"

“Better work performance, and the quality of everything I do. I am able to perform better with ease and confidence”

“The benefits in being personally grown is more effectiveness. For example, a manager who has achieved personal growth, his team will be more effective as well. This can be manifested in a shorter length of time it takes the team to accomplish the project, because the people in the team will argue less, will collaborate etc. I believe that contribution and collaboration is a function of personal growth, and when you have it with in a team project it makes the timetable sorter ”

Note 1: In category 3, it was clear to participants that the question relates to Personal Growth and Development process in the following way: the individual's inner change. Could be a change in our ability to access listening in a chosen moment, to be present in the here and now, etc., which can manifest itself in our personal qualities (i.e. our way of 'being' in the world).

Note 2: Some of the above coded statements could fit both codes. Where this is so they are coded as representing both codes.

The range of responses recorded showed that the observed statements centred around two noticeable benefits manifested as:

- Measurable results: Improved performance/better achievements
- Awareness and behaviour: Improved different personal qualities/development of key insights.

Nonetheless, in the discourse analysis it was apparent that there is a connection between the two. The following example illustrates the link: “There is a positive shift in my behaviour. This shift must be measurable, not just a feeling inside. For instance, when I made a mistake I was upset at being inefficient. I could have let this feeling of inefficiency rule the rest of my behaviour, but instead, I

managed my course efficiently and without any problems. Although the inside feelings were different, the outward behaviour was all right (I was in control)."

This example, together with others quoted earlier, indicates that there is a change in actual performance (managing the course efficiently) that is linked to an internal self realisation (Key Insight: letting go - when I made a mistake I was upset at being inefficient. I could have let this feeling of inefficiency rule the rest of my behaviour, but instead...) which resulted in an improved personal quality (positive shift in my behaviour ... Although the inside feelings were different, the outward behaviour was all right). It was apparent that there were two major benefits, which are linked to each other. Therefore no numerical information is given in this part of the results.

Summary: it can be concluded that the benefits in the process of growth are in the domain of 'being' as well as 'doing' and therefore supports the research assumption with regard to the existing link between: Key Insights, awareness, personal qualities and actual behaviour and performance.

Category 4

Identification of Key Insights

Code 4.1

Awareness: physical, emotional, spiritual

Examples:

"Taking note of those moments when just at a gut level, literally **in your gut**, something does not feel right and being able to notice what it is, being able to tune into what caused that and then being able to decide what to do about it."

"To be very well aware of own assets and resources, and ever so aware of limitations and act to maximise effectiveness in terms of what I want in line with the resources that are available"

to me personally. Doing so within a value system which is coherent.”

“Awareness of a connection with something greater than self. This seems to go together with the recognition that what is right for one person is not always right for someone else.”

“A person must not only be aware of something external, he must also be aware of the impact of his body. The way a person holds his body indicates what goes on in the mind.”

“I guess the thing about noticing being able to notice what is happening is that it can take the charge away from it, so that if I notice what is happening is partly the way to having the choice about changing it.”

Code 4.2

Contribution: Giving and Receiving

Examples:

“Learning the true meaning of giving and receiving. Knowing that the more I give the more I receive, and that includes every aspect of life: relationships, money, effort, etc”

“Understanding something about giving and receive and permanent exchange of good will and, but the kindness of humans.”

“Contribution to others is one of the most rewarding experiences. When my contribution is rejected, I am upset.”

“There was another one I wanted to say, yes, contribution, like some realisation that giving up being selfish or giving up whatever might be about yourself, and realising that you are part of a much bigger than yourself, and you’ve got a part to play in it, and it’s out there not over here.”

“Being able to work in a team and to contribute to it and the people around”

Code 4.3

Letting go

Examples:

*"To be able to decide to **let go of the feeling** and that is the same as in terms of emotions."*

*"Knowing that it is better to **let go** of attachment or the familiar, that this actually a key to freedom or being a free spirit"*

*"Being able to **set aside** the instincts that come from the Ego from the instinct of reinforcing the individual in a very narrow way, to fight for survival of being right or knowing it all. Of controlling of being smarter than other people, but setting that aside, letting go of it and finding a way for you to grow to know more to achieve more while enforcing the same in everybody around you."*

*"I have learnt that what you resist persist, so I have learnt that sometimes I have to **let go of** things, and surprisingly once I do so I receive what I desired"*

Code 4.4

Personal responsibility

Examples:

*"**Personal accountability** for what occurs in one's life and **responsibility** at ever increasing levels "*

*"Learning not to blame anyone else for things that occur to oneself, and learning to take full **responsibility** for it"*

"If want something to change, with things to changes you say I must change. Meaning you have to take responsibility."

*"Insights being able to **take full responsibility** for everything that happens in your life"*

*"The key insight is that everything comes from within. If I want to change I have to take the responsibility to effect this change. **Responsibility** for your self is the bottom line. If your goal is having more money **you are responsible** for creating that. Inner growth should match the physical goals."*

Code 4.5

Choice

Examples:

*"I guess the thing **about noticing** being able to notice what is happening is that it can take the charge away from it, so that if I notice what is happening is part way to having the **choice about** changing it."*

*"You need to be able to notice the emotion not deny it's there and **have a choice** about whether you carry on feeling that way or decide not to."*

*"Realising that **I have a choice** in life. Even for simple things like choosing to let my emotions control me or having 'control' over the emotions. Or letting the circumstances run my life or choosing not to allow so"*

*"**Choosing** how to feel or what to think, or what type of thoughts will I entertain my mind with"*

*"Knowing what are your perceived **pay-off and gains**. Or costs and gain, which relate to **choices we have to make**"*

Code 4.6

Acceptance

Examples:

*"The ability to **deal with a challenge** which is **unknown** to you by tuning into the difficulty **accepting** it and working with factors or aspects that seem to be totally against you."*

*"Openness and **acceptance** going hand in hand."*

*"Openness and **acceptance**. I believe that maybe God is the ultimate acceptance, God is this force that is completely open and accepts absolutely everything in the world as it is right now."*

*"I think acceptance is relating to another, **acceptance** is closely related to another universal idea of living in the moment, living right now, you just completely accept what is happening, then you can live in the moment. "*

*"You could be worried about the future and worried about the past, just live right at the moment. Being completely open and **accept** absolutely everybody for who they are, including "X" (names are not given – confidentiality) who I never even met or I know very little about, instead not accepting them."*

*"Knowing that not **accepting** others is not accepting my self"*

*"To be open and **accept** anyone for who they are knowing that they are completely OK. They are completely OK right now and that is a really big one for me, and that is something I have found right across the world of personal development."*

*"To be **open** and to be **accepting** it means very simply: saying, hey look I've noticed some feelings in my body, when I am speaking to you about this, or when this person says that. So acknowledge it, like: hello feelings I **accept** you are fine as you are, to **accept those feelings** and to go beyond them."*

Code 4.7

Trust

Examples:

*"We have spiritual help as we ask and **trust**"*

*"**Trusting** the process of life and that everything that happen happens for a reason. Although we do not understand the reason for it"*

*"The understanding that truly **trusting the universe, oneself and others**, with no doubt bring positive results"*

*"**Trust** people talk about trusting the Universe, or trusting whatever, but not knowing, that's another fundamental insight, when you get that you really don't know."*

*"Another one would be: **not knowing the answers, which lead to trust** of, you can call it the universe, God, something which is greater or bigger than us."*

Code 4.8

Oneness; beyond self

Examples:

“Being one with the sun and the world, knowing that we are all one”

“There are many problems but the solution is some form of joining or win-win (one-ss)”

“The understanding that harming or hurting somebody will eventually come back to me, since we are one”

“Knowing that we all come from the same source, we are all one”

“Understanding the meaning of something greater than oneself”

“Being able to feel that humbleness that the universe deserves.”

“Knowing that we are playing part of a larger system”

“Human Beings are constructed in the same way – have the same mechanism (we are all the same) and how it occurs each factor of it is different to your culture. Although each individual is different from the other we share some basic mechanism”

Code 4.9

The ‘other’ sense

Examples:

“Another insight would be the ability to communicate not logically and not in normal recognised patterns beyond any standard communication to project a certain relationship a certain way a certain state of being to other people around you.”

“One of the fundamental insights for me, thought I will not use the word insight, or actually I will since you have defined it as

realisation, is the knowing or recognition that there is knowledge or information that one can perceive, understand or get, which cannot be verbalised or communicated. It is beyond language”.

Code 5.0 Inter personal relationships

Examples: *“Being able to relate to others without feeling the need to control either your life or other people.”*

“Being able to love other people in an unconditional way without using emotional blackmail or other ways to control them.”

“Love and healing transformation are the way to success and move forward”

“I think that love and trust I think again very close related to acceptance, a big part of love is acceptance.”

“Treat other people the way you want to be treated yourself, I think that one goes back a long way, I think they all go back a long way.”

‘Being able to be in love with yourself, being able to love other people in an unconditional way without using emotional blackmail or other ways to control them.’

Code 5.1 Integrity; Congruence; authenticity

Examples: *“Personal integrity at ever increasing levels allows one to grow, receive and enjoy”*

“Authenticity and Congruence – a notion of a whole person it is that regardless of what you do its always you that do it all what you say and do its congruent. Being coherence in terms of principles, effective in own terms, know what you want, how to get it, to be quite efficient and because of that, without even trying you tend to have integrity honesty and being comfortable with oneself.”

"Living with Integrity is living with power and having strength"

"Yes, being true to yourself and others, being your true self (authentic)."

"The notion of being your own man like what you see is what you get"

"Becoming more and more yourself"

"You are becoming yourself more and more, regardless whom you are with or where you are. You may call it being authentic, not mask"

Code 5.2

Fear

Examples:

"Barriers to my openness are my own fears."

"Being able to turn into love the fear that you sense. Being able to live as if there are no limits to your abilities, being able to tune into the universe and to understand it all the challenges that come your way, actually are a gift for you to pleasure and to use."

"Realising that fear is our greatest enemy, and I am not talking about inborn fears or a fear from getting into a burning fire. I am talking about fears of ourselves, others, existence, security, criticism, etc."

"Every time I fear something it is a call for growth by overcoming the fear and doing what I fear"

"My fear of others is my fear of my self and my 'dark' side"

"Sometimes what stops us is a fear of failure"

"Understanding that any attack is a call for help, so there is no reason to fear people who try to control you, are aggressive with you, verbally attacking you, etc. "

“Whenever fear and anxiety present in our life we send out negative energy that stops ourselves”

Code 5.3

Meaning; Context

Examples:

“People make **meaning** all the time. Sometimes I am aware that I do.”

“Saying the same thing in a different context creates a whole **new meaning**. So it is important to be aware of the **context** ”

“**Meaning**, basically saying my life is totally meaningless, and then I guess people speak about that really is the same as everything absolutely matters. You know nothing matters and everything matters. Every event in your life can be used as an opening for growth. Yes, so that’s another perspective, saying that no things are meaningful. Everything has come along to say something to you.”

Code 5.4

Listening; Judgement

Examples:

“If I am **judging** somebody else it’s self attack”

“The way I **listen** to others is the way I listen to myself”

“There is so much power in silence that **is listening** to others **without any judgmental** thoughts or having any agenda with them, only being with”

“It is so powerful to **get out of my head and to be able to listen**, not only to my self and others but also to nature and the universe. Understanding this has made m realise that there is a time for everything we wish to do and there is no need to force things or control them. If we **listen to the universe** we will be able to distinguish when it’s the time to do this and that, and it will happen without much effort on our side. Having this insight by itself is incredible!”

“**Judgements hurt me**, for instance if I dodge the tube fare, the financial reward does not

make up for my feeling uncomfortable and thinking of myself as a thief."

"Listening is that its tough for me and an opportunity for me to practice it is with personal development courses that I either attend or give."

Code 5.5

Commitment

Examples:

*"Lack of **commitment** has always stopped me."*

*"**Consistency** is part of success. Sticking to things and to your **commitments**"*

*"**Commitment** always succeed"*

*"Once you **commit yourself** you have solved half of the problem"*

*"**Commitment** gives freedom"*

*"**Committing** to something greater than yourself, something beyond you, that you do not control 'it', 'it' has you is a very powerful place to be. It is a place of completeness, wholeness the work of God"*

Code 5.6

Present (living) in the here and now

Examples:

*"**Living in the here and now** is what counts. All we have is the present moment"*

*"**Worrying** is a waist of energy that is stopping you, a waist of time and it is different from thinking. It is important to realise that **all we have is here and now, moment by moment**"*

*"**Listening to the universe, being in tune with it. It's being present to the signs or clues. Also be in the here and now**"*

Code 5.7

Control; Rightness

Examples:

*"**There is no right way.** What is right for one may not be the right way for another"*

“Being right, or fighting to show that I am right is a form of control.”

“That there is a primitive first reaction in which the ego comes to play and affect your behaviour, actions, reactions etc. it is a form of need to control or to be right. And I have learnt to see it for myself and to let it go, or shall I see not letting it be in the way, if you want, it’s like a form of ego less...”

“Being able to use your skills that do not imply aggression or physical force and always succeed in the face of anything that is threatening you”

Code 5.8

Positive outlook/Thinking

Examples:

“Being able to always find in any situation even the most difficult one the advantage that presents to you.”

“Knowing that there is a reason for everything that occurs to me and keeping a positive mind regardless of external challenges”

The following table gives a description of the most identified Key Insights given by trainers and managers, and indicates the numbers of statements given for each. Key Insights that were mentioned less than 5 times (in total) were not calculated in the final analysis.

Note, that some Key Insights were given by practitioners only.

Table 8: Identified Key Insights

No	Identified Key Insights	Trainers	Managers	Total
1	Awareness	29	19	48
2	Contribution	10	9	19
3	Letting go	19	5	24
4	Personal Responsibility	13	8	21
5	Choice	15	10	25
6	Acceptance	19	0	19
7	Trust	7	0	7
8	Oness/Beyond self	1	0	17
9	Interper. Relationships	21	12	33
10	The 'other' sense	9	0	9
11	Integrity	19	15	34
12	Fear	18	2	20
13	Meaning	9	5	14
14	Judgements/Listening	14	2	16
15	Commitment	12	9	18
16	Present-Here and Now	9	0	9
17	Control/Rightness	9	3	12
18	Positive outlook/thinking	7	3	10

There were also Key Insights that were given only by managers. However they were few, and less than 5 statements were counted for each, and therefore were not included in the final count.

The results further support the research assumption that there are Key Insights in the process of growth and development.

There are Key Insights that are given by practitioners only (acceptance, trust, oness, the 'other' sense, present in the here and now). This supports the assumption with regard to the existence of Evolvment stages (Spezzanno, 2000). It can be assumed that practitioners 'developed' themselves to have different understandings and therefor relate to different Key Insights. An overlap

has also been shown between the identified Key Insights in the research and the ones given in the literature review.

Note 4: In coding the Key Insights it is important to note that some of them are inter linked and therefor allowed for more than one each.

Note 5: Coding has always been about identifying both explicit and implicit meaning. Therefore, participants may not use the specific wording assumed. Where they do not, the statement as coded reflects the meaning in context. The methodology is consistent with the case of Wittgenstein (1954) that the meaning of a word is its use, and that its use depends on its context.

SECTION 1: CONCLUSIONS

1. Practitioners are not able to clearly describe the meaning of the concepts, particularly personal growth.
2. Use of intuition (or the other sense): one can sense the individual's being in the world and therefore decide whether the individual demonstrates a 'level' of growth.
3. There are Key Insights in the process of Evolvment (growth and development)
4. Those Key Insights appears universal
5. The majority of the identified Key Insights are similar to the ones identified in the literature.

6. Integration of the results supports the assumption that:

- A change in personal and professional skills is seen as Personal Development
- A change in a way of being (that is given by personal qualities, which are, governed by Key Insights, is seen as Personal Growth).

SECTION 2: SELECTION

Observed scenarios:

Case A:

A decision made by two psychologists' assessors after delivering the assessment centre for a sales manager position in the client's site. The following dialogue was observed immediately after the assessment centre was completed without the assessors reading or looking at the tests results:

Assessor B (46 years of age): So what do you think

Assessor A (26 years of age): I think this candidate should not pass on to the next stage because he is arrogant'

Assessor B (46 years of age): ' I do not think he is arrogant I think he may come across as arrogant because he is older, more mature and probably over qualified for the role'

Assessor A: anyway I don't like him, I think we should not invite him to the next stage.

Assessor B (asking the researcher): what do you think?

The researcher: I do not think it is in my place to express my personal opinion

Assessor A: It's ok. Do not worry this is how we make decisions and funny enough the feedback we get from our clients is that the people we select are very good!

The researcher: Well, I think he is not arrogant but over qualified and he should be invited to the next stage.

Assessor B: Well, ok. We'll invite him.

Case B:

A judgement/decision made by a manager selecting for a graduate position within a large management-consulting firm. The dialogue was between one of the managers and the researcher after observing an assessment centre giving by some of the company's managers:

Manager: I think this candidate should go to the next stage. He looks mature than most of the others, he seems very intelligence.

Researcher: How do you know he is very intelligent or mature? Is it because of the way he performed the exercise?

Manager: Well, no, I just feel he is intelligent, nothing to do with his performance. He comes across as a very intelligent person, and he is very calm and confident.

Researcher: Do you view yourself as calm and confident?

Manager: Not at all.

Researcher: *Would you have preferred to be so?*

Manager: *Yes.*

Researcher: *Could it be that you have given him this credit and see him as intelligent because he has got something you do not have and would like to have?*

Manager (A small smile): *Yap, I believe so.*

Case C:

Managers and selectors view with regard to the Ideal employee and Intuition. A Sample from interviews conducted by the researcher:

Manager: *"I believe that all make their decisions by intuition. However they cannot say it. This is because if they have recruited a person and it turns to be a failure they can say – well look at this test, the scores he has got, that is why we have recruited him – they have an excuse. Where if they say I recruited him because of my intuition I will lose my job. That is why they use tests, due to their insecurity and because they have something to blame ... in small companies there is no fear of others because they are in charge. In large companies they need the system because they have to justify."*

Manager: *"There is no such thing an ideal employee and I think anyone that tells you there is, lies"*

HR Recruiter: *"I think we get a high level and know what we are looking for. We build up profiles of what we expect our people to be. So there are a minimum set of requirements, technical skills, years of experience, ability to manage and have been in other roles. Those are probably the basis for a very careful selection process where part of it is ideal, but there is no ideal employee."*

HR Recruiter: *"We have chosen, not the best HR person, but the one, we believe, who fits the company"*

The section includes analysis of the information gathered from the following interviews and questionnaires:

Part C Questions 1-5 in Managers' questionnaire appendix 5.

The analysis relates to the following aspects:

1. Perceived selection criteria which are beyond the formal requirements of the job

2. Managers identification of these criteria
3. Implicit ways in decision making with regard to selection criteria which are not stated in the *formal* selection methods and procedure

Aspect 3 (marked in blue) is based on statistical analysis, and are described in section Part 2, whereas aspects 1 and 2 (marked in black) are content analysed and are described in Part 1.

Part 1: Content analysis

The following categories were applied in the analysis of participants' discourse:

Categories:

- Category 1:* Selection criteria beyond the formal/technical requirements
- Category 2:* Ways of identification these criteria

A range of codes for all categories was applied to the discourse for each recorded or written answer and statement given by interviewees.

At the beginning of each category examples of the codes applied are given.

- Category 1*** **Classification of selection criteria beyond the formal requirements**

Code 1.1

Personal Qualities

Examples:

*"...for me the most important thing is **attitude**. I'm looking for someone that is **disciplined**, that is **alive**, that **enjoys competition**, that **has got a clear idea of where they are going**, that has got **energy**. They need to be **personable**. I need people that can **communicate** very well and people that **can resolve issues between each other so being straightforward**."*

*"...so someone that has got **intelligence**, a **vision**, they are **energetic** and they **communicate** well those are probably the main things."*

*"In an employee first of all I am looking for **consistency**, to see what is his track record. I need to get the feeling from them that they have the **commitment** they will be **hard workers** they will be **100% loyal** to the company"*

*"Someone who is prepared to **stretch themselves** and **go outside of what they think is possible**. Such as someone that has never been to a gym before has finally got courage to go there which is a big deal for a lot of people really and that's great"*

Code 1.2

Willingness to change, grow and develop

Examples:

*"Most importantly some one that is hungry, **looking to develop themselves** to be responsible, we don't want any passengers"*

*"Commitment, **willingness to be coached** and when things gets tough, can deal with it and in a different way"*

*"I like to see the fire in peoples eyes. I like to see the will to contribute, the **will to change**, the will to not just be another one of the people that follows the pack and the will to excel. You never see any of that in people's basic*

requirements. Those are the things I like to look for.”

The range of responses recorded in the above category showed that the observed statements included different aspects centred around two main criteria:

1. Varied personal qualities and Key Insights
2. Will to grow and develop

The results show that managers are interested in aspects of the person when they are looking to recruit a person. However, when asked how they know the candidate possesses these aspects the answers varied and including: Actual performance, Subjective biases, Gut feeling/Intuition and Linguistic (form, structure, and words). This shows that they are not included in the selection criteria and therefore do not have 'clear' methods or procedure to identify them. It is important to note at this stage that managers were not clear when answering the question. It seemed that they were using the words 'glibly'/'loquaciously' without awareness to their full meaning. It appeared to be that these are words that are 'in fashion'. And therefore when asked how did they know the candidate had **“a will to change” or “go outside of what they think is possible”, “personable”, “stretch themselves”, “communicate”** etc. they used all the above i.e. subjective biases, actual performance when employed etc.

Note1: In the above category it was clear that the only way to code the criteria was to use a general description like Personal Qualities. This is due to the fact that there was no one particular personal quality criteria that could be observed. There was no single personal quality that was given by more than a very few participants.

Category 2

Identification of these criteria

Code 2.1

Actual Performance: relates to a way of knowing, which is work performance based.

Examples:

"The bottom line is when you see their performance on job"

"Way of knowing and doing it is when you trial them say for a month"

*"I can say the usual: having all the information about the candidate we look at his experience, qualifications, interview and test results and then make a judgement. Yes we do so, but at the end of the day the only way to know if he is a good match is in **actual performance**"*

Code 2.2

Biases: relates to the selector's internal dialogue, personal subjective judgement and biases

Examples:

"Purely in my head. Communication for example, do I think they communicate well yes or no."

"Only by my personal judgement and biases"

*"I can tell you stories about how I know like their experience, the way they react in the interview and so on and so forth. And it may be relevant and true in extreme cases. But the bottom line is, when we have 'similar' candidates, **at the end of the day is what I think in my head or feel about the person**"*

Code 2.3

Gut feeling: the selector's gut feel or intuition

Examples:

*"I don't know, I don't know how I reach that decision that they have got it. It's **gut feel** in that you know fairly quickly, and what I try and do having done 'X' work (a type of personal growth work. Not mentioned- confidentiality) is trying not to have an already always listening,*

because the danger is well known in interview techniques. You make your mind up very quickly, within the first 2 minutes so I try and avoid doing that so I am conscious of that, but it's not always the case"

*"I am trying not to judge, not to say they look a particular way, therefore they will be that way. So I try to keep as open mind as possible within the interview but ultimately at the end of the interview having heard whatever they have said it is a **gut feel** plus what ever amount of conversation will affect your decision".*

*"I need to **get the feeling** from them that they have all they say about themselves"*

*"How would I know. I would say 90% of the time it is a **gut feel** that you have when you finish the interview you either know that person is right and considering your environment because you understand the environment you understand everything."*

*"Although I know by **gut feel**, I admit that I have thought a lot about people just as a gut feel and when I started writing I have realised that I would give them higher marks than they actually deserve for some of the answers they gave if I were to just use my gut. There have been occasions where I have checked myself - that's my check and balance, filling in a questionnaire and saying ok well, yes actually it was the way I thought it was or it wasn't the way I thought it was."*

Code 2.4

Linguistic: relates to the selector's perception with regard to candidate's use of language – words, structure, form etc

Examples:

*"How do I know the candidate has what I am looking for, say energy for example? Well, in an interview **the way that they speak**, the things they speak about, the words that they use. So for example I might say to somebody: tell me a bit about your interests. They will say: well I do a bit of walking I do a bit of cinema I do a bit of this, and other may say: do you know what, I*

love the cinema? the reason I love the cinema is this and that, or I'm nuts about tennis" so it's the words, the way they use it and the way they express it."

"Yeah words that express energy or liveliness or enthusiasm someone who is out there."

"Everyone has their own experiences in their life and I think it is important by listening to the answers you get a good feeling for what kind of person they are, what is important for them and what is less important. How they react to others and how they react to you as well in the interview. I like to see the fire in peoples eyes."

The range of responses was coded in four distinct codes and are summarised in the following table:

Table 9: Ways to Identify

No	Identifying the criteria	Number of statements
1	Actual performance	(n=7);30.4%
2	Subjective biases	(n=9);39.1%
3	Gut feeling/Intuition	(n=15);65.2%
4	Linguistic (form, structure, words)	(n=6);26.08%

When examining selectors' responses with regard to identifying those criteria that are beyond the stated selection criteria it is apparent that they do not have 'measurable' objective forms.

Note: Coding has always been about identifying both explicit and implicit meaning. Therefore, participants may not use the specific wording assumed. Where they do not, the statement as coded reflects the meaning in context of interviewers' use of language in their discourse. The methodology is consistent with the case of Wittgenstein (1954) that the meaning of a word is its use, and that its use depends on its context.

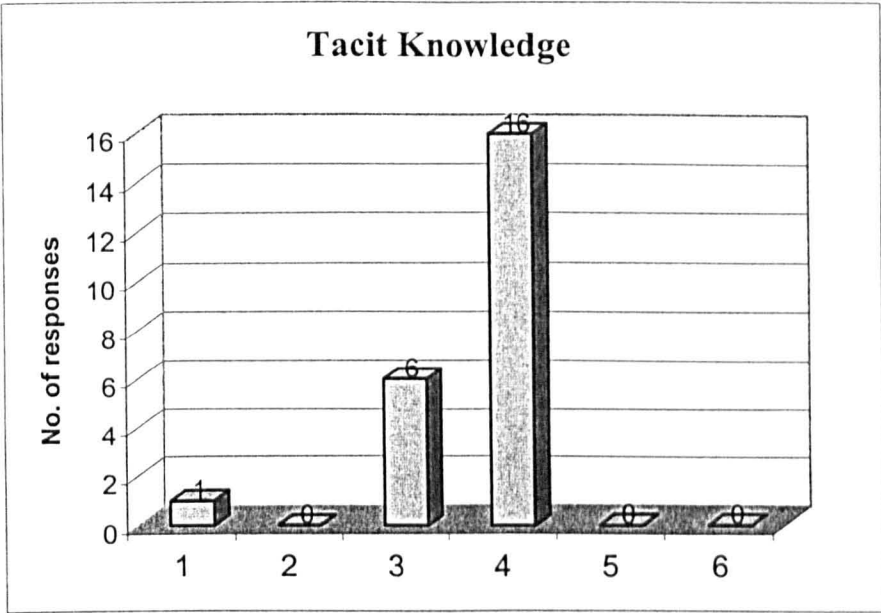
Part 2: Non parametric analysis

"I believed that all make their decisions by intuition, but they can't say it because if they have recruited someone and it turns out to be a failure they are the ones to be blamed. Therefore if they back it up by saying look these are his test results and I recruited him because of that then he doesn't have to be afraid, there is nothing to be afraid of. He is secure because he can show the superior that it wasn't his own decision. Whereas if he had to choose, or say I chose him because of my intuition then he wouldn't have a back up and he could be fired. Using the tests' results as criteria gives a kind of security. So if someone came and said well this person doesn't fit this job why was he recruited? The selectors could turn up to him and say that he had brilliant test results. They can use the test results as an excuse where if they say I recruit because of my intuition I lose my job. That is why they use tests because of their insecurities and because they can have something to blame. This is in regard to large companies. In small companies where the persons who selects is also the person who manages/runs/owns the company there is no fear of others because they are in charge. Therefore they don't need tests because they can make the decision and if they fail its their failure and nobody blames them. Where as in large companies there is this need for an external reference of success or failure because the blame doesn't fall upon the individual it depends upon the results of the test. So its an excuse."

(One of the manager participants in the research)

Where selectors use implicit ways in making a selection decision the following responses were given as summarised in graph 1:

Graph 1: Use of Tacit Knowledge



- | | |
|---|---|
| 1= Solely objective measures | 4= Mostly objective, partly gut feeling |
| 2= Solely gut feeling | 5= Both equally |
| 3= Mostly gut feeling, partly objective | 6= Other |

Note: the numbers at the top of each column in the graph indicates the number of participants' responses

Note: the information relates to question number 5 in Part C of Managers questionnaire (see appendix 5).

In the analysis of the closed question the results shows that most participants based their decision mostly on objective measures and *partly on gut feeling* (number 4: 0.0001; $p < 0.011$). This is opposite to the results obtained in the open interview questions. It can be suggested that this is due to peoples' tendency to use rational explanation or to refer to something that is external to self (as illustrated in the opening quote of this section). This can be seen in the way participants answered the interview questions. In the interviewed the most

observed answer was 'gut feeling' rather than 'objective' measures. This can be explained that in an interview situation, being in the flow of speech, the individual tends to speak his/her mind and does not have an alternative answers presented to him (like participants had).

SECTION 2: CONCLUSIONS

1. Managers in selection are looking for aspects of the person that the existing selection procedures do not clearly state.
2. Most of the aspects that managers are described relate to personal qualities and Key Insights.
3. When asked how they identify these in a candidate they do not have a 'structured' (or identified) method. It seems that they are using these words (energetic, excellent communication skills etc) 'glibly' when they are not at all sure how to describe what they are looking for. They cannot articulate these 'implicit' factors and claim to operate by gut feeling and intuition.
4. It is suggested that managers did not overtly state these (implicit) criteria because they are not aware of them. They use tacit knowledge. They cannot explain this process in words, but they can feel, and that feeling can cause them to say: definitely not, or definitely yes, or not sure, without actually pinpointing what there criteria is. It is therefore suggested that this tacit knowledge can be identified as Key Insights.

SECTION 3: TRAINING

"I work from fundamental principles rather than from simply methodologies... is to provide the organisational and structural context within which people can do their transformation. I don't transform anyone! I provide the context. Much of what I do is about being rather than doing. It is allowing people the space for what they need to do and say and what they need to say to each other and providing a safe space. Examples: outdoor team building exercises - They had shifted so far in three hours in working in this different way that the relationships were clearly on their way to already being different. Not only that, they actually came up with either three or four fundamentally different ways of working together that literally changed the technical ways that they actually worked together. They said that "we've been looking for this for years, and can't understand why we haven't done it before", and now we have moved on from that.

So a lot of what I do is to with how I am in the space and it's absolutely critical that I model the kind of openness and the kind of inclusively that will enable people to feel that that's possible in their own organisations. So energetically I am there, as you say, holding the space for others to do what they need to do."

(From a research interview with one of the trainers)

The analysis of this whole section (which is divided of 4 parts) is based on the information gathered from interviews and questionnaires:

- Part B questions 1-6 of both practitioners and managers questionnaire and (see appendix 4 and 5)
- Part C questions 1-3 in practitioners questionnaire (see appendix 4)
- Questions number 8-9 in elite trainers questionnaire (see appendix 3)

The four aspects discussed in this part are:

1. Trainers' aims and objectives in training programs they deliver
2. Indicators of Personal Growth and Development: how do practitioners identify that transformation has occurred and objectives have met (training related)?
3. The criteria practitioners use to describe the 'outcomes' of a personal growth and development process (general outcomes).
4. The effect of personal growth and development training on work performance, professional skills, personal qualities and Key Insights.

Aspect 2 and 4 (marked in blue) are subject to statistical analysis (and described in Part 2). Whereas aspects 1 and 3 (marked in black) are content data analysed (and described in Part 1).

Part 1: Content analysis

The first aspect relates to trainers' aims and objectives in personal growth and development programs.

Aspect 1: General aims and objectives and ways of measuring

*"You ask me if I have them, then my answer would be no, because I'm not interested in measuring it. In the way that I do my work with people, one of my requirements is to work with anyone. Whether it's on a personal level, or an organised level, is that they come to me with some intention intact. So they have an operating premise that we're working from, which is, that they know something that they want to be true of them, isn't yet, and they would like to *have it become true and then they become the indicator of whether or not they find the outcome.*"*

(From an interview with one of the practitioners/trainers)

A range of responses was given with regard to trainers' aims and objectives.

The following are examples of the range of statements observed:

Examples:

“That participants will have a new ability, a way of operating functionally, that wasn't present prior to the developmental process and the developmental experience...I do not measure it is their responsibility to do it ..”

“Previously unavailable level of ability now being present, so a person can do something in the world that before this was unavailable to them to do. It could be behavioural or intellectual capacity like being able to think about things in a way that they couldn't think about them before...I do not have a way to check it like measuring the objectives of the training because it depends upon the participants objectives and the only way for me to measure it is to ask their feedback...”

“For me the aims and objectives are a change in the participants 'being' in the world. To ask of me to give you a definitive example of how to recognise or establish when the 'beingness' of a person has shifted, I don't know if I have the linguistic capacity or capability to do that. So its hard for me to give you a specific example, other than to point to where he holds something to be fundamentally true, something occurs in the individual experience, and all of a sudden that fundamental truth is no longer as it was. For example before the experience God for an individual was law, now after the experience God for him is love.”

“My aim and objective as a professional is to create a shift in the context which enables the client to achieve his own outcomes and therefor no need to measure it but to know of they have achieved their goals...”

“From the way that I work, I think it's the responsibility of the client to track the growth and the success of the intervention.

I don't sell the result that's not what I'm offering in the market place. What I'm offering the market place is the context in which the experience can occur. So it's not my job to get them the experience, it's my objective is to create in context in which they can have access to the experience, which will lead to the outcome. If they choose to accept that, and incorporate it, that's up to them. I can't make anybody incorporate what's being offered, I can't be responsible for offering, and that's what I do. So far as I see, my function as a professional is to generate the context in which the outcome that they want, becomes attainable, so that's what I'm measuring, have I created the contextual for the shift that were looking for to occur. I am always operating in the domain of personal growth, not in the domain of personal development. My work is transformation so it in the evolution of who they are."

"My aims are when people's change of behaviour reaches the goal they have set themselves. For example, if someone is unable to keep time, we can teach him the mental adjustment that is necessary to keep time. If this person achieves good time keeping, he has then gone through a process of personal development."

"Love and bonding, healing of pain and problems, hope and transformation, humour and fun, education: giving healing tolls and principles using feedback and sometime written and verbal – evaluation"

In the analysis of the statements' it is seen that in the main practitioners aims and objectives, can be grouped into five linked groups:

1. A change in behaviour and the individuals being
2. Providing and creating the context and space for individuals' transformation
(i.e. for the experience to occur)

3. The client's to reach his goals and intentions (can be anything from problems solving, gaining a new skill or ability, changing a habit etc.)
4. A new way of operating is now available that was not there before
5. A set of aims and objectives that are specified in the trainers material

Table 10: Aims and objectives

No.	Description	No. of Participants
1	Behaviour and Being	(n=23); 74.1%
2	Providing context/space	(n=21); 67.74%
3	Client's goals	(n=17); 54.83%
4	Developing new skills	(n=16); 51.6%
5	Set of stated objectives	(n=14); 48.4%

It is apparent that trainers' aims and objective are behavioural change and being focused, as well as providing the client with whatever is needed for him or her to achieve their goals. However, when they are asked if they have a structured way to measure the desired change, less than 5% have a system in place to check, and follow up whether trainee's have achieved their stated goals, and therefore practitioners have achieved the stated aims and objectives of the training. This is in cases that they have any! The results are also presented statistically in the following part: 'Aspect 2' – Identifying transformation - in this section, as the two sections are linked.

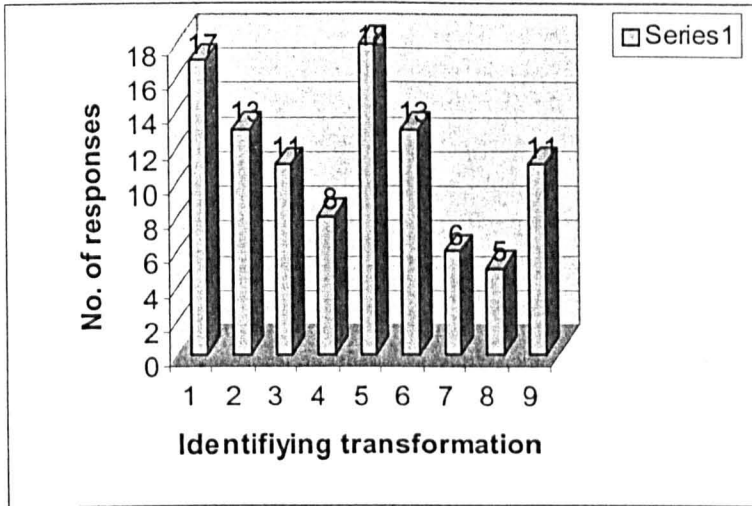
Note: In analysing practitioners' discourse it was apparent that practitioners' answers were linked and most practitioners stated more than one of the above as their aims and objectives.

Aspect 2 Identifying transformation

This part relates to the way practitioners identify that a change has occurred as a result of the training they provide and therefore whether the training aims and objective have met. Parameters to identify a change were given as:

1. Change in behaviour and a way of 'being'
2. Use of language, linguistic form, structure and wording.
3. Level of freedom and fun present
4. Relating to others
5. Gut feeling
6. Actual Performance
7. Body positioning (Ontology position)
8. Use of Questionnaires
9. Feedback - the information participant's share during the course

Graph 2: Ways to identify transformation



The results show that practitioners use explicit and implicit ways to identify transformation and to identify whether they have met the course objectives, whatever they are. The most surprising finding is that there is very little use of formal devices (questionnaires) in evaluation, and the most popular way of identifying the change is through ‘implicitly’ criteria, which may not be so clear to an untrained observer.

Aspect 3 Criteria indicating ‘outcomes’ of personal growth

A range of responses was given with regard to criteria that indicate outcomes in a personal growth and development process. The following examples are a representative range of statements:

Examples: ***“The way one behaves and the way one has trained one’s behaviour. The ultimate goal is having confidence and remaining calm, whatever the situation.”***

“The personal growth level is the indicative criteria are the markers that something has shifted at this very deep level about how the person moves in the world, so this shift is going to occur at the very primal levels. Perceptually, at the sensorial level, information will be taken in and responded to differently with a new awareness.”

“In the area of self-knowledge or it would be a level of maturity that I am gaining in terms of managing myself and my behaviour and how would I know that I’ll know that by example I’ve given you. It involves also an internal measurement not just and external. The outcome of it will be external in that how would I be behaving myself how I would be managing myself inside it would be an internal level of knowledge and mastery. So either you are not in a panic or you are but you understand what’s going on and you can reduce the level of anxiety and it doesn’t occur like real it occurs like this is what’s happening but its not actually a reality n the outside world.”

“The measurement is the way one behaves and the way one has trained one’s behaviour. The ultimate goal is having confidence and remaining calm, whatever the situation.”

“So the measurement I would use, would be how well do they cope or respond to different situations, and is there a consistency in response? For example, how often do they get stressed in different situations and a consistency in integrity, that’s what I’d look out for, markers in integrity. Is this person consistently their word, do they appear to be authentic? Can I count on them to be themselves or to be mysterious? Do they be themselves, and be true to their principles, be true to their agreements and be true to themselves consistently in life, and how consistently, like are they really ratty with me or very calm. That’s what I’d use. Also how much

freedom do I have to be with them that would be a measure for how comfortable is my experience of them. But that's not an external reference."

"One thing to measure would be in terms of their self-esteem. So if they have low personal growth, I can assume that they have low self-esteem and that would show up in their life, in the jobs they do, how they relate to people and the things they say about themselves and about other people. So then another measure would be how respectful and appropriate are they to other people, because I use that as a marker for low self-esteem. If I'm always putting other people down, then that's a function of my low self-esteem, that I'm having to big-up myself by denigrating others. So someone who with high personal growth or high self-esteem wouldn't need to do that. So that would be a really great measure, and that they wouldn't occur as fraudulent like inauthentic, it wouldn't be like their putting a smile on a brave face, but this is who they are"

"I would say, as an observer one of the major indicators of whether a person is, lets say, evolved up along this path that I'm referencing, is can they operate with integrity regardless of context. So if you took them to a baseball game, you put them in a bedroom with their lover, took them to dinner with their child, you had them in a classroom doing studies, you had them in the back yard mowing the lawn – in all those contexts, would the integrity remain true. That would be the indicator that I would be looking for and encompasses, as far as I'm concerned, everything, the way they stand, the way they move, the way they speak. Choice of words, sequencing of it, in every act, spoken and unspoken, it's present or not."

"Is the ability to recognise the connection to something greater than themselves. I was listening to an interview with Franklyn ... the American Architect, and he was being asked by Mike Wallace, the Newscaster, how he thought

*of God, and he said, back to Mike Wallace, do you spell God with a capital G? and Mike Wallace said 'yes' and he said 'Well I spell it with a capital 'N' as in 'Nature'. So, there was undoubtedly this connection to something greater than self, its not about a religious connection, its about **an awareness that we all operate as individuals within a larger system, which is composed of things both seen and unseen.** That would be something that I would look for because of my own bias and prejudices, as a marker and a **universal indicator of personal growth**"*

"...their being, and also the conversations they hold inside their head about themselves and others. Those are the main indicators for you if they're personally grown; like a specific way of being. Who they are, and their communication in what they say about themselves, and in relation to other people what they say about other people, and also what they say bout the challenges and obstacles and commitments that they are out to fulfil, or stuff they are out to overcome. So it might be like someone with low personal growth or low self-esteem would be like using terms like 'I cant do that' stuff that limits their potential."

In the analysis of the statements it was observed that there was one main criteria to indicate the outcomes in a personal growth and development process. This relates to the individual's behaviour, which is given by his way of being that is developed by new levels of awareness. These criteria are given here the umbrella label of 'Awareness'. It is indicated by various hallmarks of personal qualities, which can be broken down to Key Insights. The observed criterion and hallmarks are as follow:

Main Criterion:

1. 'Awareness' (91% of participants)

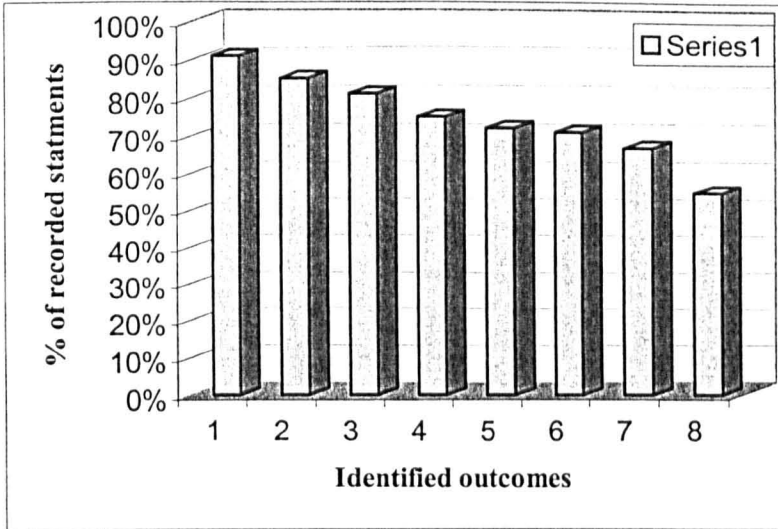
Hallmarks:

2. Ability to stay *calm* in as many situations as possible, including 'stressful' situations
3. *Integrity; Congruence, Authenticity, Consistency*
4. *Self confidence; Self esteem*
5. *Choice of words expressed*
6. *Freedom and love present*
7. *Connection to something greater than self*

Table 11: Main personal development outcomes

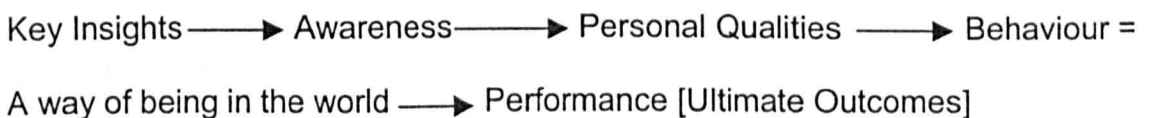
No	Criteria:	% of Participants
1	Awareness	91%
	Hallmarks:	
2	Calmness	85%
3	Integrity	81%
4	Esteem	75%
5	Linguistic	73%
6	Freedom	71%
7	Beyond self	55%

Graph 3: Main personal development outcomes



The above results and the analysis of participants' discourse give support to the research assumption that it is through the presence of Key Insights that the individual's being in the world is shaped, and therefore his or her personal qualities and behaviour. As can be observed Personal Growth is perceived as something that can manifests itself in the outside world however its roots are internal - starting from a deep and new realisation and awareness that the individual's gains (develops) which enables him to take 'control' over his actions and behaviour and to transform. This is illustrated in the following figure:

Figure 8:



These findings support the assumptions that:

1. Personality can be changed or modified and it is not something we are doomed to be with for the rest of our life.
2. The existence of Key Insights

Note: It is important to mention that in the interviews - when trainers were asked whether they have criteria to measure or indicate the outcome of personal growth and development, it was clear that, trainers do not have defined criteria. The majority of trainers did not understand the question, and required explanation. This factor supports the assumption that in most training programmes trainers are not aware of the outcomes that the training and the process can deliver. This may be due to the fact that trainers are not fully aware of the concept of Key Insights that this research claims is the smallest unit of change (and major shaper of one's behaviour), once embark the path of Evolvement.

Part 2: Statistical analysis

Aspect 4: The affect of personal growth and development work on performance, professional performance, professional skills, personal qualities and Key Insights.

The result analysis in this section relates to the questions in part B of both practitioners' and mangers' questionnaires (see appendix 4 and 5).

The questions aimed at examining:

The affect of professional/personal development and personal growth/development process on the following dimensions:

1. Professional performance

2. Personal skills
3. Personal qualities
4. Key Insights
5. Work performance

Each dimension includes a number of parameters from a total list of 32 parameters presented to participants. The first dimension Professional performance (items 9, 10, 16, 19, 20 and 32) relates to the following parameters: Managerial skills, Selling skills, Technical skills, IT skills and Negotiation skills. The second dimension Personal skills (items 5, 15, 17, 22, 29 and 31) relates to parameters such as: The ability to achieve own objectives, Communication skills, Interpersonal skills, Listening skills, Decision making process and Customer Services.

The dimension of personal qualities [number 3] (items 2, 6, 7, 13, 18, 25, 27 and 28) relates to the following parameters: Comfortable with oneself (self confidence), congruent behaviour, sense of commitment, sensitivity to others, openness to change (flexibility), the ability to work in a team as well as independently, optimism even in the face of failure and the ability to have fun and laugh at oneself⁶⁵. The dimension of Key Insights (items number: 1, 3, 4, 8,

⁶⁵ By their nature Key Insights have an affect on many aspects. By enabling the individual to develop and possess different personal qualities as well as supporting skills development and performance. One of the identified Key Insights is 'Contribution'. It can be gained by 'knowing that the more you give the more you receive'. This understanding by itself can support developing a personal quality 'service to others' (a 'giving personality', the 'helper') that can result in 'customer services'. Illustrating that gaining key insights can directly improve or develop many different personal qualities. In structuring the quantitative questions in Part B (questions 5 and 6) it is acknowledged that there is a strong link between items that measure personal qualities and key insights. For a Key Insight can be defined or be looked at as a personal quality.

11, 12, 14, 21, 23, 24, 26 and 30) relates to parameters such as: Letting go of attachments, Comfort with ambiguity, Free of need to be right, Ability to minimise judgement, Acceptance of oneself and others, The ability to deal with own fears, Personal responsibility to all that occur to me, Free of need to control, Awareness to owns feelings and thoughts and Understanding one's choices. A reliability test for all four dimensions has shown a high reliability for the items that are included in each dimension as can be seen in the table below. The last dimension includes one item (number 19) and relates to the parameter of Work Performance.

Table 12: Degree of reliabilities

Independent Var. / Dependent Var.	Personal Development	Personal Growth
Professional Skills	Alpha=.8462	Alpha=.9205
Personal Skills	Alpha=.7774	Alpha=.9154
Personal Qualities	Alpha=.7803	Alpha=.9460
Key Insights	Alpha=.9286	Alpha=.9605

Note: The reliability coefficient indicate that the chosen parameter for each dimension do measure what they are supposed to.

In analysing the affect of each of the independent variables (i.e. Personal Development/Skills and Personal Growth/Being) on each of the examined dimensions the results show that personal development/skills and personal growth/being both improve professional skills ($p < 0.01$; $p < 0.05$ accordingly).

Personal growth also improves personal skills, key insights ($p < 0.01$) and personal qualities ($p < 0.05$) as can be seen in the following table:

Table 13: The effect of independent variable on examined aspects

Independent Var. / Dependent Var.	Personal Development	Personal Growth
Professional Skills	0.001; $p < .01$	0.035; $p < .05$
Personal Skills	0.706; ns	0.003; $p < .01$
Personal Qualities	0.401; ns	0.13; $p < .05$
Key Insights	0.344; ns	0.08; $p < .01$
Work Performance	0.003; $p < 0.05$	0.493; ns

Note: the results in this table pool both groups: practitioners and managers.

Moreover in a correlation analysis between the two dimensions (key insights and personal qualities) it is seen that there is a strong relationships between the two on both scales: personal development ($r = .811$) and personal growth ($r = .964$). Connections have also been found with regard to key insights and the other two dimensions personal skills ($r = .445$; $r = 7.5$) and professional skills ($r = .419$; $r = .617$). All the above are significant [2-tailed; ($p < .001$)].

Other significant connections are between:

Personal qualities and professional skills (personal development $r = .373$, $p < .001$; personal growth $r = .712$, $p < .001$).

Personal qualities and personal skills (personal development $r = .513$, $p < .001$; personal growth $r = .721$, $p < .001$).

Personal skills and professional skills (personal development $r = .372$, $p < .001$; personal growth $r = .725$, $p < .001$).

The results support the notion assumption that personal growth improves all dimensions, and therefore strengthen the relationship between Key Insights and personal qualities, the first being shaping the other, and also the positive effect of key insights on improving personal and professional skills.

Although there were Key Insights that were mentioned only by practitioners no significant differences were found between practitioners and managers with regard to the impact of the independent variables on four examined aspects presented above. Possible explanations are that:

1. Managers do not have conscious awareness. However, when the facts are presented to them, and are brought to the conscious level, the tendency is to analyse and use logic explanation.
2. Statements that were presented to managers in the list of items indicating Key Insights (appendix 5: part B questions 5 and 6) were not necessarily similar to the list of Key Insights initially given by them in the first part of the questionnaire.
3. The number of Key Insights is large (enormous) and therefore some are outside of managers awareness.

6.4 Perceived benefits and pitfalls

This analysis part relates to:

- Perceived benefits of personal growth and development training programs
- Perceived pitfalls of personal growth and development training programs

The analysis is based on the information gathered from participation observation of personal development training programs and interview questionnaires conducted with individuals who participated in those personal growth and development programs (see appendixes 6)

The Question invited participants to share information about the general benefits and pitfalls of personal growth and development programs that they undergone. A range of responses was gained for both categories as shown in the examples below.

Category 1

Perceived Benefits

Code 1.1

Benefits

Examples

"I am able to have conversations that I was unable to before. I am able to suddenly achieve something that seemed unachievable, do something that seemed impossible. Well, not long ago I met my father, and I hadn't met him for twenty years, and prior to before, I would never have thought it possible to meet him, and I did, so that was a major outcome. There are many other outcomes, specifically with my family. In a way I interact

with people now very differently that I used to. I'm a lot more straight with people, and it's great. So the outcomes are clear in every day life, you can see them everywhere, if you are willing to notice them."

"There are many advantages if you are willing to go all the way with it, and it's a long and difficult journey, and are not afraid to face, confront and 'kill' so to speak, demons inside you. The benefits are present in all aspect of life: family, work, and relationships with yourself and others, with God. I feel that apart from being more effective, if you choose to, you are doing it with a sense of trust and peacefulness"

"One of the greatest benefits is self realisation and reaching ever so high levels of awareness"

"The major benefit for me is the ability to gain a certain mastery over ones behaviour. So ones emotions, moods, external stimulus etc. do not control one e.g. I am an effective and efficient person and I know I am. I have learnt to see why I am like that. When I was a kid and I was powerless and I couldn't do anything. I have noticed that every time I'm not efficient I go back to this stage of being a powerless kid. Now distinguishing it for myself gave me the ability to have some control over it I don't become two-year-old any more. I can see that it in reality there isn't lack of efficient it's only my internal conversation. Now when its happen I have control over it I don't become 2 years old that still remain 43."

"In relationships. My relationships in how I think about people, or things or what I say about people. Say for example, an insight that I had about 4 ½ years ago. When I was 5 I got beaten up by a white kid and I decided that white people didn't like me. I had forgotten that I had made that decision so in the course we did an exercise in which I have realised that I'd made that decision 22 years ago and it affects my life at present. Now the opening for me was to see that I can now re-evaluate that and to ask

myself is that really true? It might have made sense to a 5-year-old, but I'm now 27, is that necessarily so? So that insight allowed me re-evaluate that decision to say ok that decision is kind of redundant. This by itself gave me the ability to relate to white people differently and recreate my relationship. I have done it so successfully that I have to tell you my wife is white, what more one can say?"

"The main benefit for me is my relationship to myself. I become aware of how I relate to myself, who I am to myself, what I think of myself, in such a way that opens up a possibility for me creating it differently. So I'm like that because of this, well, I don't have to be like that anymore, and it's an opening for action. A powerful self-awareness, not just knowing that I'm a jerk, but being able to distinguish it in the moment."

The benefits were described in different ways and can be grouped into three main groups: awareness, relationships and effectiveness. Each group included the following benefits:

The benefits of *awareness* included one or more of the following:

- An awareness of thoughts as they occur.
- Awareness to emotions present
- Awareness to the words the individual uses (articulation of words)
- Awareness to body: postures, movements, position, walk, etc.
- Awareness to instinct, intuition, gut feel, body sensations (cellular level)

The *relationship* benefits included one or more of the following:

- Relationship with oneself, family and others
- The ability to relate to people in a different, more positive, way.
- The ability to communicate better, to express feelings and thoughts and to have open, direct and authentic conversations.
- The ability to be more comfortable and at ease with self and others.

The benefits with regard to *effectiveness* included one or more of the following:

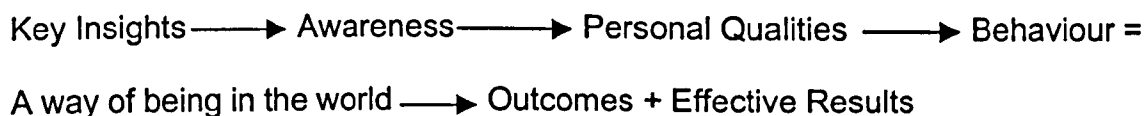
- Ability to do more, to take actions and achieve goals.
- Achieve things that were considered impossible.
- The ability to change behaviour, gain mastery over behaviour.

Table 14: Main Benefits

Hallmark	Percentage
Awareness	(n=53); 80.3%
Relationships	(n=49); 77.7%
Effectiveness	(n=38); 60.3%

The results show that the benefits of personal growth and development training are centred around the following main areas: developing awareness, improved relationship and general effectiveness. This further supports the notion of Key Insights as being the corner stones in shaping one's Evolvement (as described in Chapter 2)

Figure 9: The effect of Key Insights



The following category relates to participants perceived pitfalls in personal growth and developments programs they have participated in. Ranges of responses were obtained and examples are given below.

Note: In training observations the insights trainees' revealed were similar in all personal development training programs. However the use of language was different, and dependent upon the terminology the trainer used.

Category 2

Perceived Pitfalls

Code 1.2

Pitfalls

Examples

*"A funny thing is that I actually sometimes think well when I have all this time for reflection how come I don't come to the answer. **How come the shit is still there? How come the same thoughts come up? How come the noise is always there?** Sometimes that feels like well I can beat myself up by not being very "good at growth" and a "bad learner" and then the other part of me knows that perfectly well that is not how it works that it is constant ongoing will never end."*

*"I notice that there are certain things which I feel like I just don't know how to do. **Even though I have done lots of development work and even though actually I do know that if I actually used the information I know I would be able to work out different ways of responding, I find myself often being very***

lazy about using it, so I'll go on another course instead of actually using what I have already done. I know this is not right however I am extremely good at doing that."

"No body explains to you that it can be hard work to truly transforming yourself and that there are many challenges and barriers to cross, and that there are things to confront about yourself and it can be very painful, also that it is a long process and not a quick fix up..."

"The problem is that many of the trainers out there are not highly developed, evolved or grown (put it in any term that you like), and some of them have so many issues to resolve with their self that it is reflected in the training and can be very damaging to the trainee/participant. Particularly if the reason they have decide to become a trainer and to give training is to strengthen their own ego or it is in order to feel good or better, like I am better than you the trainees, I know better than you know and I will tell you what to do and what is right or wrong"

"In most of the training I took they have this tendency to set up your mind to look at what does not work in your life. Immediately you start feeling bad about yourself, because there is no one who is perfect and than they come and say ok, now we have the formula for you so you can feel better. It is like they are pushing you to admit that there is something wrong with your life and if you are happy with yourself and your life it is not ok, and they use it against you to say there is something wrong with you"

"I understand quite a lot of the roots of why I have certain responses to things in life and people and sometimes think I've conquered them and then they come back at me, that's what it feels like they come back at me. In fact it is a bit of me that is still there to be kind of worked on or resolved and maybe it will never be resolved, maybe it will never go away. It is just a question of working with it. That's the thing it is not fighting there is a tendency to

actually fight the things that I don't like and actually what you resist persists and the more you resist it the more it grows. But in most of the personal development programs they do not tell you that, and a lot of people go out feeling frustrated"

"If the trainers or the organisation that provides the personal development programs are not really caring for the people they use all kind of manipulation to get you registered on one of their courses. Some trainer manipulate you to get what they want for their own benefit, not yours the trainee. You will be amazed to hear that in one of the largest organisation that provides personal development training programs they have actually admitted to it and have instructed their staff to stop using the work to manipulate participants to register to other courses"

"People forget what they have learnt, do not implement the teaching of the training. The majority is excited and enthusiastic about it and in 'high', but few days later there is a 'down'. Nearly no one from the promoters of Personal Development says or explains that there is 'high' and than there could be 'down' till the person stabilise the changes and learn to balance it."

The various responses are summarised here and the range of the most frequent statements is given:

1. Participants find it difficult to remember and implement most of what they thought, as most training was short term based. This was found to be harmful and participants fell they are left on their own to deal with the change. Many not capable of doing this had a sense of 'crashing down'.

2. There is a 'high' after the course, however a feeling of 'crashing down' follows it. In most training no support appeared to be given, and no warning is given that this can happen.
3. There are certain personal matters that are not resolved despite the numbers of courses (or lengths of time) that individuals are involved in personal growth and development work.
4. The process can be very confronting. It may involve going through a lot of pain, which can be very difficult. Moreover no one really prepares trainees for this.
5. Poor quality of trainers and training objectives:
 - a. Inadequate trainers deliver the training
 - b. The training is often illusive, with very little structure. There are usually no clear training objectives, if any at all !!!
6. Most of the programs reinforce inquiry into what is missing in participants' lives, leaving participants with a feeling that there is something wrong with them or in their life. And that the training program can 'fix' it.
7. Different kinds of manipulations are used to persuade people to register for more courses, or to get certain things out of people, which are not part of the course agenda. [Many trainers do it for the money and are obviously depended on individuals coming back to them over and over again. There

may influence participants subconsciously – but will not tell you that you can maybe get the same feeling by going to the gym, dancing class etc.]

Results show that there are some very important issues to be faced with regard to personal growth and development training. Despite the benefits there are many pitfalls. The fact that the process can be painful and uneasy supports Page (1999) and Spezzano's (1999; 2000) ideas about our 'shadow' side that we may not wish to confront. It can also support the models of development given by Spezzano (1999; 2000) and Riggio (1999) which suppose there are aspects to confront and stages to pass through once the person is willing to resolve the 'difficulties' presented, so as to reach 'enlightenment' - the promise - the mastery level.

Note: Coding has always been about identifying both explicit and implicit meaning. Therefore, participants may not use the specific wording specified. Where they do not, the statement as coded to reflect the meaning in context of their discourse.

6.5 Results Section: Overall Conclusions

The specific conclusions of the research are presented through at the end of each section. Nonetheless it is informative to present a broad and general summary of the research conclusions:

- Practitioners perceived benefits can be categories in two domains: 'being' (awareness) as well as 'doing' (improved performance)
- Trainees perceived benefits are awareness, relationships and effectiveness.

- Trainees perceived pitfalls vary from poor quality of trainers and training, manipulation of trainers and programs content, to trainees' unconscious resistance to change (i.e. painful and difficult).
- Selectors who face a situation in which two similar candidates have the same external criteria will look for personal qualities and key insights and will use tacit knowledge
- It is apparent that the notion of 'Awareness' (consciousness) is linked to all examined aspect in the process of growth and development and therefore can be used as a distinct sign of the process.
- Although they overlap in some way a distinction between the two concepts has been observed. Whereas personal development relates more to development of skills, capability i.e. '*doing*' and personal growth relates to a change in '*being*' logically. This is in alignment to the ideas that are presented in Willams and Irving (1999)
- There are Key Insights gained in the process.
- These Key Insights are perceived to be universal (in the context of this research).
- Practitioners are not able to clearly describe the meaning of the concepts, particularly personal growth. There are differences in the way managers articulate the concepts to trainers. It is more in terms of measurable objectives, with less distinction between growth and development.
- Use of intuition (or the other sense): one can sense the individual's being in the world and therefore decide whether the individual demonstrates a 'level' of growth.

- Practitioners' general aims are a change in the individual's being, behaviour, and skills. Providing the space and context for the change to occur, and do not 'cause' it to happen.
- Practitioners use explicit and implicit ways to identify a change.
- There are main outcomes of the process that are distinguished by personal aspects and qualities, a way of 'being' (calmness, 'egoless') and Key Insights.
- Both Personal Growth and Personal Development (as defined in the research question) improve/increase: Professional skills.
- Personal Development improves work performance.
- Personal Growth improves/increases:
 - Personal skills
 - Personal qualities
 - Key Insights

CHAPTER 7: DISCUSSION

*“... You don't understand the most basic concepts of civilised societies.
You don't know how to solve conflict without violence.
You don't know how to live without fear.
You don't know how to act without self-interest.
You don't know how to love without condition.*

*These are basic – basic – understandings, and you have not begun to approach a full comprehension of them, much less implementing them ...
Your hope is in the next generation. But you must stop immersing them in the ways of the past. They have not taken you where you say you want to go. Yet if you are not careful you are going to get exactly where you are headed!
Stop! Turn around! Sit-down together and collect your thoughts. Create the grandest vision you ever had about yourself as human race. Then, take the values and concepts with understanding such a vision and **teach them in your schools or companies.***

Why not courses such as...

- *Understanding power*
- *Peaceful conflict resolution*
- *Elements of loving relationships*
- *Personhood and Self-creation*
- *Body, mind and spirit: how they function*
- *Celebrating self, valuing others*
- *Fairness*
- *Tolerance*
- *Ethical economics*
- *Honesty and Responsibility*
- *Visibility and Transparency*
- *Science and Spirituality*
- *Awareness and Wakefulness*
- *Creative consciousness and mind power*

... I am talking about a complete revision ... focusing your children's attention as much on understanding the core concepts and the theoretical structures around which their value system may be constructed as you now do on dates and facts and statistics ... in highly evolved societies concepts for living are thought to offspring beginning at a very early age. What you call 'facts' are far less important, and are thought at much later age...

... You have created a society in which little John has learned how to read before getting out of pre-school, but still hasn't learned how to stop biting his little brother (or friend). And Susie has perfected her multiplication tables, using false cards and rote memory, in ever earlier and earlier grades, but has not learned that there is nothing shameful or embarrassing about herself...”

(In “Conversations with God 2”, Walch, 1997)

Although many of the texts referred to in this dissertation are more likely to be found on the 'New Age' shelf in the bookstore than in Occupational Psychology section, the context of the research is avowedly in the commercial/work domain. The legacy of Scientific Management is to be seen in psychologists' obsession with empirical measurement in the workplace. This approach has clearly been successful, and currently fortunes are being made in the psychometric industry. Yet there appears to be an increasing realisation that there is more to being an employee than simply being an 'Industrial Cog' (Williams, 1999). Employers are currently seeking personal development as well as professional development in their workforce – and hence the rise of *Personal Development Training Courses*. Also in recruitment the importance of personal qualities in a prospective employee is becoming acknowledged as a vital parameter in the *Selection* process. Once in employment it follows that the employer will seek Training for their staff in both professional and personal aspects of their work. Thus these three areas of interest within organisations serves the focus of this research. In each area it becomes apparent that the economic health of the company depends directly on the 'personal' contribution made by employees. It would seem essential then that managers and trainers understand, and are able to articulate what they mean by the concepts of personal development and personal growth, in terms that are relevant to the business context.

There are three areas, which are the form of the study, namely the concept of personal development and its use in selection and training, all discussed under separated headings (sections).

The research questions were many, and the data that has been collected has produced a rich source of information. Only those data that have been relevant to the particular research questions has been analysed.

SECTION 1: PERSONAL DEVELOPMENT – THE CONCEPT

Since the literature review shows a great chaos with regard to the concept of personal development, the first parts of the research questions relates to an inquiry with regard to the concept and examines different aspects of personal development.

7.1.1 Key Insights and Conceptual Understanding

The first questions that have been examined, which relate to section 1 aspects 1-2 in the results' presentation analysis, are:

1. How do practitioners view the concepts personal development and personal growth, and if they are similar or distinct terms?
2. How do managers that are involved in selection view the concepts personal development and personal growth?
3. Is there a difference between the two groups with regards to the concepts?

These questions relate to practitioners' familiarity with the concept and whether they have a clear understanding of it, which can imply to an understanding of the work they are doing. This question is also given to managers assuming that there is a difference in the way the two groups understand the concept, and that practitioners will have a better awareness and understanding of the concept and the process, and therefore can train others.

It is quite clear and very distinct conclusion that trainers use the concept personal development in a coherent and consistent way in their work, and more so in their advertising and published material. However, it is apparent that although they have a sense of what the concepts are, it is *amorphous*. There is no clear and definite description, and both personal development practitioners and managers are unable to clearly articulate the concepts. Moreover in their articulation there is no reference to the existence of Key Insights. This is despite the fact that when they were asked if there are universal Key Insights in the process, the answer was significantly **positive**!

The findings show that: -

With regard to the similarity/difference between personal development and personal growth, it is apparent, from both practitioners and managers, that *personal development* relates to *measurable external change* (goal setting and achieving and/or skills' development) – i.e. '*doing*'. Whereas *personal growth* is seen as something *internal - an inner change and self-realization*, that manifests itself in the individual's way of '*being*'. One could get a *sense* of what the concepts are about, but with no clear-cut definition. It seems that all involved are trying to get at 'what it is', but cannot verbally articulate it. They have the

experience and the feel of it, a non-verbal way. Moreover, there is lack of awareness, or no reference to the fact that the concepts may involve the identification of Key Insights.

It is also clear that there is a difference between practitioners and managers in the way they relate to personal growth. Managers' discourse shows that at the conscious level they relate it to external change (skills, goals and measurable results based). However, it seemed that their unconscious articulation relates to a way of being as can be illustrated in the following example, (given also in page 202):

"...development can be on a day to day basis, monthly, quarterly or yearly basis. Personal growth can be referred to a programme that is strategically planned looking at the prospectus of the actual future that we can anticipate for this individual can endeavour to be as far as the company is concerned in 3 years time."

Suggestions are also made by practitioners to avoid using the term 'personal growth' altogether, or to be aware of the confusion it may create. This is due to the fact that people may relate to it as growing physically, or growing something - like vegetables. It is suggested to use the word Evolvement, or to be aware of it as a process of Personal Evolvement.

The fact that practitioners are not able to articulate the concepts, and in their description have not referred to Key Insights suggests one of the following:

1. Lack of CLEAR understanding of the process.
2. Have a **sense** of what it is, but no structure. It may be that due to the nature of process it is more difficult to have a clear verbal articulation, and a clear definition of the concept. [Note: some reservation to this, because of the fact

that if practitioners use the concept coherently and consistently they ought to have a clear understanding of what is it that they are saying and not to use it glibly with out a deep inquiry to the nature of the process].

The following set of questions, which relate to section 1 aspects 3-5 in the results' presentation analysis, examines:

1. Can it be sensed/observed, by both practitioners and managers (i.e. 'experts' and 'non experts') if a person has achieved a 'level/stage' of development and/or growth?
2. How can personal development and/or growth be achieved?
3. What are the perceived benefits, if any, in achieving a level of development and/or growth?

The findings clearly show that:

1. Individuals (both 'experts' and 'non experts') can recognise (sense) a 'personally grown' person. However with regard to a personal development, a change cannot be sensed. It relates to the use of tacit knowledge. This can imply that if people have a sense of someone's 'level' of growth, it suggests the identification of something, which is not contained in words, and relates to a way of 'being', and that may impact our 'unconscious' interaction.

2. Experience and/or skill's development and acquisition can support achieving personal development. It can be obtained by training programs or by setting external goals and objectives and achieving them.

Personal growth is achieved, in general terms, by experience and self-realisation - again relating to growth as an internal factor that happens through awareness. There is one difference between practitioners and managers: practitioners are the only ones who refer to *experiential training* as a way of achieving growth. This, again, can imply to practitioners' better awareness and understanding of the process.

The aim here is to explore whether managers are aware of the ways growth may be achieved - which are specific experiential training that provides the opportunities for growth and development. It is apparent from the results that managers are not *fully* aware of this, or do not relate to it, consciously, as a way of achieving growth.

The above findings furthermore support the notion that personal growth process is more associated with a way of '*being*', whereas personal development is related to the concept of '*doing*'.

- 3 The benefits gained in the process, as given by practitioners, fall into two main categories. One is in the domain of '*doing*' - measurable results, which manifests itself in improved performance and better achievements. The second is in the domain of '*being*' – increase in awareness, which manifests

itself in a behavioural change like the development of personal qualities and Key Insights.

Nonetheless, in the actual analysis of the result it becomes apparent that there is a connection between Key Insights, personal qualities and actual performance - the 'being' and the 'doing'.⁶⁶

The last set of questions that relate to the concept of personal development is (results presentation, section 1, aspects 6-8):

1. Are there 'key insights' gained in the process of personal growth and development?
2. If yes what are they?
3. Are they universal?
4. Are the Key Insights described in the academic literature the same as the one described by practitioners and managers?

The questions relate to existence of Key Insights in the process of personal growth and development and to their universality. This *implies* to potentially

⁶⁶ The following example is given whereby the behavioural change is given due to internalisation of Key Insights: "...There is a positive shift in my behaviour. This shift must be measurable, not just a feeling inside. For instance, when I made a mistake I was upset at being inefficient. I could have let this feeling of inefficiency rule the rest of my behaviour, but instead, I managed my course efficiently and without any problems. Although the inside feelings were different, the outward behaviour was all right (I was in control)." I.e. a change in actual performance ('managing the course efficiently') is linked to an internal self realisation (Key Insight: letting go – 'when I made a mistake I was upset at being inefficient. I could have let this feeling of inefficiency rule the rest of my behaviour, but instead...') which resulted in an improved personal quality ('positive shift in my behaviour ... Although the inside feelings were different, the outward behaviour was all right').

common understanding with regard to all individuals that crosses cultural, personal and professional differences/barriers.

Research findings:

1. It is clear and distinct that there are Key Insights in the process of personal growth and development.
2. The research identified 18 of them (presented in table number 15).
3. Universality of Key Insights.
4. There is some overlap between the research and the literature identified Key Insights (see table 15).

Table 15: Key Insights – A Comparison

Identified Key Insights				
No		Research		Literature
		Pd Pract.	Managers	
1	Self Awareness	√	√	√
2	Contribution	√	√	–
3	Letting go	√	√	√
4	Personal Responsibility	√	√	–
5	Choice	√	√	√
6	Acceptance	√	–	√
7	Trust	√	–	√
8	Oness/Beyond self	√	–	–
9	Interper. Relationships	√	√	√
10	The 'other' sense	√	–	–
11	Integrity	√	√	√
12	Fear	√	√	√
13	Meaning	√	√	√
14	Judgements/Listening	√	√	√
15	Commitment	√	√	√
16	Present-Here and Now	√	–	√
17	Control/Rightness (Power Struggle)	√	√	√
18	Positive outlook/thinking	√	√	√
19	Surrender an Invisibility	~	–	√
20	Intention	~	–	√
22	Wholeness	–	–	√
23	Freedom and Autonomy	~	–	√
24	Completion	–	–	√

~	Implicitly mentioned
√	Clearly mentioned
–	Not mentioned

Some Key Insights like acceptance, trust, oneness, the 'other' sense and presents in the here and now are only described by practitioners, which can support the notion of Evolvement stages (Spezzanno, 2000). It can be assumed that practitioners 'have developed' themselves to have higher understandings and therefore relate to different Key Insights. An overlap has also been shown between the identified Key Insights in the research and the ones given in the literature review.

It has been found that the Key Insights described in the academic literature are the same as the one described by participants. Moreover the notion of Universal Key Insights is strongly evident and can indicate that despite (and beyond) cultural, personal and professional difference human beings share something in common.

7.1.2 Personal Development: Clarifications and Speculations

There are new approaches and methods in the workplace of today and wide use of innovative training ideas. A flavour of this is present in the Preface to this work. This illustrates that the business world is starting to change - Modifying itself to present cultural waves. However, before going with the flow to agree with this trend it is necessary to be aware of and distinguish between surface notions, where there is the adoption of vogue or fashionable 'buzzwords', and a more genuine movement - where the underlying principles are both incorporated and used in a coherent way.

In the global village that is the media of today, the adoption of new terms can be almost instantaneous and often represents no more than the paying of 'lip service'. The use of a term may give an otherwise ordinary report a hint of a depth of knowledge, that it in fact it lacks. In a business environment, so heavily driven by appearances and image, with the explosive growth of advisers and consultants, PR, etc., it is no surprise that there is an ever-increasing importance given to words. Even the smallest company produces mission statement charter and quality assurance statements - as part of an apparent openness. The language of the workplace has never been under such intense scrutiny and examination. The downside of this is that many believe the use of the word to be enough, and therefore, include language from whatever school of thought happens to hold sway now. The belief that saying a word is equivalent to doing what the meaning implies is widespread. The negative side of the modern business culture is driven in part by a tokenist approach, whereby people say things and write things in order to comply with the bureaucratic demands, which are deemed essential in the current climate of political correctness, where non-compliance can have serious repercussions.

Many businesses, especially smaller ones, whose size makes them less likely to be engaged in the levels of training that enable them to stay in touch with the current trends, and to have experienced and participated in the latest courses, have, at best, a second hand knowledge of the ins and outs of personal development. Therefore, many adverts can be seen to reflect trends by using terms as much to be seen to be in touch and up-to-date as anything. It is

evident that today's modern thinking places importance on the staff and their development.

Yet it is necessary to attempt to look below the surface and see how far the ideas have penetrated into the management culture, to see whether it is a mere linguistic gloss or sheen, designed to make people believe that they are the cutting edge of management thought. At an anecdotal level, the extremes of management language have been given a name, and their own column, in the satirical magazine *Private Eye*, where the BBC Director General John Birt (whose management style and almost ludicrous adherence to a contorted and virtually incomprehensible language) was chosen for the dubious honour of giving his name a column dedicated to laughing at genuine examples of this kind of language use or abuse; BirtSpeak. Satire aside, it is definitely true that not all developments in personal development have had positive results. The fact that an advert appears to show a company bent on building an organisation whose staff is their most cherished asset does not guarantee that it has reformed or developed its actual practices over the last decades. Simply the inclusion of a line about equal opportunities does not necessary have any significant effect on the unemployment rates of, say, young black Afro-Caribbean males in the United Kingdom. One of the companies accused in a recent report in the *Independent* newspaper of operating virtual (if not actual) slave labour camps to make expensive designer label clothes cheaply defended itself in terms of how it cared for its staff using precisely the sort of language that is seen in the area of personal development - as if a few buzzwords would make the accusations go

away. There is no guarantee that the surface can be probed sufficiently to establish the degree of commitment to the ideas suggested by recruitment adverts and personal development practitioners; the caveat emptor [let the buyer beware] principle would be advisable for the prospective employee.

Personal Development started as a need in society to learn how to cope with life due to the fundamental changes of this century. The orthodox education system is supposed to equip us with tools for life, however, for many, it did not happen and is not happening. Recognising the failure of the system caused pioneering individuals to fill this gap by developing different courses and programs outside the education system aiming at giving people the skills, knowledge and experience to better live life in this time of great changes. And it evolves into what is beginning to be known as Personal Development, bringing an air of promise and wonderful changes. However, as with any new 'educational' movement, chaos usually exists. Everybody does what he or she wants, there is no supervision, there are no criteria to indicate successful 'teacher' and/or successful students. People just do as they wish.

If we look at our orthodox education system we can see that we have measures to indicate 'qualified' or 'possess certain skills', etc. We know that to be a doctor, an accountant or a teacher there are 'x' exams one need to pass, certain knowledge to gain and various practices to experience. However in the area of personal development there are no measures. There are, as yet, no specific criteria, or measures to say this person is well qualified to deliver this type of

training, or this person is now more cable or 'equipped' to cope with challenges that are not contained in the formal education system.

It can be seen that, despite many divergent approaches and dissimilarities, it is possible to discern common traits lying under the philosophy and beliefs that are behind the personal development movement. Generous and challenging promises are made, all of which involve have the promise of conferring some considerable benefit to the individual. While the rewards may be financial, this is seen in some as secondary or an instance of the improvement, something to measure progress, but not to represent it.

The benefits are not for anyone; while no one is deliberately excluded, inclusion is not an automatic guarantee of change and success. The principal demand made on the individual is that of keeping an open mind, and being ready to try a fresh start and accept new ideas. In return for this trust, the individual will, it is claimed, be rewarded far in excess of what might be hoped for at this stage. This faith seems to be the basis on which Personal Growth and Development schemes build. Without the trust necessary, failure is actually guaranteed in some cases, implied in others, but always present to some degree. This belief in the possibility of a quantum leap in understanding combines with the techniques and methods used, and add the element of belief, faith, or magic, that creates the gestalt effect that is the stage of enlightenment.

The people behind personal development offer success as a guarantee to those willing to follow the path or direction. The transfer of trust is sometimes not even asked for, but is given to those involved without much questioning. Testimonials

from other acknowledged figures in the area are also common, like Robert Holden quoting a support from Anthony Robbins for a course (both are personal development trainers). There may be a risk in such an approach, of what has been termed the Tweedledum and Tweedledee effect⁶⁷. This is where people quote each other and build a consensus that may not correspond to reality, and an excess importance is assumed by those engaged in quoting each other to create an impression of importance that would otherwise be lacking. This is not to say that this effect is inevitable, merely that it is a risk in any fairly close-knit group.

The contemporary nature of the systems to promote personal development is clear and easily confirmed in a cursory look at views from critics of personal development and the wider trends in society at large. The reasons are various. Some are millennial, others unexplained ['We are now standing at the threshold of an incredible opportunity'- Diana Cooper, advert for a seminar to bring Angels to London⁶⁸] or based on progress made in various areas of knowledge [John Grinder and Richard Bandler's Neuro-Linguistic Programming⁶⁹. This is where many of the terms and ideas, including 'deep structure' and 'generative' are directly descended from the then-new linguistic theories of Chomsky and the revolution in our understanding of language that he instigated from 1959 - when he launched his onslaught on Skinner's behaviourist theories of language acquisition and grammar. The debate continues up to the present day].

⁶⁷ Camille Paglia MIT lecture

⁶⁸ Advert for a one-day seminar in London, 18th of April, 1999, in 'Living without Limits' souvenir brochure, Deepak Chopra and Dr Wayne W Dyer.

Whatever the reasons given, it is clear that in the eyes of the practitioners, and their customers, something is happening in society today, that is new and radical.

To suggest that there is a clear division into personal development methods that are purely for development in professional or personal terms is an oversimplification, for there is a transitional area in between, where both aspects are included, equally or to varying degrees. Methods such as NLP often aim to enrich both areas of life [a course by Judith Lowe and Julian Russell offers help 'to fully integrate the NLP technology into your personal and professional life', confirmed by another of their courses offering an 'immediate and practical effect on your professional as well as your personal life⁷⁰], while some offer to make you 'healthy, wealthy and wise' [workshops by Patricia J Crane and Rick Nichols about 'Manifesting the Life You Want⁷¹], which includes a person's professional life as the source of their wealth, but whose emphasis is towards the personal life.

There are, however, different characteristics at either end of this spectrum that allow a distinction to be made between these areas of our lives. Not surprisingly, the more spiritual and exotic the belief system and method, the closer it is to the personal side of life; we are probably still a long way from workshops by 'Angels' in Major Corporations. Furthermore, those practitioners

⁶⁹ In 'The Mythogenic Self™ Process', Applied Behavioural Technologies Ltd, in Riggio 1998.

⁷⁰ Leaflets for PPD Personal Development Ltd courses brochure in NLP

⁷¹ Advert

aiming at the purely personal end of personal development may also have a wider scope, especially in terms of general benevolence and altruism. This is hardly surprising as the aims of professional people, while not being incapable of benevolence and altruism, have of necessity a narrower scope. For they focus on the aims and goals of the individual within whatever business structure they work.

Professionally oriented courses also tend to be more specific and targeted at clearly identified areas of professional performance. The 10th International Learning Forum⁷² was about 'Meeting the Challenges of the Learning Organisation' and uses much of the same lexis as the personal life personal development courses; activating, inspiring, insights, with a focus on creativity and new methods. However, it is broken down into clear parts with business goals; 'Managing for profit or longevity', 'Creating a networked community for learning', etc. Spearhead Training⁷³ group their courses into Management, Marketing, Selling and Personal Development, the last including The Personal Success Workshop ['Success is Not a Fortunate Accident'] and an NLP Programme.

Methods aimed at both groups are fond of trademarks and copyright symbols, as a method of conferring respectability and legitimacy on their methods, as well as securing intellectual property rights. NLP, Soma-Semantic, Mythogenic Self-Process are just a few examples covered in such ways. The career descriptions

⁷² 22-23 February, 1999, Promoted by Linkage, London, UK.

⁷³ 1998 course brochure

common in both advertising and publicity materials are presumably intended to have a similar effect.

Ranging from the spiritual to the purely professional, religious to secular, it is possible to discern common elements and aims in personal development programs, despite the surface and deep differences, and the myriad of methods and approaches - all favour the individual. This might seem trite, but it is an approach typical of Western rather than Eastern philosophies, even though there is a strong influence of Eastern thought, philosophy and religion in many personal development methods.

Individual betterment is therefore a common bond running throughout personal development, and although the goals and objectives might differ considerably in scope, from changing the world to making someone function more effectively at work, the description of the means and methods and the characteristics of the course often exhibit many similarities. Most define themselves not in terms of contrast to each other, but in terms of contrast to traditional learning methods and objectives. Traditional learning methods are seen as old fashioned and ineffective. Like negative comparative advertising, it would probably not reflect well on modern personal development methods to go against tradition and to attack one another.

The contrast in terms of efficiency is often described as a release of inner potential that has been latent because of the oppressive or ineffective nature of

conventional educational methodologies. Pleasure or fun can be combined with other mental states that allow the learner to absorb more in less time, and to make rapid and lasting changes to their very personality. Whether the method is a single one or an assemblage of techniques drawn together, the aim is to empower and enable the individual to achieve their own latent potential whatever the field. Liberating this potential will accelerate learning and overcome blocks and inhibitions that stunt personal growth and development. Self-fulfilment is the ultimate goal, however diverse the methods and principles used to reach it.

In light of the above inevitable question arises. Among all the methods and practitioners available, what criteria are in use to ensure that indeed personal growth and development programs produce change, and that the individual changes the 'being' as well as the 'doing' (which may be at any level from behavioural change to emotional, spiritual)?

The answer may lay in the identification of Universal Key Insights. This indicates that ultimately there are basic elements/dimensions that all humans share which go beyond personality, traits or cultural differences.

The difficulty with this may be identifying ALL of these Key Insights. This is due to their infinite nature and the concept of Olam Katan (see part 2.3).

SECTION 2: PERSONAL DEVELOPMENT - SELECTION

7.2.1 Selection

Personal Development in personnel selection as a concept adds a dimension to the current methods and procedures. These dimensions of Key Insights, personal qualities and tacit knowledge that are not yet included in the current Formal selection criteria.

The research questions relating to the concept of personal development in selection are (and refer to section 2 in the results' presentation):

1. What are the perceived selection criteria, which are beyond the formal requirements of the job?
2. How do managers identify these criteria?
3. Is there implicit knowledge that people use to make decisions in selection? If yes, what is it?
4. Are selectors aware of the implicit use in selection?
5. Can this criteria (which are beyond the normal requirements of the job) and/or this tacit/implicit knowledge be referred to (or identified) as Key Insights?

The findings show that:

1. Selection criteria beyond the ones' that are stated in the formal requirements of the job that managers, involved in selection, are looking for are: different personal qualities, Key Insights and candidates' will to grow and develop.
2. It is clear from the results that managers are interested in aspects of the person when they are recruiting a candidate. But when asked how do they identify these aspects in a candidate the answers varied, and appear to be *different from those included in the formal selection methods*. The answers have fallen into categories such as actual performance on the job, the manager's subjective biases or gut feeling/intuition and the candidate's linguistic form, structure, and words.
3. In the analysis of the closed question most participants based their selection decision mainly on objective measures and *partly on gut feeling*. However, in the open interview questions the results are different. Managers clearly stated that they use intuition and gut feeling as a part of their selection decision making, and more so in cases that the tests results (or the candidates full profile) do not match their feelings. It can be suggested that the answers to the closed question, which show that managers mostly based their judgement on objective measures and partly on gut feeling, are due to peoples' tendency to use rational explanation, or to refer to something that is external to self. This is opposite to the answers obtained from the open

questions. In the interviewed the most observed answer was 'gut feeling' rather than 'objective' measures. This can be explained that in an interview situation, being in the flow of speech, the individual tends to speak his/her mind and does not have an alternative answers to choose from.

4. Selectors are aware of the use of implicit knowledge in their selection process, as is described in number 3.
5. The perceived selection criteria, which are beyond the formal requirements of the job, that managers' use, can be identified and referred to as personal qualities and key insights.

7.2.2 Selection: Clarifications and Speculations

It appears that managers are using the words (that identify the selection criteria, which are not in the formal selection procedure like energetic, excellent communication skills, etc.) 'glibly'/'loquaciously' without awareness to their full meaning, although they may have a sense of it. This can suggest that there are 'extra' dimensions ('elements') that managers are looking for, but cannot fully articulate. It is suggested that these elements are one of Key Insights in personal growth and development. Moreover the finding shows that managers in selection use gut feeling (tacit knowledge) as part of their decision making.

It is suggested that managers did not overtly state these (implicit) criteria because they are not aware of them. They cannot articulate these 'implicit'

factors, and therefore claim to operate by gut feeling and intuition, using tacit knowledge. It seems that they cannot explain this process in words, however they have a sense or a feel of it. This feeling can cause them to say 'definitely not' or 'definitely yes', or 'not sure', without actually pinpointing what these criteria are.

It seems that Personal Development in personnel selection adds a dimension to the old personal ability tests of the past. The more sophisticated selectors have got, the more they have begun to specify the needs of the job. Although now there is more concentration on the individual as unit of resource, methods and procedures for selection are in the main centred on KAS's (knowledge, aptitude, skills) measurements. Moreover these measurements look at 'parts' of the whole person. In this they may be 'Hoteem La Mattarah' (Hebrew term: missing the essence), since the whole is always greater than its parts. Being omitted is the fact that they are dealing with individuals who have thoughts, beliefs, values and personality (BVP's). No matter how sophisticated the job/task analysis, it becomes apparent that there are person variables/parameters that are omitted. These need to be included as part of the selection criteria, however difficult they are to measure.

The personal qualities that are vital to the effectiveness of the employee are not clarified in psychometric or structured interviews. But, managers involved in selection are interested in them as can be observed from the results of this study. As such selectors would say that *technically* the candidate is the very best

one and as such may be recruited to work in the department, but he has the potential to aggravate everyone so decrease the efficiency of the whole unit. It can be that a candidate does not fit, in terms of the way he gets along with others, with his attitude etc. He can be technically very good but lack those very fundamental personal aspects - that have been identified here as Key Insights - which are the shaping core of the personal development parameters that are not examined in the formal process of selection. Moreover, despite the fact that current methods and procedures focus on the use of 'objective' measures, it is evident from the data here that those involved in selection are using tacit knowledge to make their decision (see also Oliviera, 1999). There is no objectivity since it is through the eyes of the selector that the judgement and decisions are made. Despite the claim made by tests' users, no decision is 'clean' of subjectivity. This is because people have their own prejudices and biases. It may be asked at what stage of growth or development (Spezzano's model, 2000; 1999) are the people who construct the tests, or make the selection decision.

In light of the above it is suggested:

1. To use these personal parameters (which are the identified Key Insights in the stages of personal development) in the selection process.
 - (a) Selectors have to be aware of them.
 - (b) Selectors have to find a way to set up a 'system' to observe and distinguish these evolutionary aspects.

(c) Selectors have to select employees on this basis as well as KAS's and extend the range of BVP's to include them.

2. To be aware of, and not to ignore, the use of tacit knowledge and treat it as powerful and useful device that has to be unfolded and thought through as to how best it may be used. So learning to distinguish it (intuition, gut feel) from one's prejudice, emotions or intellect, and moreover, learning to reveal the 'magic' of it, by identifying and articulating it in explicit terms as suggested by Willams and Irving (1999).
3. If choosing the reductionism method [i.e. paying attention to specific aspects of the individual rather than looking at him/her as a whole], then these intangible factors (that selectors are aware of but have not defined) should be defined, and be used as an added value dimension to the selection process. The importance of examining the individual's stage of growth and development by using the Key Insights as its indicators is illustrated in the following example: -

Not being aware of the process that governs our decision-making process can manifest itself in many ways. A selector, not having an awareness to the Key Insight 'judgements', is at the stage of development where anybody who is not 'similar' to him and his beliefs, views or opinions, will be seen as inadequate. This may cause him (at an unconscious level, and expressed in terms of his gut feeling) to reject the candidate. His decision would reflect the Key Insights that he, himself, holds.

It is apparent from the research results that people do use and relate to the implicit aspects of the person in all domains: in sensing levels of growth, on deciding whether the candidate is right for the job or the company. It is a device that individuals *already* use. As such how can it be ignored? The idea of using objective selection methods is noble and can be easily defended, but it seems that human beings are designed to have this 'extra' sense that can be of greater use, but it needs to be more explicit.

The findings show that managers do not refer to these 'implicit' aspects because they are not aware of them. They seem aware of the existence of Intuition, or at least have a notion of something that they cannot explain in words, but they can, and do, feel, and that feeling can cause them to say accept or reject a candidate without actually pinpointing why. Practitioners, it seems, can more readily identify and explain what it is, and their aim should perhaps be to convince managers that it is important to be aware of all this implicit knowledge (Riggio, 1999; Ludwig, 1999). Moreover, managers may benefit from the knowledge of practitioners, and be able to apply this new knowledge in the way they make selection and training decisions.

The literature regarding selection and assessment preaches the use of objective measurements in choosing a candidate. It has been marketed as objective and not biased, and therefore ignores intuition or gut feeling when it comes to selecting an employee. However: (a) total objectivity can not exist in selection (b) the results of this research show that subjective categories are involved in the

selection process. Selectors have clearly admitted to using gut feeling. If this is the case why not acknowledge it as part of who we are and as part of the way we make decisions in life?

The issue is perhaps not about using 'objective measurements, but, instead, is how to distinguish our gut feeling from our prejudices, emotions or intellect (as is already described in chapter 3.1.4). It maybe that our intuition or gut feeling is our most powerful tool in life and was given for our own benefit.

So how does a person get to know him or herself well enough in terms of operating from the centre of the self, so that they can separate what is 'not true' from what is 'true' for them in regards to future events?

This higher level of operating is where this research suggests one should aim - building refinements along the way. Awareness that is gained (developed by key insights as the corner stones and the smallest units of change), and achieved through experiences to hold a way of 'being' in the world, so that one can sustain it consistently in ordinary awareness.

It is essential for managers who are part of HR or training to be AWARE of these aspects of themselves. For when present, this awareness improves essential aspects of the job. It is therefore suggested that some personal development training programs could be specifically established with respect to the needs of managers in selecting employees.

In the complexity of what we call a human being the existing selections methods fail to deliver good enough answers. They fail to identify the ideal, or the most suitable, employee. Thus, it is important to add the personal growth and development dimension to the selection process. This will entail the development of research and suitable training programs to make the implicit dimension in use explicit.

SECTION 3: PERSONAL DEVELOPMENT - TRAINING

7.3.1 Training

The questions with regard to the concept of personal development in training examined the following (and are related to section 3, aspects 1-4 in the results' presentation analysis):

1. Do personal/professional development training programs improve/increases:
 1. Professional skills
 2. Personal skills
 3. Personal qualities
 4. Work performance
 5. The development of 'key insights
2. Do personal development/growth training programs improve/increase:
 - (a) Professional skills
 - (b) Personal skills
 - (c) Personal qualities
 - (d) Work performance
 - (e) The development of 'key insights
3. What are practitioners' aims and objective in a personal development training they deliver?

4. Indicators of Personal Growth: how do practitioners identify that transformation has occurred and objectives have met (training related)?
5. The criteria practitioners use to describe the 'outcomes' of a personal growth and development process (general outcomes).

The findings support the notion that:

1. The process of personal growth (as is defined in this research) improves/increases: personal skills, personal qualities and Key Insights. However, it does not improve professional skills and work performance.
2. Personal/professional development improves/increases professional skills and work performance. However, it does not effect personal skills, personal qualities and Key Insights.
3. No significant difference is found between practitioners and managers with regard to the impact of personal development and personal growth (as defined in the questionnaires) on four examined aspects (professional skills, personal skills, personal qualities and key insights). This is although the findings presented in table 15 (in section 7.1.1) show, that there are Key Insights, which are mentioned only by practitioners. The possible explanations are that:

- Managers do not have conscious awareness for key insights. However, when the facts are presented to them, and are brought to the conscious level, it seems that they become aware/present to them.
 - Statements that are presented to managers in the list of items indicating Key Insights (appendix 5: part B questions 5 and 6) are not similar to the list of Key Insights initially given by them in the first part of the questionnaire.
 - As it is shown in chapter 2 of the introduction part, the number of insights is large, and maybe outside of managers' awareness, particularly as they are not involved in personal development work, as much as the trainers do.
 - The small number of participants in each group.
4. It is clear that in the main trainers have general aims and objective in their personal development training programs which include:
- Creating change in the individuals' being and behaviour.
 - Providing and creating the context and space for individuals' transformation (i.e. for the experience to occur).
 - For trainees to reach their goals and intentions (can be anything from problems solving, gaining a new skill or ability, changing a habit etc.).
 - A new way of operating to be now available that has not being present before.
 - A set of aims and objectives that are specified in the trainers material.

It is apparent that trainers' aims and objectives are behavioural change focused. They seek to provide the client with whatever is required for him or her to achieve their goals. However, when they are asked if they have a structured evaluation system to measure the desired change, less than 5% have a system in place

5. This question relates to the way practitioners identify any change that has occurred as a result of the training, and thus whether the training aims and objective have met. The parameters by which personal development practitioners identify a change are:
- A change in trainee's behaviour and his/her way of 'being'.
 - Trainee's use of language, linguistic form structure and wording.
 - The individual's level of freedom and fun present.
 - The individuals' way of relating to others.
 - The trainer's gut feeling.
 - The trainee's actual performance and body position.
 - Feedback the trainer receives from trainees.

The findings show that practitioners use both explicit and implicit ways to identify transformation, and to identify whether they have met the course objectives. The most surprising finding is that there is very little use of formal instruments (questionnaires) in evaluation, and the most popular way of

identifying the change is through 'implicit' criteria, which may not be so clear to an untrained observer.

6. The findings with regard to criteria that practitioners use to describe the 'outcomes' of a personal growth and development process (general outcomes) show that there is one principle criterion mainly used to indicate the outcomes of a personal growth and development process: the development of new levels of awareness. This criterion is given here the umbrella name of 'Awareness'. It is indicated by various hallmarks of personal qualities (that can be broken down to Key Insights), which are:

- Ability to stay calm in all situations including 'stressful' situations
- Integrity; Congruence, Authenticity, Consistency
- Self confidence; Self esteem
- Choice of words expressed
- Freedom and love present
- Connection to something greater than self

All the findings that have been presented in this part (i.e. training) support the research assumption that, it is through the presence of Key Insights that the individual's being in the world is shaped, and therefore his or her personal qualities and behaviour. Personal growth is perceived as something that manifests itself in the 'outside world' (i.e. a way of 'being'), yet its roots are internal - starting from a deep and new realisation and awareness that the

individual's gains (develops) which enables him to take 'control' over his actions and behaviour. This is illustrated by the following:

Key Insights → Awareness → Personal Qualities → Behaviour =
A way of being in the world → External observations, measures or outcomes

This illustration leads as to support the assumptions that:

- Personality can be changed or modified and it is not something that is fixed.
- The existence of Key Insights

7.3.2 Benefits/Pitfalls of Personal Development Programs: Trainees Perceived

The research questions relate to section 3 part 6.3 in the results' presentation and examine:

1. What are the perceived benefits, if any, in achieving a level of development and/or growth?
2. Are there any pitfalls in the process of growth and development?

The findings:

1. In exploring the benefits and pitfalls on personal growth and development programs the results show that participants relate to three major benefits, which are in the area of *awareness*, *relationships* and *general effectiveness*.

- Awareness include one or more of the following:

An awareness of thoughts as they occur.

Awareness to emotions present

Awareness to the words the individual uses (articulation of words)

Awareness to body: postures, movements, position, walk, etc.

Awareness to instinct, intuition, gut feel, body sensations (cellular level)

- Relationship benefits included one or more of the following:

Relationship with oneself, family and others

The ability to relate to people in a different more positive way.

The ability to communicate better, to express feelings and thoughts and to have open, direct and authentic conversations.

The ability to be more comfortable and at ease with self and others.

- Effectiveness included one or more of the following:

Ability to do more takes actions and achieve goals.

Achieve things that were considered impossible.

The ability to change behaviour, gain mastery over behaviour.

This further supports the notion of Key Insights as being the corner stones in shaping one's Evolvement (as described in Chapter 2)

2. The pitfalls in personal development training include:

- Trainees' difficulties to remember and implement most of what they are thought.

- Most training programs are short term based, and therefore has been found to be harmful, because trainees feel that they are left on their own to deal with the change. Many trainees find the change process very difficult to cope with, particularly when there is no structured support system in place, and report that they sometimes have the feeling of 'crashing down'.
- Certain personal matters that are not resolved despite the numbers of courses (or lengths of time) those individuals are taking.
- The 'halo effect'
- Trainees going through a lot of pain, which is confronting. Moreover no one really prepares trainees for this.
- Poor quality of trainers and training objectives:
 - a) Inadequate trainers deliver the training
 - b) The training is often illusive, with very little structure or clear training objectives.
- Most programs reinforce inquiry into what is missing in participants' lives, leaving them with a feeling that there is something wrong with them or in their life. And give the feeling that the specific training program can 'fix' it.
- Different kinds of manipulations are used to persuade people to register for more courses, or to get certain things out of people, which are not part of the course agenda.

It is apparent that there are some very important issues to be faced with regard to personal growth and development training. Despite their benefits many pitfalls

are seen. The fact that the process can be painful and uneasy supports Page (1999) and Spezzano's (1999; 2000) ideas about our 'shadow' side that we may not wish to confront. It can also support the models of development given by Spezzano (1999; 2000), Wilber (in Rowan, 1983) and Riggio (1999) which describes that there are aspects to confront and stages to pass. If the person is willing to resolve the 'challenges', the fear, pain, uneasiness, confrontation, the reward will be greater than the journey. And he/she will be reaching 'enlightenment' - the promise - the mastery level.

Thus the reason may well be the fact that personal growth and development is a long process, which involves the unfolding of many insights that are not always pleasant. Many people are not willing to go all the way with it, to pass all stages, in order to reach 'enlightenment'. As such most stay in stage 2 or 3 as Wilber (in Rowan, 1983) describes.

7.3.3 Training: Clarifications and Speculations

In light of the findings with regard to the concept of personal development in training the following clarifications and speculation (conclusions) can be said:

1. There are insights, and that they are 'universal'.
2. There is the experience of each insight.
3. There is a 'being' and 'doing' as a result of the accumulation of insights.
4. This causes an increase and improvement in all measured dimensions except work performance.

5. It is suggested that Personal Growth training create a predisposition for professional, personal skills and personal qualities to be developed and learnt easily. It is like preparing the ground for the person to be more conscious and aware of himself, others and life.
6. Awareness is the key for growth and development. Therefore successful training should aim at developing and/or increasing self-awareness via the development of Key Insights. This is in order to create a shared language and understanding between the interacting 'units'. Nonetheless the ever-increasing development of the world in becoming a 'global village', and companies could benefit by developing these shared language and understandings. However, as is seen from the findings the ways to achieve the changes are mainly via integrating knowledge and experience, experiential learning and training - and not only frontal teaching. Thus, organizations should aim to include in their training and development strategy these elements. And identify and differentiate between courses that are professionally focused (skills based) and others which are personal growth and development based (changing being).
7. The fact that those practitioners are not able to clearly describe the concepts they use (particularly personal growth), may indicate that in its true nature the concept cannot be clearly articulated in linguistic form. It may be, that it is more of an experience rather than an intellectual discussion. However, the very fact that there are Key Insights in the process, vote for it being articulated in language. And therefore its development can be monitored, though in a way that combines experience with linguistic knowledge. This is

in order to facilitate the process and to illuminate the current intangible, implicit knowledge and experience that practitioners use. Perhaps the reason that practitioners are not able to articulate the concept is because the idea has no clear structure in their mind. Thus, it may be that they have a sense of what it is or how it should be, but are unable to explain what they are doing.

Observers (be they managers or trainers) have said, in the research interviews, that they can sense the individual's being in the world, and therefore decide whether the individual demonstrates a 'level' of growth. Moreover, the fact that managers also report that they can sense the individual's being just as practitioners do, illustrates the fact that this tacit knowledge may be available to all of us. Although of course it generally remains as implicit. The research suggests that access to such information in a more explicit way could be explained to selectors and managers in order to facilitate and add value to their selection decision making. This can be by unfolding key insights of the process. The research findings clearly show that personal growth and development, has roots which are internal. Starting from new realisations and awareness that the individual gains (develops), which gives him an access to something that has not been known to him before, and therefore enables a person, if he/she chooses so, to take 'control' over actions and behaviour, and transform. This is supported by the proven assumptions that Personal Growth has been shown to improve the dimensions of professional skills, personal skills, personal qualities and Key Insights. Suggesting that 'personality' can be changed or modified. It is not something we are doomed or destined to be with for the rest of our life.

As such companies could aim to provide employees with the relevant type of training, which is not simply skills' based.

Why is it important to develop the personal aspects as well as the professional ones? Observing the challenges people face it seems that in the next century emphasise will be on the evolution of a person over other things. In a competitive market whereby technology allows companies to produce similar quality, the main factor to determine the distinct advantage will be the human factor. No longer people will be satisfied only with professionalism. They will be looking for more. No longer the satisfaction will be with material accomplishments. Seeking constantly to grow and develop all aspects of ourselves, sometimes in unconscious ways, the next step is the development of human aspects, the person within.

7.4 Conclusions and Recommendations

The finding of this research suggests that:

1. Practitioners are not able to clearly describe the meaning of the concepts, i also like who you are of personal development and personal growth.
2. The use of intuition (or the other sense): one can sense the individual's being in the world and therefore decide whether the individual demonstrates a 'level' of growth.
3. There are Key Insights in the process of Evolvement (growth and development).
4. These Key Insights appears universal (in the context of our society).
5. The majority of the identified Key Insights are similar to the ones identified in the literature, as can be seen in table number 15 of this chapter.

6. Integration of the results supports the assumption that:
 - A change in either, personal and professional skills, is seen as Personal Development.
 - A change in 'a way of being' that is given by personal qualities, which are, governed by Key Insights, is seen as Personal Growth.

7. The identified aspects of the person i.e. 'key insights' can be used as:
 - An added value to identify those 'intangible' qualities of the person
 - In designing and delivering training programs

8. The word Growth is avoided. (It is also important to be aware of how the word Evolvement is being used in the commercial world to indicate personal change).

9. The notion of 'Awareness' (consciousness) is linked to all examined aspect in the process of growth and development and therefore can be used as a distinct sign of the process.

10. Personal development relates more to the development of skills and capabilities i.e. '*doing*', and personal growth relates more to a change in '*being*' that is given by personal qualities that are governed by Key Insights.

Personal Development is a term with high/increased currency and low understanding. It is used because it is important – it fills a gap in the description of persons, which is found to be essential by managers involved in selection and training. It is suggested here that the notion of Key Insights should be used to:

1. Both structure and clarify our thinking so to enhance our understanding of the concepts personal development and personal growth, and to the way they are used in different fields such as psychology, counselling or business.
2. Add value to current selection procedures, by using Key Insights as indicators of individuals' stage/level of development.
3. Add value to training in general, and to personal development training in particular, in terms of establishing training criteria such as Key Insights.

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APPENDIX 1 – Key Elements

References for “key Insights” notion in Personal Development process:

The dimensions of personal growth or self-realisation developed by Shostrom include the following aspects:

Time Competence - realistic

This refers to one’s ability to live his/her life in the ‘here and now’ - a present-orientation as opposed to future-orientation. Time competence also implies a balance between the immediate gratification of one’s desires, wishes, or needs, and being able to delay gratification for the sake of long-term rewards and satisfaction.

Inner-Directedness

This is the ability to be positively self-oriented and self-directed as opposed to being directed by others. Inner-directedness implies the capacity of a person to think for him/herself instead of having others thinking for him/her.

Existentiality - openness

This is the ability of a person to react to new experiences without rigid adherence to unsound, unscientific, or unproved principles. Existentiality has to do with openness to experience or one’s ability to approach new experiences without making premature, biased, and prejudiced judgements.

Feeling Reactivity

This refers to one’s awareness and sensitivity to his/her thoughts, feelings and desires. It is an ‘in-tuneness’ with the self.

Spontaneity

This is the freedom to react or act in a non-defensive, reasonable manner in a variety of interpersonal situations. It suggests an affirmation of one’s self within social arenas.

Self-regard

This is a dimension of personal growth that is almost synonymous with self-respect. It refers to a person’s being able to affirm him/herself because of his/her self-defined sense of worth or value to him/herself.

Self-acceptance

This refers to one’s ability to accept him/herself fully in spite of his/her biological, social, and psychological limitations. The person unconditionally accepts his/her own fallibility and the fact that others might see him/her as a fallible person. Moreover, self-acceptance is the interpersonal basis for accepting others and their fallibility. Self-

acceptance implies that one does not ascribe such evaluative labels as 'good' or 'bad' to the total sense of self. One's performances may be evaluated, but they are not to be confused with 'total selfhood'.

Synergy

This is a cognitive ability, which allows a person to seek higher-level solutions to problematic situations; in other words, it is the ability to transcend seemingly opposite positions or to synthesise them into a meaningful concept. Synergy also suggests creative thoughts.

Acceptance of Aggression

This is the capacity to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression.

Capacity for Intimate Contact

This is the facility to develop close interpersonal relationships with others, unencumbered by expectations and obligations.

APPENDIX 2 – Invitation to Participate

FAX MESSAGE

Date: 13.Nov.98
To: Chuck Spezzano
Fax number: 808 239 5424
From: Ronit Lami
London
Telephone number: 00 44 181 922 5902
Fax Number: 00 44 181 882 6132

Dear Mr Spezzano,

Following a recent conversation with someone who's life was changed by your Psychology of Vision, when we talked about my current PhD research on personal evolvement, your name was mentioned as one of the most relevant people to approach on such a topic.

My background in regard to the subject is that I am an organisational psychologist and someone who has been personally involved in training and development for over seven years. From my experience so far, we do not seem to have enough, if at all, valid scientifically proof to the link between personal evolvement and effectiveness in various areas of our lives.

The quality of the results of the research is directly linked to the value of the interviews I am now conducting. A number of the leaders in the field were generous enough to give me that opportunity. I very much hope that the subject and its relevance to the need for change and growth in our time, is interesting enough to you so that you may consider a brief interview which can be conducted by fax, if this is fine with you. It would be wonderful if we could also meet in March 1998 when you are back in the UK. The total anonymity of the interviewees is strictly observed and your name will be linked to my paper only if you wish to do so and only in the way you want that to be done.

I very much look forward to hearing from you soon.

With my very best wishes,



Ronit Lami

Appendix 2



Psychology
of Vision

SPEZZANO & ASSOCIATES, LTD.

47-416 Waihee Place

Kaneohe, Hawaii 96744 USA

Tel: 808-239-4502 • Fax: 808-239-5424 • E-mail: vision@aloha.net

TO: Ronit Lami VIA FAX: 011-44-181-882-8132
London
DATE: November 24, 1998 PAGES: 1
FROM: Peggy Chang FAX: 1-808-239-5424
For Chuck Spezzano

Dear Ronit,

Thank you for your fax. Dr. Spezzano is currently on another island teaching a 15 day Psychology of Vision training.

Dr. Spezzano is willing to see you in London, and will do the fax interview. Please fax to 808-239-5424.

Please contact Jeff Allen in England to arrange a time in London to meet with Dr. Spezzano in March, 1999. He will arrive March 2 and leave March 8, 1999. Jeff is our Country Coordinator there.

Psychology of Vision UK Ltd.
Jeff Allen, Julie Wookey
Pewsey, Wiltshire
Tel: 44-7000-835788
Fax: 44-7000-329768
Email: 106417.3713@compuserve.com

Dr. Spezzano will return here on Nov. 29, 1998.

Aloha,

Peter

Peggy Chang
Hawaii Business Coordinator

Appendix 2

To: John Lavallo, INTERNET:jlavalle@compuserve.com
Date: 11/10/98, 11:37
Re: Joseph Riggio introduction

Dear Mr Lavallo,

My name is Ronit Lami. Few months ago I had the opportunity to interview Joseph Riggio, when he was here in London, as part of my PhD research in Personal Development. The hour of interview he kindly offered to me turned into many more, and a very kind introduction for me to you.

Joseph asked me to tell you precisely this "You have to speak to Ronit!" :-)

As you are likely to come to London on the 18th November I wonder if you could offer to me 30 to 60 minutes of your time for a PhD research interview. I am happy with your choice of time and place. I will attend your presentation on the 18th November to the NLPlay Group and I hope that we can arrange then, if not earlier on, such a time and place.

You can email me on 106147.40@compuserve.com or leave a message on 44(0) 7957111635.

I very much hope that your tight schedule here in London will be as rewarding for you as you wish it to be, and more. And also that you will find that extra space to fit in a brief interview with me.

With my very best wishes,

Ronit Lami
MSc Industrial Psychology

Appendix 2

From: John La Valle <JLvalle@compuserve.com>
To: Ronit Lami <yeini@dircon.co.uk>
Date: 25 October 1998 03:58
Subject: PhD Interview

Hello Ronit,

<<Is it possible to make a provisional arrangement to meet prior to your arrival in London?

I'm not quite sure what McKenna/Breen has planned for me when I arrive and I owe it to them to check in with them upon my arrival.

It's probably best to begin at Peta Heskell's playgroup evening.

Be Well,
John La Valle

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APPENDIX 3 – Elite Group Questionnaire

**THE UNIVERSITY OF HULL
DEPARTMENT OF PSYCHOLOGY
COUNSELLOR TRAINING UNIT**

HULL HU6 7RX • UNITED KINGDOM
TELEPHONE 01482 465525 • EMAIL: K.M.LITTLEFIELD-ESKDALE@PSY.HULL.UK.AC.HULL
COURSE DIRECTOR • D I WILLIAMS BSc PhD CPshchol FBPSS



Personal Development Questionnaire

Thank you very much for taking part in this research.

This is part of a Ph.D. research in the area of Personal Development, conducted by Ronit Lami, within the department of Industrial Psychology, University of Hull, UK.

The usage of the term "Personal Development" in our society is wide and not clearly understood. One of the aims of this research is to help the quest to this concept. Also, to show the effectiveness of personal development process and its usage at the workplace and possibly in everyday life. Please give careful thoughts and consideration while answering the questions.

This is a confidential questionnaire. There would be no way to identify an individual in both the analysis or ultimate presentation of results.

In formulating Part A questions 10, 11 & 12 the word "insight" refers to "*a realisation or understanding of something*", as defined in Oxford Dictionary by Kernerman Publishing. Some examples of insights we have come across in our research to date: "*One's realisation that one's mind naturally tends to be judgmental*" or "*There is no such thing as failure*".

This interview questionnaire includes both open ended and closed questions. In There is no right or wrong answer. We are interested in **your own personal view and understanding** of the subject.

I would like to thank you again for taking part in this research,

Ms Roni Lami.

Part A

1. Are you familiar with the term personal development?

- (a) Yes
- (b) No

2. Are you familiar with the term personal growth?

- (a) Yes
- (b) No

3. What is personal development, and how would you describe it?

4. What is personal growth, and how would you describe it?

In order to answer the following questions the understanding of the following definition is required:

In this particular context **Personal Development** process relates to a change based in acquisition and development of skills proper. E.g. learning how to use a computer; Whereas **Personal Growth** relates to individual's inner change: this could be a change in our ability to access listening in a chosen moment, to be present in the here and now, etc., which can manifest itself in our personal qualities *i.e. our way of 'being' in the world*. For example a better ability to relate to others, a better self-confidence, etc. As such by **observing someone's being in the world:**

5. Can you sense if the person has achieved a level of development?

- (a) Yes
- (b) No

If 'yes', how?

6. Can you sense if the person has achieved a level of growth?

- (a) Yes
- (b) No

If 'yes', how?

7. Do you have criteria that describe the outcomes in a personal development process? Please specify.

8. Do you have criteria to indicate the outcomes in a personal growth process? Please specify.
9. What are the perceived benefits, if any, in achieving a level of growth?
10. Do you think that there are 'key insights' that indicates personal growth?

- (a) Yes
- (b) No

11. If yes, can you name and describe as many insights as you can?
12. Do you believe that those 'key insights' are universal?

- (a) Yes
- (b) No

Part B:

1. Age _____
2. Gender (please circle) F / M
3. Qualifications (please circle):
 - (a) GCSE or GCE, A level
 - (b) First degree
 - (c) Second degree
 - (d) Professional qualifications
 - (e) Other _____
4. Role _____
5. Number of years in this role: _____

(For researcher use only: Personal identification: _____)

APPENDIX 4 – Trainers Questionnaire

**THE UNIVERSITY OF HULL
DEPARTMENT OF PSYCHOLOGY
COUNSELLOR TRAINING UNIT**

HULL HU6 7RX • UNITED KINGDOM

TELEPHONE 01482 465525 • EMAIL: K.M.LITTLEFIELD-ESKDALE@PSY.HULL.UK.AC.UK

COURSE DIRECTOR • D I WILLIAMS BSc PhD CPshchol FBP&S



Personal Development Questionnaire

This is part of a Ph.D. research in the area of Personal Development, conducted by Roni Lami, within the department of Industrial Psychology, University of Hull, UK.

The usage of the term "Personal Development" in our society is wide and not clearly understood. One of the aims of this research is to help the quest to this concept. Also, to show the effectiveness of personal development process and its possible usage in both, business and life. Please give careful thoughts and consideration while answering the questions.

This is a confidential questionnaire. There would be no way to identify an individual in both the analysis or ultimate presentation of results.

There are 4 parts to this questionnaire that include both open ended and closed questions. In formulating Part A questions 13, 14 and 15 the word "insight" refers to "a realisation or understanding of something", as defined in Oxford Dictionary by Kernerman Publishing. Some examples of insights we have come across in our research to date: "One's realisation that one's mind naturally tends to be judgmental" or "There is no such thing as failure".

There is no right or wrong answer. We are interested in your own personal view and understanding of the subject.

The questionnaire is structured with both 'opened' and 'closed' questions. You may want to answer it in one of the following ways:

- Email users - by simply Bolding or Underlining the selected option of the 'closed' questions; and typing in your answer for the 'opened' ones. You may then return it via the email address:

1. RonitLami@aol.com

- Fax/Mail users – by writing your answers on the questionnaire. You may then return it to in one of the two following ways:

1. Via fax on +44+181+905 5569

2. Via mail: R. Lami, 62 The Vale, London, NW11 8SJ

I would like to thank you again for taking part in this research.

Part A:

3. Are you familiar with the term personal development?

(c) Yes

(d) No

4. Are you familiar with the term personal growth?

(a) Yes

(c) No

3. What is personal development, and how would you describe it?

4. What is personal growth, and how would you describe it?

5. How do you think can personal development be achieved?

6. How do you think can personal growth be achieved?

In order to answer the following questions the understanding of the following definition is required:

In this particular context **Personal Development** process relates to a change based on acquisition and development of skills proper. E.g. learning how to use a computer; Whereas **Personal Growth** relates to individual's inner change: this could be a change in our ability to access listening in a chosen moment, to be present in the here and now, etc., which can manifest itself in our personal qualities *i.e. our way of 'being' in the world*. For example a better ability to relate to others, a better self-confidence, etc. As such **by observing someone's being in the world:**

10. Can you sense if the person has achieved a level of development?

(c) Yes

(d) No

11. Can you sense if the person has achieved a level of growth?

(c) Yes

(d) No

12. What are the perceived benefits, if any, in achieving a level of growth?

13. Do you think that there are 'key insights' that are gained in the process/experience of growth?

(Please refer to the introductory page for the meaning of the word 'insight' in the context of this research)

(a) Yes

(b) No

14. If yes, can you name and describe as many insights as you can (Min. 5)?

15. Do you believe that those 'key insights' are universal?

(a) Yes

(b) No

Part B:

In this part we refer to training programs outside our formal education system.

1. Have you ever taken any kind of training (not including formal education)?

(a) Yes

(b) No

2. In how many training programs have you participated?

(a) 1-5

(b) 5-10

(c) More than 10

3. What type of training was it:

(a) Professional development (e.g. selling skills, IT, Negotiation, Managerial, etc.)

(b) Personal skills (e.g. teambuilding, communication, interpersonal, listening, etc.)

(c) Personal growth and development (Landmark, Life Training, T. Robbins, Silva, Meditation, etc)

(d) Other

In order to answer the following questions the understanding of the following definition is required:

In this particular context **Personal Development** process relates to a change based on acquisition and development of skills proper. E.g. learning how to use a computer;
Whereas **Personal Growth** relates to individual's inner change: this could be a change in our ability to access listening in a chosen moment, to be present in the here and now, etc., which can manifest itself in our personal qualities *i.e. our way of 'being' in the world*. For example a better ability to relate to others, self-confidence, etc

5. Would you agree that **Personal Development** supports the individual in improving/increasing:

No		N/A	Very Little	2	3	4	Very Much
1	Contribution to others						
2	Congruent Behaviour						
3	Letting go of attachments						
4	Comfort with ambiguity						
5	Communication skills						
6	Comfortable with oneself (self confident)						
7	Sense of Commitment						
8	Free of need to be right						
9	Selling skills						
10	Technical skills						
11	Ability to minimise judgement						
12	Acceptance of oneself and others						
13	Sensitivity to others						
14	The ability to deal with own fears						
15	The ability to achieve own objectives						
16	Managerial skills						
17	Interpersonal skills						
18	Openness to change						
19	Work Performance						
20	Negotiation skills						
21	Personal responsibility to all that occur to me						
22	Listening skills						
23	Free of need to control						
24	Awareness to owns feelings and thoughts						
25	Ability to work in a team as well as independently						
26	Understanding one's choice						
27	Optimism, even in the face of failure						
28	Ability to have fun and laugh at oneself						
29	Customer Services						
30	Develop positive outlook on life						
31	Decision making process						
32	IT skills						

6. Would you agree that **Personal Growth** supports the individual in improving/increasing:

No		N/A	Very Little	2	3	4	Very Much
1	Contribution to others						
2	Congruent Behaviour						
3	Letting go of attachments						
4	Comfort with ambiguity						
5	Communication skills						
6	Comfortable with oneself (self confident)						
7	Sense of Commitment						
8	Free of need to be right						
9	Selling skills						
10	Technical skills						
11	Ability to minimise judgement						
12	Acceptance of oneself and others						
13	Sensitivity to others						
14	The ability to deal with own fears						
15	The ability to achieve own objectives						
16	Managerial skills						
17	Interpersonal skills						
18	Openness to change						
19	Work Performance						
20	Negotiation skills						
21	Personal responsibility to all that occur to me						
22	Listening skills						
23	Free of need to control						
24	Awareness to own's feelings and thoughts						
25	Ability to work in a team as well as independently						
26	Understanding one's choice						
27	Optimism, even in the face of failure						
28	Ability to have fun and laugh at oneself						
29	Customer Services						
30	Develop positive outlook on life						
31	Decision making process						
32	IT skills						

[Where stating specific skills i.e. selling skills, please relate to it as if personal development is related to the specific skill mentioned. For example: question 5 item number 9 – relates to the affect of personal development that is targeted to development or acquisition of selling skills, and as such do you think that it improve the individuals ability to sell. The same thing applies in question 6 item 9 – do you thing that personal growth, as described in the context of this research, although does not focus on selling skills, will improve the individual's selling skills.]

Part C:

1. What are your goals and objectives in the training you deliver?

2. What criteria do you use to describe the outcome in a personal growth and development process?

3. How would you identify that transformation has occurred?
 1. Change in behaviour and a way of 'being'
 2. Use of language, linguistic form structure and wording.
 3. Level of freedom and fun present
 4. Relating to others
 5. Gut feeling
 6. Actual Performance
 7. Body position
 8. Use of Questionnaires
 9. Feedback - the information participant's share during the course

4. How long have you been given training?
 - (a) 2
 - (b) 2-5
 - (c) 5-7
 - (d) 7-10
 - (e) Over 10 years

APPENDIX 5 – Managers Questionnaire

THE UNIVERSITY OF HULL DEPARTMENT OF PSYCHOLOGY COUNSELLOR TRAINING UNIT

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COURSE DIRECTOR • D I WILLIAMS BSc PhD CPshchol FBPsS



Personal Development Questionnaire

This is part of a Ph.D. research in the area of Personal Development, conducted by Roni Lami, within the department of Industrial Psychology, University of Hull, UK.

The usage of the term "Personal Development" in our society is wide and not clearly understood. One of the aims of this research is to help the quest to this concept. Also, to show the effectiveness of personal development process and its possible usage in both, business and life. Please give careful thoughts and consideration while answering the questions.

This is a confidential questionnaire. There would be no way to identify an individual in both the analysis or ultimate presentation of results.

There are 4 parts to this questionnaire that include both open ended and closed questions. In formulating Part A questions 13, 14 and 15 the word "insight" refers to "a realisation or understanding of something", as defined in Oxford Dictionary by Kernerman Publishing. Some examples of insights we have come across in our research to date: "One's realisation that one's mind naturally tends to be judgmental" or "There is no such thing as failure".

There is no right or wrong answer. We are interested in your own personal view and understanding of the subject.

The questionnaire is structured with both 'opened' and 'closed' questions. You may want to answer it in one of the following ways:

- Email users - by simply Bolding or Underlining the selected option of the 'closed' questions; and typing in your answer for the 'opened' ones. You may then return it via the email address:
 1. RonitLami@aol.com
- Fax/Mail users – by writing your answers on the questionnaire. You may then return it to in one of the two following ways:
 3. Via fax on +44+181+905 5569
 4. Via mail: R. Lami, 62 The Vale, London, NW11 8SJ

I would like to thank you again for taking part in this research.

Part A:

5. Are you familiar with the term personal development?

- (e) Yes
- (f) No

6. Are you familiar with the term personal growth?

- (a) Yes
- (d) No

3. What is personal development, and how would you describe it?

7. What is personal growth, and how would you describe it?

8. How do you think can personal development be achieved?

9. How do you think can personal growth be achieved?

In order to answer the following questions the understanding of the following definition is required:

In this particular context **Personal Development** process relates to a change based on acquisition and development of skills proper. E.g. learning how to use a computer; Whereas **Personal Growth** relates to individual's inner change: this could be a change in our ability to access listening in a chosen moment, to be present in the here and now, etc., which can manifest itself in our personal qualities *i.e. our way of 'being' in the world*. For example a better ability to relate to others, a better self-confidence, etc. As such **by observing someone's being in the world**:

12. Can you sense if the person has achieved a level of development?

- (e) Yes
- (f) No

13. Can you sense if the person has achieved a level of growth?

- (e) Yes
- (f) No

12. What are the perceived benefits, if any, in achieving a level of growth?

16. Do you think that there are 'key insights' that are gained in the process/experience of growth?

(Please refer to the introductory page for the meaning of the word 'insight' in the context of this research)

(c) Yes

(b) No

17. If yes, can you name and describe as many insights as you can (Min. 5)?

18. Do you believe that those 'key insights' are universal?

(b) Yes

(b) No

Part B:

In this part we refer to training programs outside our formal education system.

2. Have you ever taken any kind of training (not including formal education)?

(d) Yes

(b) No

4. In how many training programs have you participated?

(e) 1-5

(f) 5-10

(g) More than 10

5. What type of training was it:

(a) Professional development (e.g. selling skills, IT, Negotiation, Managerial, etc.)

(b) Personal skills (e.g. teambuilding, communication, interpersonal, listening, etc.)

(c) Personal growth and development (Landmark, Life Training, T. Robbins, Silva, Meditation, etc)

(h) Other

In order to answer the following questions the understanding of the following definition is required:

In this particular context **Personal Development** process relates to a change based on acquisition and development of skills proper. E.g. learning how to use a computer; Whereas **Personal Growth** relates to individual's inner change: this could be a change in our ability to access listening in a chosen moment, to be present in the here and now, etc., which can manifest itself in our personal qualities *i.e. our way of 'being' in the world*. For example a better ability to relate to others, self-confidence, etc

5. Would you agree that **Personal Development** supports the individual in improving/increasing:

No		N/A	Very Little	2	3	4	Very Much
1	Contribution to others						
2	Congruent Behaviour						
3	Letting go of attachments						
4	Comfort with ambiguity						
5	Communication skills						
6	Comfortable with oneself (self confident)						
7	Sense of Commitment						
8	Free of need to be right						
9	Selling skills						
10	Technical skills						
11	Ability to minimise judgement						
12	Acceptance of oneself and others						
13	Sensitivity to others						
14	The ability to deal with own fears						
15	The ability to achieve own objectives						
16	Managerial skills						
17	Interpersonal skills						
18	Openness to change						
19	Work Performance						
20	Negotiation skills						
21	Personal responsibility to all that occur to me						
22	Listening skills						
23	Free of need to control						
24	Awareness to owns feelings and thoughts						
25	Ability to work in a team as well as independently						
26	Understanding one's choice						
27	Optimism, even in the face of failure						
28	Ability to have fun and laugh at oneself						
29	Customer Services						
30	Develop positive outlook on life						
31	Decision making process						
32	IT skills						

7. Would you agree that **Personal Growth** supports the individual in improving/increasing:

No		N/A	Very Little	2	3	4	Very Much
1	Contribution to others						
2	Congruent Behaviour						
3	Letting go of attachments						
4	Comfort with ambiguity						
5	Communication skills						
6	Comfortable with oneself (self confident)						
7	Sense of Commitment						
8	Free of need to be right						
9	Selling skills						
10	Technical skills						
11	Ability to minimise judgement						
12	Acceptance of oneself and others						
13	Sensitivity to others						
14	The ability to deal with own fears						
15	The ability to achieve own objectives						
16	Managerial skills						
17	Interpersonal skills						
18	Openness to change						
19	Work Performance						
20	Negotiation skills						
21	Personal responsibility to all that occur to me						
22	Listening skills						
23	Free of need to control						
24	Awareness to owns feelings and thoughts						
25	Ability to work in a team as well as independently						
26	Understanding one's choice						
27	Optimism, even in the face of failure						
28	Ability to have fun and laugh at oneself						
29	Customer Services						
30	Develop positive outlook on life						
31	Decision making process						
32	IT skills						

[Where stating specific skills i.e. selling skills, please relate to it as if personal development is related to the specific skill mentioned. For example: question 5 item number 9 – relates to the affect of personal development that is targeted to development or acquisition of selling skills, and as such do you think that it improve the individuals ability to sell. The same thing applies in question 6 item 9 – do you thing that personal growth, as described in the context of this research, although does not focus on selling skills, will improve the individual's selling skills.]

Applicable only to participants who are involved in selection processes and procedure.

Part C:

1. Imagine you are in an interview situation and all the applicants have meet the FORMAL requirements for the job. What else would you be looking for in an employee?

2. How would you know he/she has it?

3. Do you use any method of selection?

- (a) Yes
- (b) No

4. If Yes, which one of the following (please circle as many as you use):

- a. Structured Interviews
- b. Open interviews
- c. Ability tests
- d. Personality tests
- e. Assessment centre
- g. Other

If No, why?

5. Do you base your decision in regards to selecting an employee?

- a. Solely on objective measures
- b. Solely on gut feeling
- c. Mostly on gut feeling and partly on objective measures
- d. Mostly on objective measures and partly on Gut feeling
- e. Equally on both
- f. Other

APPENDIX 6 – Trainees Questionnaire

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COURSE DIRECTOR • D I WILLIAMS BSc PhD CPshchol FBPsS



Personal Development Questionnaire

Thank you very much for taking part in this research.

This is part of a Ph.D. research in the area of Personal Development, conducted by Ronit Lami, within the department of Industrial Psychology, University of Hull, UK.

The usage of the term "Personal Development" and the widespread of different personal growth and development programs in our society is increasing. However the concept itself is not clearly understood and so are the perceived benefits and aims of personal development training. One of the research objectives is to help the quest to this concept and identify the perceived benefits and/or pitfalls.

This is a confidential interview questionnaire. There would be no way to identify an individual in both the analysis or ultimate presentation of results.

This interview questionnaire includes open-ended questions. There is no right or wrong answer. We are interested in **your own personal view and understanding** of the subject.

I would like to thank you again for taking part in this research,

Ms Roni Lami.

Part A

You have participated in different personal development training. I.e. programs that their focus is not solely focus on skills' acquisitions.

1. Are there any benefits in undergoing personal development programs? If yes, what are they?

2. Are there any pitfalls in undergoing personal development programs? If yes, what are they?

Part B:

6. Age _____
7. Gender (please circle) F / M
8. Qualifications (please circle):
 - (f) GCSE or GCE, A level
 - (g) First degree
 - (h) Second degree
 - (i) Professional qualifications
 - (j) Other _____
9. Role _____
10. Number of years in this role: _____

APPENDIX 7 – Thank You Letter 1

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COURSE DIRECTOR • D I WILLIAMS BSc PhD CPshchol FBPsS



Date:

Dear,

Thank you very much for being one of the contributors to this research.

I can only imagine how full your schedule must be and I am ever so grateful for finding the time to give me your help and support.

My very best wishes,

Miss Ronit Lami
62 The vale
London NW11
Tel:
Fax:
Email:

APPENDIX 8 – Thank you Letter 2

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COURSE DIRECTOR • D I WILLIAMS BSc PhD CPshchol FBPSS



Date:

Dear,

Thank you very much for being one of the contributors to this research and for allowing me to be a research participant in your training course.

I can only imagine how full your schedule must be and I am ever so grateful for finding the time to give me your help and support.

My very best wishes,

Miss Ronit Lami
62 The vale
London NW11
Tel:
Fax:
Email:

