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Examining the impact of the cultivation of presence on autonomy

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EXAMINING THE IMPACT OF THE CULTIVATION OF PRESENCE ON

AUTONOMY

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by

Hai Wright

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IN ORGANIZATION DEVELOPMENT

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Abstract

Paradoxes, such as the co-existence of stability and continual change, are characteristic of a complex organization. The ability to adapt to change is a vital trait that leaders must acquire to embrace and integrate organizational paradoxes. The autonomous person is one who is best able to adapt to change. The cultivation of presence (CP) is an approach to developing autonomy that holds great promise in facilitating change. The central purpose of this research was to determine if CP was positively related to the fulfillment of the basic psychological need for autonomy.

The study involved 14 alumni from graduate degree programs that taught CP skills within the context of a personal development group (lab or practicum). Participants were surveyed to determine whether changes in their level of awareness corresponded with changes in their level of autonomy. Six participants also were interviewed to determine if their ability to use CP skills positively related to their development of enhanced awareness, an indispensible characteristic of autonomy.

This research provided some evidence to support the belief that an individual's level of autonomy is the result of changes in the level of awareness. Furthermore, this study provided some substantiation that CP is a viable means of enhancing awareness. This finding, along with literature, suggested that awareness contributes to autonomy and offers some support for the hypothesis that CP is positively related to the fulfillment of the basis psychological need for autonomy.

Autonomy can be viewed as a vital characteristic of leadership. The CP approach to developing autonomy can be useful to organization development practitioners in equipping leaders for change. CP can be used in training efforts (e.g., workshops, coaching) as a basis for creating a learning experience that facilitates the development of autonomy, thus, enabling leaders to embrace change and integrate paradoxes in complex environments.

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Chapter 1

Introduction

In a world of rapidly changing economic, political, and technological environments, organizations find it difficult to sustain competitive advantage (Lawler & Worley, 2006). A firm that strings together a series of temporary competitive advantages will consistently outperform their rivals (Galbraith, 2002). This strategic approach reflects a built-to-change organization, as described by Lawler and Worley (2006).

To create a built-to-change organization, key work setting components need to be designed in a manner that promotes change, while the components themselves remain readily changeable (Lawler & Worley, 2006). In numerous cases, an organization that was highly proficient at changing itself began the process by advocating changes in senior leaders (Collins & Porras, 1997).

Top leaders cannot expect others to change until they are able to incorporate change in themselves. Therefore, it is essential that leaders cultivate the capacity to change as they implement change in the organizations they manage. Yet, there are leaders who do not possess the ability to change themselves. The emphasis of most leaders is managing others and the development of self-awareness skills is hardly a consideration (Lawler & Worley, 2006)

Fortunately, there are numerous approaches that can be implemented within an organizational setting that facilitate the desired level of self-awareness that leads to significant change. Although organization development interventions such as coaching and process consultation have answered the call for viable

options to develop enhanced individual awareness, the methodology used

continually needs to be reassessed and revised. Because these interventions

find their origins in behavioral science and the field of behavioral sciences is

continually evolving, the methodology of interventions also needs to evolve.

Certain schools of thought have arisen to meet the needs of modern society.

These perspectives may have something to offer organization development

practitioners in terms of developing the awareness critical for facilitating

organization change (Schneider, 1999). Certain graduate counseling schools

provide such a perspective. Of particular interest are those schools that

emphasize the cultivation of presence (CP) as the foundation for change. Some

schools of thought maintain that the use of presence has a more effective and

long-term impact on personal change than other schools of thought, such as

those emphasizing cognitive behavioral approaches (Webb, 2003).

CP

The concept of CP is rooted in existential, humanistic psychotherapeutic

theory and is one of many approaches utilized to enhance awareness and

promote change. Presence is a term used to imply a person's ability to focus on

the here-and-now with the intention of illuminating and developing sensitivity to

one's constructs of self and the world (Krug, 2009). The phrase here-and-now

refers to what is present in the immediate place, in the immediate moment (Krug,

2009; Yalom, 2002). Self and world constructs are terms that refer to how the

individual implicitly understands and exhibits through behaviors and attitudes his

or her own being in relationship to the world (Krug, 2009). The notion that

presence can be cultivated suggests there are methodologies and skills that can be applied to enhance an awareness of these constructs.

Research Purpose

This study explored CP. The central purpose of this research was to determine if CP is positively related to the fulfillment of the basic psychological need for autonomy.

This study attempted to answer the following questions:

1. Does the level of autonomy change over time with the enhancement of awareness?

2. Is there a relationship between CP and the basic psychological need for autonomy?

It is clear that the behavioral sciences have had significant impact on how organizations effectively incorporate change to maintain competitive advantage. Some change efforts are routinely directed toward providing top leaders with the skills to change themselves (Collins & Porras, 1997). Practitioners of change interventions can learn from and apply new skills derived from institutions that are on the cutting edge of research in applied sciences.

Importance of Research

The dominant organizational paradigm is based on a philosophy that remains committed to a need for control and prediction. This paradigm reflects our need for safety and our fear of the unknown. Contrary to this view, an emerging paradigm based on complexity theory states that the very control we seek may prevent creativity and innovation (Keene, 2000).

A characteristic of autonomy is the ability to release control and welcome the unknown. Autonomy is characterized as internally driven choices (e.g., Pfander, 1967; Ricoeur, 1966). The greater one accepts and embraces all aspects of one's internal self, even that which is unknown and feared, the more choices are available to that person. To be comfortable with the unknown or that which is feared is a key characteristic of autonomy, and is an essential trait for leaders who wish to encourage creativity and innovation in a complex system. In order to develop autonomy, individuals must change the way they see the world and themselves.

As a relatively new approach in change intervention, limited research has been completed on CP. By examining the nature of CP and its potential impact on the basic psychological needs for autonomy, this study extends existing literature on CP and supports additional research. This study hoped to further CP both as a theoretical modality and as an alternative approach to helping leaders develop the tools to change themselves, particularly in the area of autonomy.

CP is relatively new, but interest in the potential it holds to address the needs of individual change is continuing to increase (Webb, 2003). If, in fact, CP does facilitate the fulfillment of the human basic psychological need for autonomy over time, it could lead to changes in methodologies to equip top leaders to change themselves and cultivate change in those that they lead.

Research Setting

Alumni from graduate schools based in the United States were the subjects of this research. The students were members of a master's of arts program in counseling that consisted of at least one two-semester personal

development group such as human interactive lab or practicum of 8 to 10 people. These groups met at least weekly for approximately 3 months per semester.

This type of counseling training program recognized the importance of self-awareness as key to change intervention in a psychotherapeutic setting. The objective of these groups was to enhance students' awareness of their internal construct in relation to their interactions with other students. The group provided an environment where students could experiment with new styles of relating as well as utilize here-and-now self-awareness, a tool to explore the inner constructs of another person. Additional information about the methodologies and skills that were the hallmarks of these groups is discussed in chapter 2.

Study Outline

The purpose of this introduction was to establish the necessity for exploring the concept of CP, to review the purpose of this study, and to convey its significance. Contents of the remaining chapters are described below.

Chapter 2 is a literature review that provided an overview of the basic psychological need for autonomy, followed by a review of skills that contribute to enhanced awareness and attention. It then presents a synopsis of CP.

The next chapter describes the methods and supports the purpose of this study by summarizing the research design, sample methodology, sample, demographics, and data analysis procedures.

Chapter 4 presents results of the study and summarizes the quantitative and qualitative findings. Survey and interview results are provided.

The final chapter offers a conclusion to the study, including a summary of findings, followed by an assessment of the limitations of the study. It then

presented recommendations for further research. Finally, it looked at implications

for organization development practitioners.

Chapter 2

Literature Review

The central purpose of this research was to determine if CP is positively related to the fulfillment of the basic psychological need for autonomy. This chapter summarizes existing literature on CP and the basic psychological need for autonomy. This chapter also reviews literature on the enhancement of awareness and attention to establish the framework for exploring the potential correlation between CP and autonomy. This chapter supports the research questions: Does the level of autonomy change over time with the enhancement of awareness? Is there a relationship between CP and the basic psychological need for autonomy?

This chapter provides an overview of the basic psychological need for autonomy, followed by a review of skills that contribute to enhanced awareness and attention. It then presents a synopsis of how enhanced awareness and attention facilitates the basic psychological need for autonomy. Finally, it looks at CP and its potential relationship with the fulfillment of the basic psychological need for autonomy.

Autonomy: A Basic Psychological Need

Much is written on human psychological needs. One of the first serious discussions and analyses of psychological needs was Maslow's (1943) Hierarchy of Needs. This theory argues that people are motivated to satisfy five basic types of needs and these needs are arranged in a hierarchy. The essential concept is that an individual focuses on meeting higher-level needs only once lower-level needs are largely or entirely met. The five levels are: (a) physiological needs,

such as the need to breathe, drink water, eat, and regulate homeostasis; (b) safety needs, which include safety from violence or aggression, employment security, resource security, and health; (c) belonging needs, such as friendship, sexual intimacy, and a supportive family; (d) esteem needs, including the need for self-respect and confidence; and (e) self-actualization, characterized by creativity, interests in solving problems, and judging without prejudice. The four lower levels are grouped together and are associated with *deficiency needs*, meaning these needs arise due to deprivation. The highest hierarchical level is labeled *growth needs* and is associated with psychological needs.

Deci and Ryan (1985) published a more recent study of psychological needs, which they termed the Self-Determination Theory. This takes a different view of what needs could occupy the deficiency domain and what is relegated to the growth domain. For instance, Maslow associated belonging and self-esteem needs with deficiency, whereas Deci and Ryan viewed these as psychological (growth) needs (Deci & Ryan, 1985; Ryan & Deci, 2000). In other words, Ryan and Deci (1985) took a more expansive view of psychological needs than Maslow (1943).

The Self-Determination Theory is a conceptualization of self-regulation in which one's choice of behaviors matches one's needs, interests, and principles. Self-Determination Theory sees basic psychological needs as an essential foundation for personal growth and well being (Deci & Ryan, 1985; Ryan & Deci, 2000). Self-Determination Theory specifies three innate psychological needs: the needs for competence, relatedness, and autonomy. Ryan, Sheldon, Kasser, and Deci (1996) suggested that the need for competence refers to an impression of

effectiveness in one's actions and a striving to prevail over challenging undertakings. The need for relatedness occurs when one senses a belonging to, connected to, or being understood by others in one's social environment. Autonomy is a third component in the set and entails a sense of choice and volition that is internally motivated.

In their study of basic psychological needs, Minnaert, Boekaekts, and De Brabander (2007) showed that "patterns of correlations between autonomy, competence, and social relatedness indicated that autonomy is associated with both competence and social relatedness" (p. 585). Based on these findings, autonomy appears to be interrelated and influential in the maintenance of both competence and relatedness. However, a more comprehensive assessment of the meaning of autonomy is needed.

The literal meaning of autonomy is *self-governing*. This implies that one's choices are regulated by the self. The opposite is *heteronomy*, which refers to behaviors that are regulated by forces outside oneself. Central to the concept of autonomy is the idea of reflective endorsement of choices (e.g., Pfander, 1967; Ricoeur, 1966). To illustrate, in the workplace, a person could choose to adhere to a mandated change in her job description for fear that if she did not do so, she would lose her job. This behavior is in accord with external influences in which case, her act would be heteronymous (i.e., externally controlled). However, she also could autonomously choose to make some drastic changes to her job to be of service to her fellow workers and for the purpose of enhancing customer value. This choice is not controlled by outside forces, but rather it is an act inspired by an internalized set of values or sense of self worth or dignity.

This idea of reflective endorsement of choices is central to the understanding of each of Deci and Ryan's (1985) basic psychological needs of competence, relatedness, and autonomy. An enhanced degree of awareness is essential for the maintenance of this reflective disposition and hence the fulfillment of basic psychological needs.

Enhanced Awareness and Attention

Awareness and attention are components of consciousness (Westen, 1999). One can be conscious of intentions, cognition, and emotions as well as perceptual and sensory stimuli. *Awareness* is concerned with a continual observation of internal and external environment. A person can be aware of stimuli without it being the focus of attention. *Attention* is a term associated with the process of focusing a spotlight on conscious awareness, resulting in an amplified sensitivity to a limited range of experience. Awareness and attention are interconnected and are a constant aspect of normal functioning. However, these qualities can significantly vary—from heightened states of lucidity and sensitivity to low levels, as in habitual, automatic, senseless, or blunted thinking or behavior (Wallace, 1999).

Bugental (1981) depicted this heightened sense of attention and awareness as having aspects of "meaning, feeling, and action potential" (p. 221). He referred to this concept as *feelingful awareness*. However one refers to it, what is essential is that one acknowledges that there is an enhanced mode of attention and awareness that is set apart and distinct from that which exists during normal functioning. For the purpose of this paper, this premise will be

referred to by using the term, *enhanced awareness and attention.* Awareness and attention are two distinct states but interrelated.

Role in Autonomy

Enhanced awareness and attention is a critical component in the development of self-regulated activity (Deci & Ryan, 1985) which is associated with autonomy (e.g., Pfander, 1967; Ricoeur, 1966). Therefore, enhanced awareness and attention is a critical element in the process of fulfilling the basic psychological needs for autonomy (Hodgins & Knee, 2002). This means that awareness facilitates the opportunity for attending to prompts that arise from the internal basic need for autonomy that makes one more likely to regulate behavior in a manner that fulfills this need (Brown & Ryan, 2003).

There are numerous theoretical approaches to generating enhanced awareness and attention, including psychoanalytic, humanistic, cognitive, and mindfulness. Much discussion about enhanced awareness and attention has arisen within many schools of personality and psychotherapy. Numerous theories explain the role of enhanced awareness and attention in optimizing self-regulation and well-being (Brazier, 1995; Martin, 1997). For example, free association (from the psychoanalytic tradition) embodies an open awareness wherein attention floats evenly over the psychological domain (Freud, 1912/1963). From a humanistic perspective, awareness is instrumental in identifying conflicts, needs, and existential anxieties (Bugental, 1981). Within the cognitive tradition, attention is vital to gathering accurate data on behavior or experience as an initial step to creating health-enhancing choices (Safran & Segal, 1990).

Mindfulness and Autonomy

Mindfulness is another perspective that theorizes the significance of enhanced awareness and attention. Mindfulness is a state of full awareness and attention in the present moment as well as a practice that cultivates this awareness and attention (Brown & Ryan 2003). Mindfulness finds its origins in the Buddhist religion. A number of skills or techniques can be involved in the practice of mindfulness. For instance, mindfulness combined with a meditation practice can involve a sitting exercise where one maintains a certain posture and is attentive to what transpires in the present moment without judgment. Concentrating on one's breathing aids in the effort to bring one's attention to the present moment. Another exercise may involve concentrating on an object in one's mind, for instance a mountain. In the mind's eye one is to follow the outline of the mountain—the rise and fall and the snow, if there is any. One is to imagine anything that might be related to the mountain. The purpose of such exercises is to help one become still, centered, rooted, and present (Kabat-Zinn, 1994).

A recent study by Brown and Ryan (2003) set out to determine the empirical links between mindfulness and the fulfillment of the basic psychological need for autonomy. Ninety male and female undergraduates, ranging in age from 18 to 26 years participated in the study in exchange for extra credit in psychology courses. The Implicit Association Test (Greenwald, McGhee, & Schwartz, 1998) was used to evaluate automatic associations involving self and affective states. Both the self-report measures and the computerized Implicit Association Test were completed by participants in a single session.

The study results suggested that those who are more mindful than others may be more in tune with their emotions and have a higher degree of awareness of their internal states of being (Brown & Ryan, 2003). These findings are in accordance with various theories of mindfulness that state enhanced awareness facilities the surfacing of previously inaccessible psychological and emotional components of one's inner reality (Wilber, 2000).

Brown and Ryan (2003) continued their study of mindfulness as a predictor of day-to-day self-regulation and well-being using two samples. Sample 1 consisted of 83 participants from the Rochester, New York, area. Participants were: (a) at least 18 years old, (b) working at least 30 hours per week in the daytime, (c) primary spenders of their household's money, and (d) spending money at least three times per week. Sample 2 consisted of 92 students from an introductory psychology course at a university in the northeastern United States.

Participants in both samples two psychological measures: a mindful attention awareness scale and an adaption of the Perceived Locus of Causality scale (Ryan & Connell, 1989) to measure the autonomous nature of an activity. Participants also completed experience-sampling recordings, which involved recording predictions of their day-to-day autonomy (Brown & Ryan, 2003).

The study results found that increased mindfulness was associated with (a) more autonomous activity in day-to-day life and (b) behavior that aligned with their principles and interests. Additionally, those who had momentary experiences of mindfulness also had a positive effect regardless of their disposition (Brown & Ryan, 2003).

In like manner, the present study examined CP, as a means of increasing attention and awareness, as an alternative approach to fulfilling one's need for autonomy. The next section reviews CP in detail.

CP

CP is a relatively new approach to enhancing awareness and attention. Several key components are associated with CP. One component is the use of the here-and-now in generating awareness and attention (Krug, 2009). A second component is that CP enhances one's sensitivity to life (Schneider, Galvin, & Serlin, 2009). Another is the attitude that suggests that the ultimate heart behind CP is the mutual enjoyment of the beauty of being (Allender, 2003). The final lens of CP is that of personal change (Webb, 2003), which includes fulfillment of the basic psychological need for autonomy (self-regulated choices).

Here-and-Now

A focus on the here-and-now is the ability to center one's attention primarily only on that which exists in a person's immediate location (here) and primarily on that which exists in the person's present moment (now). The here-and-now approach to generating awareness and attention has a high degree of potency in eliciting accurate data (Yalom, 1995). This view suggests "that each person is related to other, and to the physical world, but also that each person's past is present in the here-and-now" (Krug, 2009, p. 331).

A person's being (a construct of self) in large part is molded by past experiences. It is impossible to rewind one's life to view these past moments. Even as a person recites what they remember of his or her past, these data can oftentimes be counterproductive. Over time, much of the vital information is lost

or distorted (Webb, 2003). However, by using the here-and-now, one is able to gain a more accurate picture of a person's past, particularly as it relates to how it has served to mold one's current construct of being. This is done by observing how one's past is manifesting itself in the present moment (Krug, 2009).

In other words, *how* people disclose information about their past is as equally important to *what* they say about their past. For instance, consider the following vignette. Sally, the pseudonym for a client, is speaking to a consultant about her boss. Sally's descriptions reflect only a favorable and ideal working relationship between her and her boss. However, how she is presenting herself in the present moment as she is relaying this information to the consultant reflects a different story. For instance, Sally fidgets with her hand—but only when speaking about her boss. At one point, she pauses for an extended period of time and looks away as she shares that her boss suggested a major change in the organization and Sally indicated it was an excellent idea.

The consultant's here-and-now observation of Sally suggests that Sally's relationship with her boss may not be as rosy as she is disclosing. That is, they way she presents herself in the present moment offers a fuller picture than the verbal content of what she is sharing. The consultant can bring this to her awareness and attention and explore it with her, as this may be useful in helping Sally experience more fully a reality that she may unconsciously want to hide or suppress.

Any realizations Sally, in turn, has may aid her in being more authentic with her boss. In this case, through discussion, Sally realizes that she generally thinks she has to agree with all the ideas and opinions of those in authority. As

she discovers that such a behavior is not representative of how she really wants to exist in the world, she may find herself confronting her boss when she they disagree, and then offer her own opinion. This authentic manifestation in relation with her boss would allow for a co-creation of ideas that would be a great deal more beneficial to the organization than input that is only one-sided (Watkins & Mohr, 2001).

These insights can be acquired through additional ways of approaching the here-and-now. This other way focuses on the present relational dynamic that transpires between the individual disclosing one's past and the listener. Within a psychotherapeutic framework, the here-and-now, according to Yalom (2002), refers to "The immediate events of the therapeutic hour, to what is happening here (in this office, in this relationship, in the *in-betweeness*, the space between me and you) and now, in this immediate hour" (p. 46). The rationale for using the here-and-now in this fashion rests on the assumption that the relational dynamic between the therapist and the client represents a social microcosm of the client's larger social milieu.

Take the previous example again. After Sally discloses to the consultant the information about the positive work relationship between her and her boss, the consultant may voice his interpretation that things might not be as perfect as Sally suggests, as indicated by her fidgeting with her hands, which did not occur at any other moments (e.g., when speaking about her coworkers). The consultant also may voice his observation that Sally paused for an extended period of time and looked away after describing her boss's suggestion of a significant change in the organization and her compliance with his recommendation. This approach

differs from the earlier approach in that here, the consultant voices his own interpretations rather than just sharing the observations and asking Sally to interpret them.

In this case, Sally immediately agrees with the consultant's interpretation even before he has time to finish sharing it. What also is curious is that Sally continues to fidget with her hands as the consultant shares his interpretation. Attending to what just transpired in the "in-betweeness" for Sally and the consultant (Yalom, 2002, p. 46), the consultant senses that Sally felt a great deal of anxiety during the consultant's interpretations (evidenced by her fidgeting with her hands) and that she was too eager to agree with the consultant's interpretations. The consultant brings this dynamic to her attention by making the following interpersonal commentary:

> It seemed like you were quick to agree with me and felt some anxiety as I made that interpretation. I sensed the same kind of tenseness while you were talking favorably about your boss and how you agreed with his ideas for change in the organization. I'm wondering what this is about?

By focusing on the here-and-now relationship with the client while she was talking about her boss, the consultant was able to elicit more data about the client's internal constructs. The same sort of feelings and behavior that the client displayed with her boss (the need to prematurely agree with all and any suggestions made) was re-enacted with the consultant when she immediately agreed with his interpretations. Focusing on the re-enactment taking place in the immediate relationship between the consultant and the client—a far more visceral experience than focusing on past interactions (Barsness, 2007)—enabled them to discover ways she constructs her internal reality. Through this

co-constructed analysis of their here-and-now interaction, Sally became acutely aware that she tends to see herself as very small when confronted by authority figures. As a result, she does not deem her feelings and opinions as legitimate or worthy of disclosure.

The here-and-now is one characteristic of CP. An emphasis on developing a greater sensitivity to life is another. This is discussed in the next section.

Sensitivity to Life

The CP approach to enhancing awareness and attention views the helping relationship differently than other modalities. From the CP perspective, helping another person solve their problems is not the primary objective. James Bugental, renown existential psychotherapist, stated that "Life is not a problem to be solved but a mystery to be lived" (as cited in Bradford & Sterling, 2009, p. 316). Helping another is not about *resolving* problems but rather about new ways of *approaching* problems. It is to approach problems in a way that enlarges a person's sensitivity to life (Schneider et al., 2009). Increasing sensitivity is the goal. A significant aspect of what it means to be increasingly sensitive to life is a heightened awareness of one's internal state of being. According to the paradox principle, the human psyche is comprised of a dynamic polarity of consciousness. This polarity encompasses both constrictive and expansive potentialities. Constrictive potentialities refers to the experiential state of smallness, which engenders a sense of escaping, diminishing, shrinking, emptying, and falling. Expansive potentialities signify the experience of greatness, which engenders the sense of engaging, enlarging, enhancing, and filling (Schneider & May, 1995).

Every moment and outcome of our decisions are associated with either a constrictive or expansive state of experience and, oftentimes, elements of both. People are not particularly sensitive to these states (Schneider et al., 2009) and, much of the time, one is not conscious of this state at all (Schneider, 1999). In the example of Sally, her act of prematurely agreeing with things that an authority figure says is an act of constriction: She is diminishing and making herself small.

Cultivating her sensitivity to life is not about helping her make more expansive choices (e.g., helping her speak out more when interacting with authority figures); rather, it is magnifying her experience of actual moments of constriction. The consultant would focus on helping her see and experience more fully how her premature decision to agree with the opinions of authority figures results in an internal diminishing and emptying. An increased sensitivity to this reality may, for instance, manifest itself in her feeling of sadness for herself and anger toward the source of this propensity.

Human beings tend to desensitize themselves both from the experience of constrictive and expansive states (Schneider et al., 2009). They may desensitize themselves to expansive states because these often are connected to pain as well. For example, someone may not fully enjoy one's successes at work because success was associated in childhood (and every time thereafter) with disappointment when one's parents neglected to celebrate the victories. Consequently, in lieu of celebration, the person immediately goes on to the next task.

Whereas some people may tend to label expansive states as good and constrictive states as bad, CP's goal is to not bestow any kind of judgment on

either state. Rather, the goal of CP is to re-sensitize a person to both states in order to experience life (and self) more fully. Although the re-sensitizing process generally results in greater suffering, it also offers one an enhanced experience of joy as well. Bugental (1981) observed, "Joy, in turn, has suffered from the suppression of tragedy" (p. 151). This means that when people lack sensitivity to their constrictive and expansive states, they often live emotionally and viscerally dulled lives and continue to make choices perpetuate this existence (Schneider et al., 2009).

Mutual Enjoyment of Being

Allender (2003) suggested that there is something innately human and, thus, beautiful about this polarity of being. As a person becomes more sensitized to both the constrictive and expansive states of being, the more the beauty of being can be enjoyed by both the individual and the one assisting in the sensitizing. Simply stated, the more the sensitivity, the more the being is revealed, the more the beauty of being can be enjoyed by all involved. The central attitude of CP is the desire to participate in the enjoyment of the realized being of another. Allender went on to propose that if this is the only outcome of CP, then CP has accomplished its goal. However, it is impossible for sensitivity to and enjoyment of being to be enhanced without the resulting sensitivity and joy dramatically impacting behavior and choice. This represents the other side of the coin of personal change.

CP and Autonomy

Autonomy, characterized by internally driven self-regulated behavior, is motivated by experiences of both expansive and constrictive states of being. The

opposite of autonomy is heteronomy, which refers to choices motivated by forces outside of or external to the self (Ryan, Huta, & Deci, 2008). If one does not experience the fullness of the pain inherent in a constrictive decision, one may not be repulsed enough to make alternative choices. In the same respect, if one does not experience the joy inherent in a fuller sensitivity to expansive states, then one may not be compelled enough to make choices that will enlarge the person (Bugental, 1981). In this respect, CP facilitates autonomy by heightening awareness and attention to these expansive and constrictive states of being.

A heightened degree of sensitivity to one's polarity of being and the resulting development of autonomy is the underlying goal of CP. In this regard, it is not the aim of CP to help a person make choices that will lead to a more expansive lifestyle. However, an expansive lifestyle is a natural outflow of a life that is associated with autonomous choices.

Living expansively is a tall order and needs to be sustained from within. This is what is meant by autonomous choice: Choices that are derived from within one's being. One must have an enhanced sensitivity to one's being for these autonomous choices to become naturally flowing in one's life. CP has the potential for enhancing awareness and attention that, over time, generates these degrees of sensitivity to life, to being.

Summary

For leaders to be effective in helping to orchestrate a built-to-change organization, they must incorporate within their psyche the perspective that change is a normal and essential part of life. Status quo and static organizations are based on the desire to quell the fears of an unknown and unpredictable

future. Change is a threat to them because it represents the unknown. Some leaders relieve this fear of the unknown by attempting to ignore it. Maintaining a status quo and static existence is their means of doing just that. To create a built-to-change organization requires a willingness to face the fear of an unknown future by embracing change. A built-to-change organization is one that deals with uncertainty by making reasoned guesses about the future and, where possible, hedging its bets by being able to change when the environment changes (Lawler & Worley, 2006).

A person that is best equipped to lead such change is one whose ability to change is an integral part of their identity and is able to consistently sustain and reinforce this perspective. Thus, the basic psychological need for autonomy is an essential component of a leader (Baldoni, 2001) and is vital for sustaining change. Autonomy is about choices for change that are internally driven. It is this inner source of change that is far more potent and sustainable in the long run than external forces (Webb, 2003). This is why CP has the potential to help individuals embrace change by increasing autonomy. These ideas, which are the culmination of the literature reviewed in this chapter, are presented in Figure 1.

As CP enhances sensitivity to both the expansive and constrictive aspects of being, autonomy—characterized by internally driven choices—is developed and can be a powerful driving force for change. Furthermore, one is much more enabled to face a frightening future when he or she regards it as a journey or adventure. CP is a journey of sensitizing people to their constrictive and expansive states (Bugental, 1981). A built-to-change organization can be viewed as the ideal environment within which to partake in such a journey. By viewing
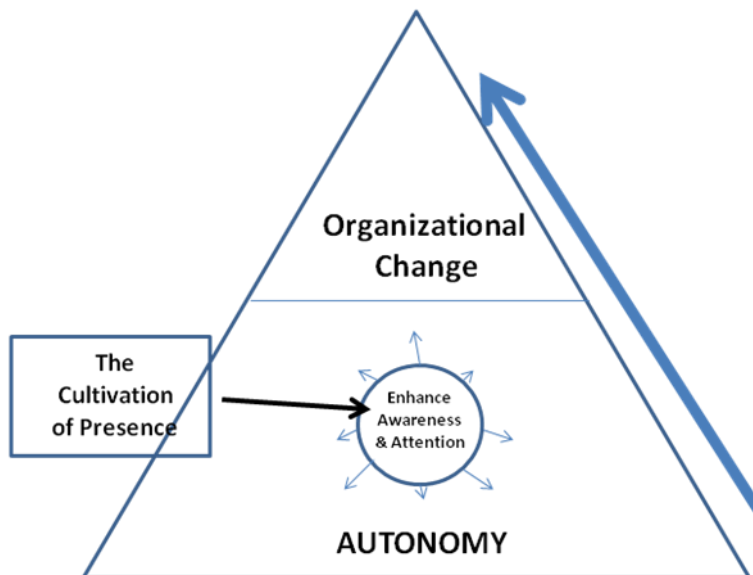
Note. Original figure inspired by *Zen Therapy: Transcending the Sorrows of the Human Mind,* by D. Brazier, 1995, New York: Wiley; "The Benefits of Being Present: Mindfulness and its Role in Psychological Well-Being," by K. Brown, and R. Ryan, 2003, *Journal of Personality and Social Psychology, 84*(4), pp. 822–848; "Mindfulness: A Proposed Common Factor," by J. R. Martin, 1997, *Journal of Psychotherapy Integration, 7,* pp. 291–312; "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being," by R. Ryan and E. Deci, 2000, *American Psychologist, 55*, pp. 68-78.

Figure 1

Relationships among the Cultivation of Presence, Autonomy, and Organizational Change

the built-to-change activities of the organization as an integral part of their

personal journey toward greater self-realization of their innate and beautiful

being, a potent and symbiotic relationship can evolve between people and their

organizations. Both the life of the individual and the organization depends upon

their ability to change (Lawler & Worley, 2006; Schneider et al., 2009). Further,

change efforts in the individual facilitate change in the organization and vice

versa. Both types of change can become exciting journeys. CP is an approach to

generating change that can benefit both the individual and the organization.

In summary, the literature shows that CP, as an approach to fulfilling the basic psychological need for autonomy, holds great promise in facilitating change in organizations. The next chapter reviews the design and methodology used in the present study. Methods of data collection, analysis, and sample selection are discussed.

Chapter 3

Research Methods

This chapter describes the research methodology used in this study. The central purpose of this research was to determine if CP is positively related to the fulfillment of the basic psychological need for autonomy. The overarching research questions addressed were:

1. Does the level of autonomy change over time with the enhancement of awareness?

2. Is there a relationship between CP and the basic psychological need for autonomy?

This chapter supports the purpose of this study by summarizing the research design, sampling, measurement, and data analysis procedures.

Research Design

An exploratory field study was the design for this research. Initial measures of CP, awareness, and autonomy as basic psychological need were gathered. This research also relied on secondary research that included available literature and case studies. The results provided additional insight into critical factors useful in augmenting current change processes, particularly within built-to-change organizations.

This study used both quantitative and qualitative measures. By employing this combined method, it was possible to achieve the benefits of both quantitative and qualitative approaches and curb their limitations. Quantitative surveys allowed for the measurement of relationships between measured variables. The purpose of the quantitative approach was to avoid subjectivity by means of

collecting and exploring information that described the experience being studied. Thus, the conclusions and discussion involved in the process were more objective (Cassell & Symon, 1994).

A qualitative element also was integrated in this study due to its significant advantages. The use of a qualitative data gathering approach was advantageous, as this form of research is more open to changes and refinement of research ideas as the study progresses given the adaptability of the qualitative data gathering instruments. A noteworthy characteristic of the qualitative instruments is that they induced a more realistic feeling of the research setting which could not be acquired through statistical analysis and numerical data utilized through quantitative means. As an added value, the qualitative method allowed for the presentation of the phenomenon being investigated in a more holistic view (Bogdan & Taylor, 1975; Patton, 1980).

Sampling

Participants for this study were drawn from the population of counseling program alumni, although no particular institution was the focus of this study. This population was chosen because the curriculum of counseling degree programs typically focus on CP within the framework of a personal development group (delivered as a lab or practicum). This experience may be provided through a T-group, whose purpose is twofold: (a) to create an environment where conscious learning about group process could take place and (b) to develop awareness of one's relationship development and personal style (Yalom, 1995). Generally in T-groups that are part of a counseling degree program, students are

taught and encouraged to experiment with skills that cultivate therapeutic presence, which they will later apply in a professional counseling setting.

Sixty alumni from counseling schools were chosen as the sample for this research. Participants had to have graduated no more than 10 years earlier. During the program, the student needed to have participated for at least one semester in a T-group type group or a quasi-counseling setting (Yalom, 1995).

Each of the 60 study candidates received an invitation email (see Appendix A) to participate in the survey for this study. Seven of these candidates were randomly selected and invited (see Appendix B) to participate in an interview. Interviews were conducted by telephone or in-person and the data were audio-recorded.

Sample Demographics

Of the 60 candidates invited to complete a survey, 21 started surveys and 14 ultimately completed them. Of the seven participants invited to take part in an interview, six completed one. This yielded a survey sample of 14 and an interview sample of 6. Table 1 provides details on the administration of the surveys and interview, including dates, number of participants, and eligible responses.

The survey sample ($N = 14$) consisted of an even number of males and females, with 50% between the ages of 30 and 39, 29% between the ages of 40 and 49, and 21% between the ages of 50 and 59 (see Table 2). Half the individuals graduated less than 5 years earlier, whereas the other half graduated 5 to 10 years earlier.

Table 1

Sample Sizes

Administration	Participants			
	Number Invited	Started	Number Completed	Eligible Response Rate
Survey (December 2010) • BPNS (Parts I and II) • FMI (Parts I and II) • Demographics	60	21	14	23%
Qualitative Interviews (December 2010)	7	6	6	86%

BPNS = Basic Psychological Needs Scale; FMI = Freiburg Mindfulness Inventory

Table 2

Survey Demographics

Demographics	Number of Participants	Percentage of Sample ($N = 14$)
GENDER		
Male	7	50%
Female	7	50%
AGE GROUP		
30-39	7	50%
40-49	4	29%
50-50	3	21%
HOW LONG THEY HAVE BEEN ALUMNI		
1 year	2	14%
2 years	2	14%
3 years	2	14%
4 years	1	7%
5-10 years	7	50%

Two female and four male survey respondents also were interviewed.

Four interviewees were between the ages of 30 and 39, one was aged 40 to 49

years, and one was aged of 50 to 59 years (see Table 3). Two graduated less

than 5 years earlier and four graduated 5 to 10 years earlier.

Table 3

Interviewee Demographics (Sub-group)

Demographics	Number of Participants	Percentage of Sample ($N = 6$)
GENDER		
Male	4	67.0%
Female	2	33.0%
AGE GROUP		
30-39	4	67.0%
40-49	1	16.5%
50-50	1	16.5%
HOW LONG THEY HAVE BEEN ALUMNI		
Less than 5 years	2	33.0%
More than 5 years	4	67.0%

Ethical Considerations

The research complied with the guidelines for the study of human subjects and was overseen by the Pepperdine Institutional Review Board. Consent to participate in the survey (see Appendix C) and to participate in the interview (see Appendix D) was collected from each participant. The population was not a protected group. No information was asked that could directly identify the participants and no identifiers used that linked participant identities to the data. The study presented minimal risk to the participants and disclosure of the data outside the study would not place the participants at risk of criminal or civil liability or damage to their financial standing, employability, or reputation. No deception was used.

Measurement

This study consisted of three variables. The primary, dependent variable was autonomy viewed as a basic psychological need. The two independent

variables were awareness and CP. These three variables, along with their tests and measures, are shown in Table 4.

Table 4

Measurement Variables and Tests

Variable	Test	Measures
Autonomy	Survey	Basic Psychological Needs Scale
Awareness	Survey	Freiburg Mindfulness Inventory
Cultivation of presence	Interview	Qualitative Interview Guide

The 21-item Basic Psychological Needs Scale (BPNS) was used to measure autonomy, competence, and relatedness. The 21 Items were developed and validated by La Guardia, Ryan, Couchman, and Deci (2000). A seven-point Likert scale was used to rate individual responses to questions about the three components of psychological needs: autonomy, competence, and relatedness. Respondent mean scores for only a single component of basic psychological needs (autonomy) was calculated. Permission to use this scale was granted to the principal researcher via email from the author.

Mindfulness can be characterized as a practice that enhances awareness or as a construct that signifies a state of enhanced awareness. Mindfulness as is reflected in the Freiburg Mindfulness Inventory (FMI) suggests that mindfulness is associated with enhanced awareness. The FMI was utilized in this study to measure degrees of awareness. The 14-item FMI, developed and validated by Walach, Buchheld, Buttenmuller, Kleinknecht, and Schmidt (2006), used a four-point Likert scale to rate individual responses to questions covering several aspects of mindfulness. Other scales that measure awareness were not deemed sufficient to capture the intrinsic nature of awareness that this research

endeavors to encapsulate. However, the FMI came closest to measuring the intrinsic attributes of awareness. The mean of a respondent's scores in this category was calculated, resulting in a single score per respondent. Permission to use this scale was granted to the principal researcher via email from the author.

Both the 21-item BPNS and the 14-item FMI were modified to incorporate a recall characteristic. Additionally, both questionnaires were completed twice by each participant. The first time (Part 1), they were asked to complete the BPNS questionnaire in light of what they recalled of their condition before entering into their counseling graduate degree program. The second time (Part 2), they answered the BPNS questions in reference to their current psychological well-being. They then repeated this two-part procedure with the FMI questionnaire.

The modified approach created a recall bias, wherein answers to the questions may be affected by their memory, thus, affecting the results of the survey. Additionally, there may be instances where the respondent may intentionally respond incorrectly to a question about their past personal history or current reality (Fricker, Reardon, Spektor, Cotton, Hawes-Dawson, Pace, & Hosek, 2000). Despite this limitation, by incorporating this recall approach, some determination of the respondents' progression in the area of psychological-well being and mindfulness were ascertained. Additionally, some of these limitations were offset by utilizing a qualitative questionnaire.

The interview protocol designed for this study (see Appendix E) provided for qualitative data collection regarding participants' experiences in relation to CP, the second independent variable. The purpose of the interview questions

was to gather data regarding participants' skills that contributed to increased presence. For instance, participants were asked, "What is your understanding of what it means to be present to yourself, others, and your environment?" "Do you believe you live a life style of presence (with self, others, environment? If yes, explain?" Probes were used following certain questions, based upon participants' individual responses. All of the interviews were 30 to 45 minutes in duration.

Data Analysis Procedures

Two primary levels of data analysis were conducted for this study. The first level of data analysis focused on Research Question 1 (Does the level of autonomy change over time with the enhancement of awareness) and involved plotting participants' BPNS scores, particularly autonomy. Pearson's correlations were calculated in four ways (see Table 5) to determine the relationships between awareness and autonomy.

Table 5

Pearson's Correlation Tests for Awareness and Autonomy

Calculation	Relationship Tested
1	Present level of awareness and Rate of increased autonomy
2	Present level of awareness and Present level of autonomy
3	Rate of increased awareness and Present level of autonomy
4	Rate of increased awareness and Rate of increased autonomy

The interpretation of the correlation value was determined in the following manner: A value equal to or less than .50 was assessed as very low correlation. Values of .51 to .79 was deemed as low correlation, .80 to .89 moderate, and equal to or greater than .90 as high (SAMHSA, 2003).

Qualitative data analysis was performed to answer Research Question 2 (Is there a relationship between CP and the basic psychological need for

autonomy?). Transcripts of six telephone and face-to-face interviews were reviewed to identify themes, keywords, and phrases, which were then collected in a spreadsheet. A second rater, who was the researcher's graduate student colleague, reviewed and confirmed the results of the analysis. The results were adjusted based on consensus between the researcher and the reviewer. The information was then synthesized into an overall summary. This qualitative approach was intended to explore a possible link between CP and autonomy by verifying the interconnectedness between CP and enhanced awareness.

Summary

This chapter described the research methodology of the study, including the research design, sampling, measurement, and data analysis procedures. The following chapter reports on the findings and analysis.

Chapter 4

Results

This chapter reports the quantitative and qualitative findings of the study in support of the research questions: Does the level of autonomy change over time with the enhancement of awareness? Is there a relationship between CP and the basic psychological need for autonomy? Survey results, consisting of findings from the BPNS and FMI surveys, are presented first. A synopsis of the interview results is next, followed by a summary of the survey and interview data.

Survey Results

This section reports the survey results. The BPNS results are presented first, followed by the FMI results.

Autonomy

Each participant completed the BPNS survey twice on the same day. Surveys were administered to all the participants over a period of 3 weeks. BPNS1 represented the mean autonomy score for the time period before entering graduate school. BPNS2 represented the mean present-day autonomy (see Table 6). Past autonomy ranged from 2.14 to 6.00 (mean = 4.03, SD = 1.17, variance = 1.36). Present autonomy ranged from 4.43 to 6.43 (mean = 5.42, SD = 0.55, variance = 0.30). Rate of increase ranged from -0.14 to 3.29 (SD = 1.05, variance = 1.10). This suggests that autonomy increased over the time period measured.

Table 6

Past and Present Autonomy Scores

Participant	Past	Present	Rate of Increase
1	4.71	5.00	0.29
2	4.23	5.86	1.63
3	6.00	6.43	0.43
4	5.14	6.43	1.29
5	3.29	5.43	2.14
6	4.00	5.43	1.43
7	4.71	5.29	0.58
8	5.14	5.00	-0.14
9	3.29	5.14	1.85
10	3.00	5.00	2.00
11	2.42	5.71	3.29
12	3.14	4.43	1.29
13	5.14	5.43	0.29
14	2.14	5.29	3.15
Mean	4.03	5.42	1.39
SD	1.17	0.55	1.05
Variance	1.36	0.30	1.10

Scale: 1 = low, 7 = high

Awareness

Similar to the BPNS, each participant completed the FMI twice on the same day. Surveys were administered to all the participants over a period of 3 weeks. FMI1 indicates past awareness and FMI2 indicates present awareness (see Table 7). Past awareness ranged from 1.21 to 3.00 (mean = 2.15, SD = .60, variance = .36). Present awareness ranged from 2.43 to 3.79 (mean = 3.06, SD = .41, variance = .17). Rate of increase ranged from -.14 to 2.29 (mean = .91, SD = .69, variance = .48). This reveals that participants' awareness generally increased from the time period before entering into graduate counseling school to the present day (after graduation).

Table 7

Past and Present Awareness Scores

Participant	Past	Present	Rate of Increase
1	2.00	3.14	1.14
2	2.79	3.14	0.35
3	2.50	2.86	0.36
4	2.64	3.07	0.43
5	1.50	3.07	1.57
6	1.50	3.79	2.29
7	3.00	3.79	0.79
8	2.57	2.43	-0.14
9	1.43	2.50	1.07
10	2.07	2.64	0.57
11	1.71	3.29	1.58
12	2.79	2.93	0.14
13	2.43	3.29	0.86
14	1.21	2.93	1.72
Mean	2.15	3.06	0.91
SD	0.60	0.41	0.69
Variance	0.36	0.17	0.48

Scale: 1 = low, 4 = high

Comparison of Autonomy and Awareness

Figure 2 presents a graphical comparison of the mean levels across participants of awareness and autonomy for the past and present periods. This indicates that both autonomy and awareness increased over the time period measured.

To provide additional support that awareness was a primary factor influencing the change in the level of autonomy, Pearson's correlation was used to measure the relationships between the variables. Four Pearson's correlation tests were completed to measure the correlation between (a) the present level of awareness and present level of autonomy, (b) present level of awareness and
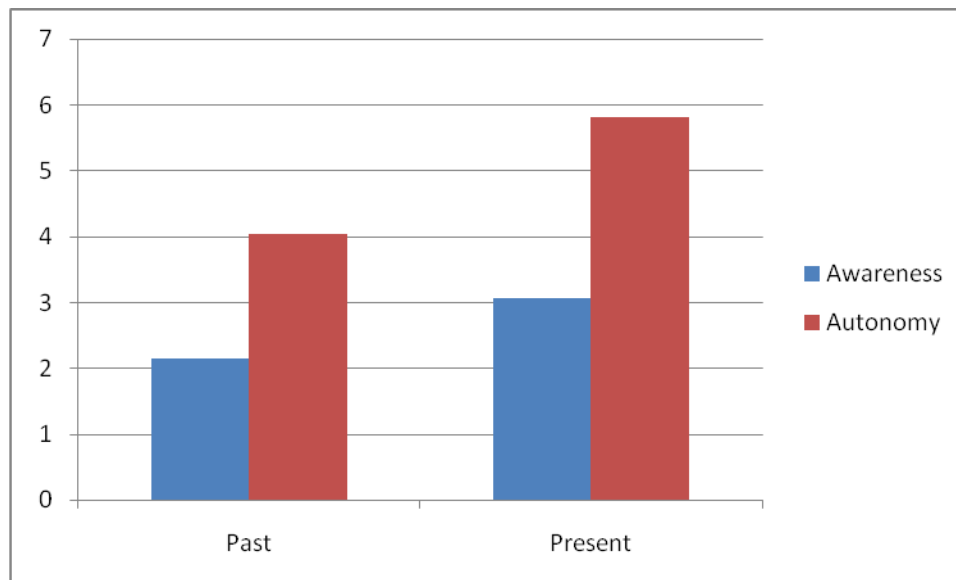
Figure 2

Past and Present Combined Mean Scores for Awareness and Autonomy

rate of increased autonomy, (c) the rate of increased awareness and present

level of autonomy, and (d) the rate of increased awareness and rate of increase

autonomy. Table 8 presents the results. All tests revealed very low correlations (*r*

< .50), except the rate of increased awareness and the present level of

autonomy, which was found to be low (*r* = .55). However, this does not warrant

the conclusion that any relationship between awareness and autonomy exists.

Figures 3 through 6 present the correlations graphically.

Table 8

Correlation Results for Awareness and Autonomy

	Present level of autonomy	Rate of increased autonomy
Present level of awareness	.1838	.0025
Rate of increased awareness	.5464	.0085
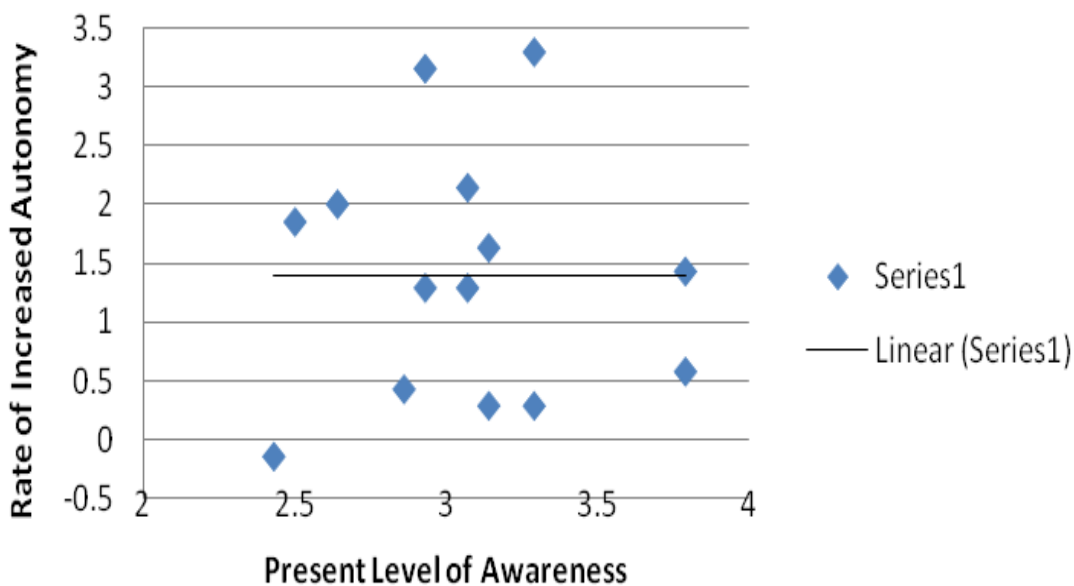
Series1 = individual survey participant mean scores

Figure 3

Relationship between Present Level of Awareness and Rate of Increased Autonomy
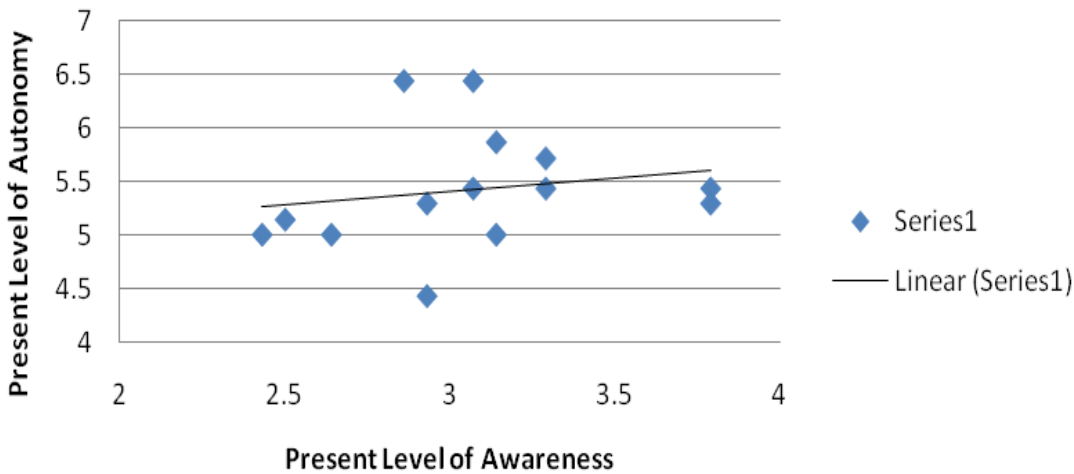
Series 1 = individual survey participant mean scores

Figure 4

Relationship between Present Level of Awareness and Present Level of Autonomy
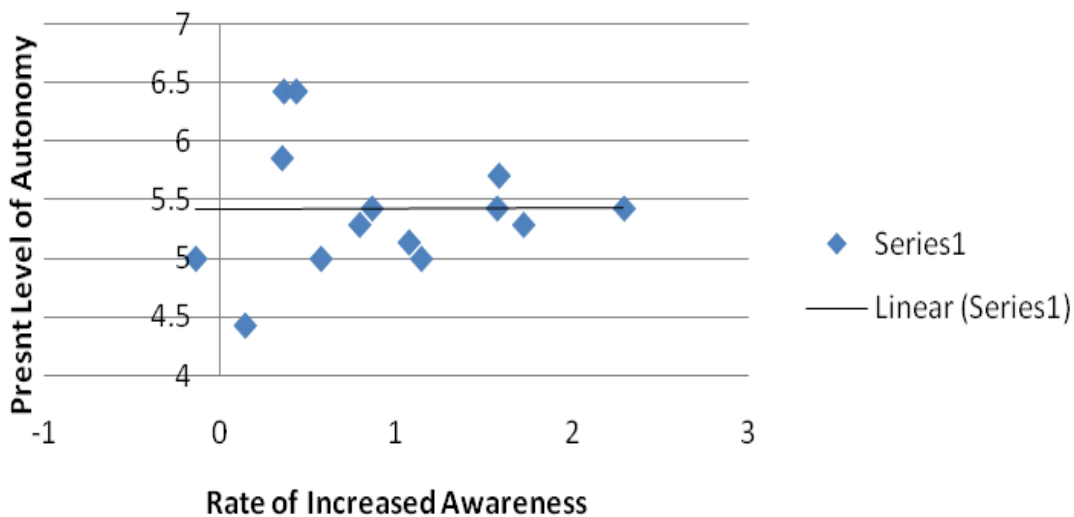
Series 1 = individual survey participant mean scores

Figure 5

Relationship between Rate of Increased Awareness and Present Level of Autonomy

Series1 = individual survey participant mean scores

Figure 6

Relationship between Rate of Increased Awareness and Rate of Increased Autonomy

Interview Results

Question 1 asked "What is your understanding of what it means to be present to yourself, others, and your environment?" Three of six participants used the key word "awareness" and an equal number used "attention," "attunement," or "attending" in describing their understanding of presence. Other key words and phrases included "emotionally," "going on with me," "inside of me," "centeredness in me," "other people," "somebody else," and "whoever else."

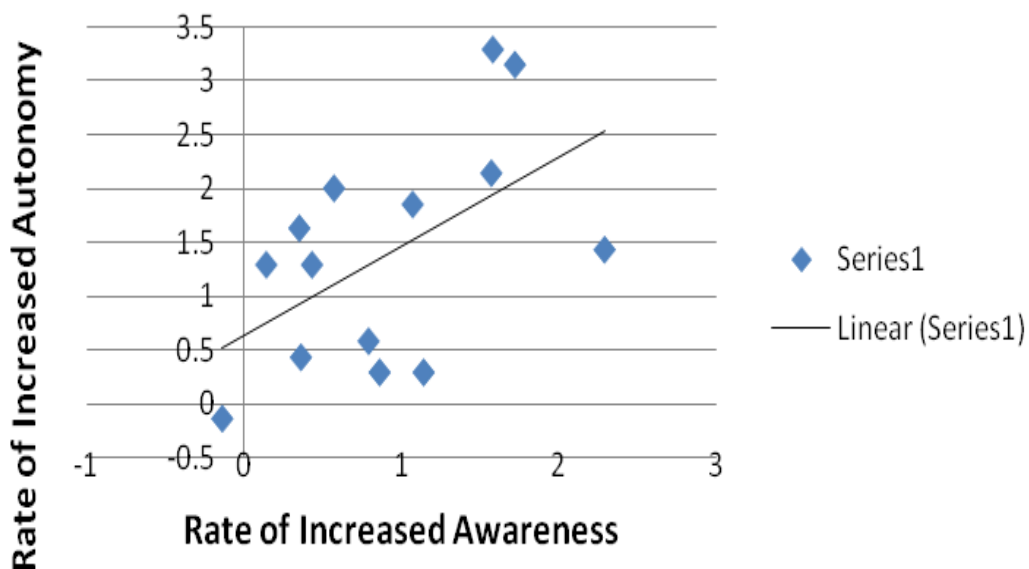Question 2 asked, "Do you believe you live a lifestyle of presence (with self, others, environment)? If yes, explain." All six participants answered yes to this question. Keywords and phrases used to elaborate on this answer were "distractions," "things that impinge," "escape from." Participants also use the phrases "moments in time," "far from perfect," and "don't think . . . 100% compliance" to describe the frequency and level of their practice of presence.

As a follow-up to Question 2, Question 3 asked respondents "What factors contribute to you becoming more present?" There were few similarities in these responses. However, two participants used the key words, "mankind project," and "therapy" to represent formal contributing factors to their development of presence. Two participants also reported the keywords "people" and "fellowship," indicating that community influenced their experience of presence.

Question 4 was the first in a series of questions that explored the impact that their counseling degree program had on their understanding and experience of CP. This question asked, "Do you believe you are more present now than you were before entering into counseling graduate school? If yes, explain." All participants answered positively to this question. To describe their affirmative

responses, participants referenced key phrases such as "internal locus," "highs and lows," "my heart," "concealed about myself," "away from self."

Each participant also affirmatively answered Question 5 (Did your counseling degree program facilitate you in becoming more present). Three of the six participants had already completed their response to this question by answering Question 4 earlier. In both cases, participants' responses were varied as they expressed how their counseling degree programs contributed to their understanding and experience of CP. However, the keywords and phrases "family," "lunch with someone," "relationship," and "group" suggested an interpersonal emphasis of the degree program.

Participants offered their insight into skills related to the cultivating of presence in their answer to Question 6 (What skills did you learn that were helpful for you in cultivating presence?). In response, three of the six participants used the keyword "listen" or "listening." The additional key words or phrases were, "just watch," "take in," and "enjoy." Also participants spoke of "internal . . . reaction," "own thought process," and "comes from me." These words and phrases suggested an experiential and internal component to CP.

Question 7 was a transition question that explored the benefits of CP. Participants were asked, "What benefits do you see in being present?" The majority of the participants offered the key phrases "quality of life," "enjoy life," "delicious life," and "a life a lot richer." Other key words or phrases offered were "view things more objectively," "see my blind spots," and "observe better." Also mentioned were "intimacy," "love," "relationship," "be yourself," "my heart," and "beautiful person." These key words and phrases indicated that the benefits of

cultivating presence included an enhanced experience of life that interpersonal and intrapersonal components.

Question 8 sought to explore a link between CP and enhanced awareness represented in the FMI surveys. The question was, "Do you see a link between being more present and having a heightened degree of self-awareness? Explain." All participants offered an affirmative answer to this question. Two of the participants offered the key words or phrases "intertwined" and "can't have one without the other." This suggested that CP and awareness are both distinct yet interdependent concepts.

Question 9 is a wrap-up question asking "Is there anything about CP that we haven't talked about that you would like to mention before we finish?" Five of the six participants offered additional insights on CP in their response to this question. The key words or phrases used were "support," "lots of work," "adjustment period." These responses suggested that CP is an ongoing process. Table 9 summarizes the interview questions and presents illustrative responses.

The data collected through telephone and face-to-face interviews supported, in some regard, a link between CP and enhanced awareness. Respondents reported an increased level of presence as a result of their experience during their counseling degree programs. This increase in their level of presence corresponds with the FMI survey results, which similarly revealed an increase in the level of awareness over the time period. Participants' frequent reference to awareness or ideas related to awareness and their suggestions of the interrelatedness between CP and enhanced awareness suggested a significant link between their perception of these two concepts.

Table 9

Summary of Interview Results

Interview Question	Themes and key phrases	Number of participants	Percentage of sample ($N = 6$)
What is your understanding of what it means to be present to yourself, others, and your environment?	awareness	3	50%
	attention, attunement, attending	3	50%
	emotionally, going on with me, inside of me, centeredness in me	4	67%
	other people, somebody else, whoever else	3	50%
Do you believe you live a lifestyle of presence (with self, others, environment)? If yes, explain.	yes	6	100%
	distractions, things that impinge, escape from	3	50%
	moments in time, far from perfect, and don't think . . . 100% compliance to describe the frequency and level of their practice of presence	3	50%
What factors contribute to you becoming more present?	mankind project, therapy	2	34%
	people and *fellowship,* indicating that there were community related factors	2	34%
Do you believe you are more present now than you were before entering into counseling graduate school? If yes, explain.	positive response to this question	6	100%
	internal locus, highs and lows, my heart,	3	50%
	Concealed about myself, or away from self	2	34%
Did your counseling degree program facilitate you in becoming more present?	Positive response to the question	5	83%
	family, *lunch with someone, relationship,* and *group* suggest the interpersonal emphasis of the degree program	4	67%
What skills did you learn that were helpful for you in cultivating presence?	listen or listening	3	50%
	just watch, *take in,* or *enjoy,* suggesting the experiential nature of the practice of presence	3	50%
	Internal . . . reaction, own thought process, or comes from me to indicate the internal component of the practice of presence	3	50%
What benefits do you see in being present?	*quality of life, enjoy life, delicious life, or a life a lot richer,* suggesting an enhanced experience of life	4	67%
	view things more objectively, see my blind spots, or observe better	3	50%
	Intimacy, love, or relationship	3	50%
	be yourself, my heart, or beautiful person	3	50%
Do you see a link between being more present and having a heightened degree of self-awareness? Explain.	*Intertwined, can't have one without the other*, suggesting a distinct yet interdependent nature between the two concepts	2	34%
Is there anything about the cultivation of presence that we haven't talked about that you would like to mention before we finish?	*support, lots of work, adjustment period*, indicating that the cultivation of presence is an ongoing process	3	50%

Summary

This chapter reported the findings of the quantitative analysis of the data collected from the BPNS and FMI surveys. The most significant finding was the increased level of autonomy past to present that was in conjunction with the level of increased awareness over the same time period. One correlation also was identified: the increased rate of awareness and the present level of autonomy ($r =$ .55). This correlation suggests some link between the changes in awareness and enhanced autonomy, although the correlation was low.

This chapter also presented the results of the telephone and face-to-face interviews. These findings suggested a link exists between CP and awareness, similar to past literature. The interview data showed that CP corresponded with increased awareness, further supporting this relationship. The results also characterized the two variables as interdependent. This was evident by participants' suggestions that the two variables are "intertwined," or that people "can't have one without the other." This suggested that CP not only offers one means of enhancing awareness, but that it may also be indispensible as an alternative.

Chapter 5

Discussion

The central purpose of this research was to determine if CP is positively related to the fulfillment of the basic psychological need for autonomy. The research questions were: Does the level of autonomy change over time with the enhancement of awareness? Is there a relationship between CP and the basic psychological need for autonomy?

This chapter provides a summary of the research findings, followed by conclusions and limitations of the study. Recommendations for further research and implications for organization development practitioners also are provided.

Summary of Findings

This section presents a summary of the findings for each research question. How autonomy changes over time is presented first, followed by a discussion of the relationship between CP and autonomy.

How Does Autonomy Change Over Time?

The first research question explored how autonomy changes over time and whether increased awareness enhances the level of autonomy. A recall design was used to explore past and present scores for autonomy and awareness in graduates of counseling degree programs. Autonomy and awareness scores for increased 13 of the 14 participants from past to present (see Tables 6 and 7 on pages 35 and 36).

This finding supports the belief that an individual's level of autonomy increases with respect to changes in this level of awareness (Brown & Ryan, 2003). Additionally, upon deeper analysis of the changes in autonomy and

awareness, a low Pearson's correlation ($r = .55$) between the rate of increased awareness and the present level of autonomy provided further support that increased levels of autonomy and increased level of awareness are related. These findings seem to provide some support for the hypothesis that increased awareness impact the level of autonomy. It should increase interest in further exploration of the hypothesis.

What's the Relationship between CP and Autonomy?

The second research question examined the relationship between CP and the basic psychological need for autonomy. This built upon research by Brown and Ryan (2003) that examined the relationship between autonomy and mindfulness, a method of enhancing awareness. Their study found significant correlations between mindfulness and increased levels of autonomy. Similarly, this research investigated CP as an avenue to enhance awareness and, thereby, associate CP as critical factor in enhancing autonomy.

Interviews also were used to determine if CP is a means of enhancing awareness. A key theme that arose in the responses is internal awareness. For instance, in the question "What is your understanding of what it means to be present with yourself, others, and your environment," a majority responded with key words such as, "emotionally, " "inside of me," or "centeredness in me," each reflecting on the nature of awareness as an internally focused state of being. Similarly, when asked the question "Do you believe you are more present now than you were before entering into counseling graduate school? If yes, explain," responses included key words such as "internal locus," "highs and lows," "my

heart," "concealed about myself," or "away from myself." These words suggest an inward-focused awareness that is in relation to their understanding of CP.

Taking into account that the sample consisted of alumni from graduate degree programs that emphasized CP, and awareness was a consistent theme in individual responses, the hypothesis that CP is an effective means of enhancing awareness seems to be supported by this research. To further emphasize this point, 83% of the interviewees affirmatively answered, "Did your counseling degree program facilitate you in becoming more present?" Additionally, in reference to the question, "What skills did you learn that were helpful for you in cultivating presence," respondents offered key words such as, "just watch," "take in," "enjoy," "internal . . . reaction," "own thought process." These words are associated with skills that heighten awareness.

Conclusions

Four conclusions were drawn based on the study findings:

1. This research project showed that the 21-item BPNS is a useful means of measuring change in autonomy over time. This survey, coupled with the FMIto measure awareness, provided some support for Deci and Ryan's (1985) claim that awareness and attention impacts the development of autonomy.

2. This study provides some qualitative substantiation that CP is an efficacious means of enhancing awareness. Interviewees used words that were associated with the development of CP skills, which also suggest that CP contributes to a heighten degree of awareness.

3. This study showed that CP skills are associated with enhanced awareness, thereby, providing some link between CP and the fulfillment of the basis psychological need for autonomy.

4. Autonomy can be viewed as a vital characteristic of leadership that allows for adaptation to organization changes. This study supports the view that CP skills may be useful in the development of leadership change capability by promoting autonomy.

Limitations

Three limitations affected this study:

1. Sample demographics. The sample consisted of alumni who participated in a personal development group (lab or practicum) as part of their graduate school training. It was reasonable to assume that these participants had attained to a higher degree of awareness due to their participation in a degree program that emphasizes CP. However, this assumption could have been strengthened by broadening this study to include individuals who participated in other venues that also emphasized CP such as various forms of individual therapy and support groups.

2. Recall bias. Another limitation was the integration of a recall component to the survey's design. The respondent was essentially asked to complete both surveys twice (in two parts). This modified approach may have created a recall bias where participant responses were affected by their memory, which in turn affects the survey results. It is safe to presume that if a longitudinal study been conducted whereby the participants completed the surveys once before entering into a counseling graduate school and once sometime after completion of the

program, the result may have been different. However, had the participant been asked to assess their level of awareness and autonomy before participating in this program, they may not have had a sufficient grasp of the concept to do an accurate self-assessment. For example, they might have had an inflated view of their awareness and autonomy before the program and, after graduation, they may realize in retrospect that they were not as aware or autonomous as they perceived themselves to be before the program. With this consideration it may be prudent to conduct both a longitudinal study as well as maintain this recall component to the research design. This could provide some insight into differences between a person's perceived level awareness and autonomy and one that more accurately represent their state of being.

3. Terminology. It became apparent in the interviews that participants sometimes confused the concept of CP with a state of presence. Additionally, the concept of presence often was confused with the concept of awareness Participants seemed to use the two terms interchangeably. Upon further reflection, greater effort could have been made to distinguish presence as a state of being and CP as a set of skills to generate presence. Although some would use these terms interchangeably, there was enough distinction found in this study to warrant separate categorizations.

Recommendations for Further Research

Two recommendations for further research are offered as a result of this study:

1. Additional research should further explore the hypothesis that increased levels of awareness influence autonomous organizational behavior. This

research should look at various means in which awareness is heightened (CP being one approach) and their impact on organization change. Both the BPNS and the FMI could be modified to be specific to the organizational environment and a longitudinal study could be conducted. These modified measures could be used to assess various methods of enhancing awareness among individuals. These findings can serve to determine more effective means of generating awareness and influencing autonomous organizational behavior.

2. One area for future study that this study did not include is to explore CP as a construct at a group level. Taking CP research to a higher level of analysis would present CP as a useful model for generating group effectiveness in organizations. This research would support CP as a valuable tool in developing team leadership as well as influencing large group interventions.

Implications for Organization Development Practitioners

An important change that has occurred in the last few decades with respect to developing organizations is a shift in paradigm. This paradigm shift embraces paradox and suggests that conflicting concepts may actually both hold elements of truth that can coexist and be integrated. This embrace of paradox changes the perspective from a *one or the other* scarcity mentality to one of *both/and*, which represents the possibility of meeting both (or multiple) sets of needs. This shift radically impacts the approaches and processes of change in organizations. The leader who has mastered the skills of CP and increasing their autonomy will have an easier time adapting to change.

Synergy Workshop

A workshop that teaches CP skills in relation to this emerging paradigm shift could be useful in equipping leaders to deal with complex change. The following is an outline and description of this workshop that could be facilitated by an organization development practitioner.

Overview

This workshop uses an open format that encourages dialogue based on participation in activities that teach CP skills. Participants include leaders in an organization along with their spouses or partners. The workshop is divided into two parts. Part 1 allows participants to practice CP skills and recognize their impact on autonomy. Additionally, participants are introduced to various paradoxical relational concepts. Part 2 consists of activities that are intended to integrate one's learning of CP skill and autonomy with particular approaches to organization change, such as assessments and interventions in organizations from a built to change (Lawler & Worley, 2006) or complexity framework.

The purpose of this workshop is to develop individual autonomy by using CP skills to engage the paradoxical sides of individuals. Through this process, leaders will be better able to adapt to change and assimilate organization intervention tools based on frameworks that integrate paradoxes.

Three learning objectives are stated for the workshop:

1. Participants will learn CP skills that will enhance their awareness about their paradoxical constrictive and expansive selves.

2. Participants will learn how enhanced awareness to their paradoxical selves can increase autonomy.

3. Participants will learn how their acceptance of their paradoxical selves will free them to embrace change and integrate new or emerging interventions in their organization.

Logistics for the workshop are as follows:

1. Time Required: 6 hours

2. Location: Meeting or conference room

3. Number of participants: 8 to 20

The format of the workshop allows for members of an organization to invite a spouse or a partner to gather for this workshop. The aim will be to introduce the participants to a paradoxical concept of differentiation and to practice CP skills. The concept of differentiation suggests that for couples to be fully together they must learn what it means for them to be fully separate.

Morning Activities

The participants will be invited into a time separated from others to journal. An individual being is comprised of paradoxical states of constrictive and expansive internal realities. To know fully oneself is to embrace this internal paradox. The facilitator will read from a list of constrictive and expansive categories shown in Table 10.

One CP skill that the participants will practice is listening. They are to pay close attention to what they are sensing and feeling as well as paying close attention to any images that arise. Another CP skill is for the members to journal, in a free associative manner, about any of these images or feelings. They will be asked to journal about at least one constrictive experience and one expansive

experience. One other CP skill that the members will practice is sharing in a small group what they have journaled.

Table 10

Subjective Constrictive and Expansive States

Constrictive State	Expansive State
Living your lies	Living your truth
Numbing yourself	Allowing yourself to feel
Not enjoying today	Enjoying today
Not enjoying another	Enjoying another
Not enjoying self	Enjoying self
Living in fear	Being courageous
Not dreaming	Dreaming
Not living into your creativity	Being creative
Not being present	Being present
Not enjoying beauty	Enjoying beauty
Allowing yourself to be silenced	Having voice

The goal is to help the participants learn CP skills they can continue to use in their daily lives. The more they are able to embrace their own wholeness as separate and distinct from their partner, the more able they will be to grasp the constrictive and expansive relational realities when they are together. The exercise fosters differentiation by developing a sense of connectedness through the sharing the individualized experience of constrictive and expansive states. The sharing of their uniqueness helps to bond them. This is the concept of differentiation as depicted in Figure 7.

Another paradoxical element of relationship that this workshop will introduce is the ability to connect in the disconnect. The category of disconnect, can be characterized by such words as "far from you," "not engaged with you," "not present with you," "hiding from you," and so forth. More of these categories and their converse are shown in Table 11.
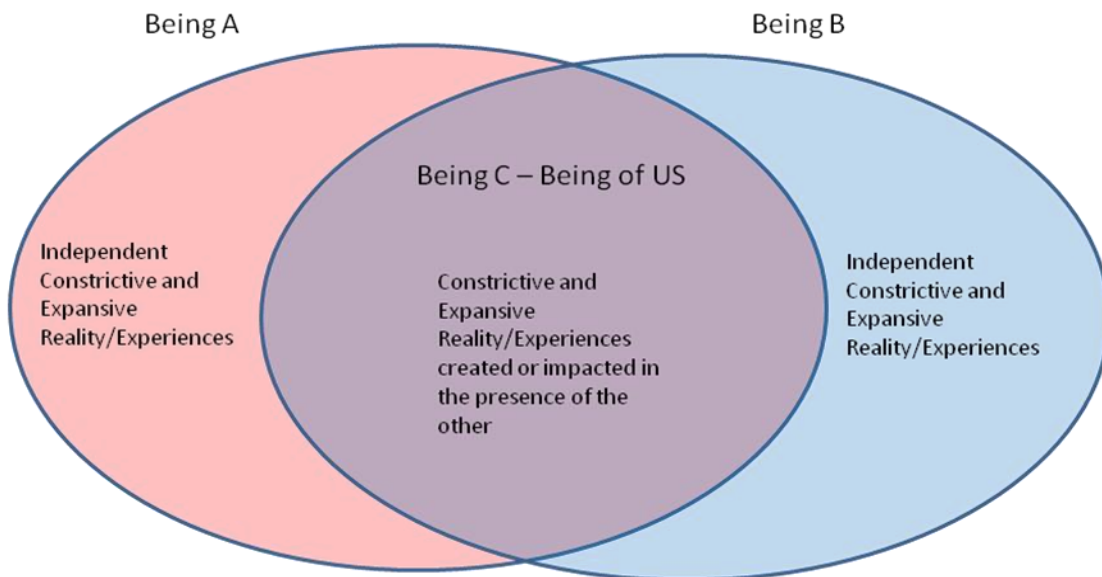
Figure 7

Qualities of Connected and Differentiation

Table 11

Categories of Connection and Disconnection

Disconnected Categories	Connected Categories
Not being present	Being present
Being dissatisfied	Being satisfied
Keeping at a distance	Inviting
Deadening desire	Awakening desire
Being okay with status quo	Wanting more
Staying safe	Risking
Needing to perform	Being okay with who you are
Controlling	Allowing for freedom
Wanting to escape	Remaining in the struggle
Needing to censor	Allowing rawness
Problem solving	Entering into being

The ability to share these experiences with another without fear of judgment is one of the most intimate means of connecting with another. A safe environment in which to disclose oneself must be created for one to share these constrictive experiences with another without fear of judgment. This also is a CP skill one must learn. To create this safe space, members of the group will pair up with either their spouse or another person and share an experience representative of the constrictive state (see Table 10 on page 53).

The facilitator will read from the disconnect categories, which may assist individuals in recalling some experiences. The participants will then share this with their exercise partner. The other person will be instructed to not provide advice, but simply to ask questions such as, "How has that served you, "or "What does that say about your narrative?" This creates an atmosphere of curiosity rather than one of problem solving or judgment. Each person in the party with take turns in this exercise.

Finally, Part 1 of the workshop will conclude with some lecturing on how the CP skills that they have practiced will help to develop individual autonomy. They will be shown how the development of autonomy, characterized as internally driven choices, can be encouraged with greater awareness of both the constrictive and expansive parts of self. Furthermore, they will be shown how this acceptance of their paradoxical selves will free them to embrace change in their personal and organizational lives.

Afternoon Activities

Part 2 of this workshop will be a transition in dialogue from one focused on the personal aspect of life to one that focuses on organization change. The same

paradigm that embraces intrapersonal and interpersonal paradoxes is the same construct that can significantly effect change in organizations. The instructors will facilitate dialogue around how this shift to a both/and perspective might manifest itself at various levels of an organization. First, the facilitator will briefly explain how frameworks such as built to change and the complexity approach to organization change both embrace and integrate paradoxes. Then, the facilitator will provide examples of change models at six levels (i.e., micro, meso, exo, macro, global, meta, representing steadily broadening scopes of change) that are in some way influenced by this paradigm shift. For instance, at the micro level, a coactive coaching model and leadership development from a complexity perspective will be described. At the meso level, concepts such as appreciative inquiry and co-creative teamwork will be described. At the macro and exo level, an explanation of the concepts of alternative future scenarios and various approaches to large group interventions will be offered.

After these models are presented, the group will have a discussion about how the shift to embrace paradoxes and the both/and perspective have influenced the creation of relatively new forms of organization change interventions. They will then have a discussion in small groups about how these various models might be applicable in their current situation.

The conclusion of the workshop will introduce a synergetic component between one's personal life and organization change. Figure 8 depicts this goal of creating synergy between the two worlds by linking them through the integration of this paradigm shift.

Organizational Life

Personal Life

Confrontation and integration of
Both/and, paradoxical perspective
removes the dichotomy between
personal life and organizational life.
This principle impacts both spheres
and generates an interdependent
learning relationship between
personal life and organizational life.

- Subjective
- Intersubjective

- Micro
- Meso
- Exo
- Macro
- Global
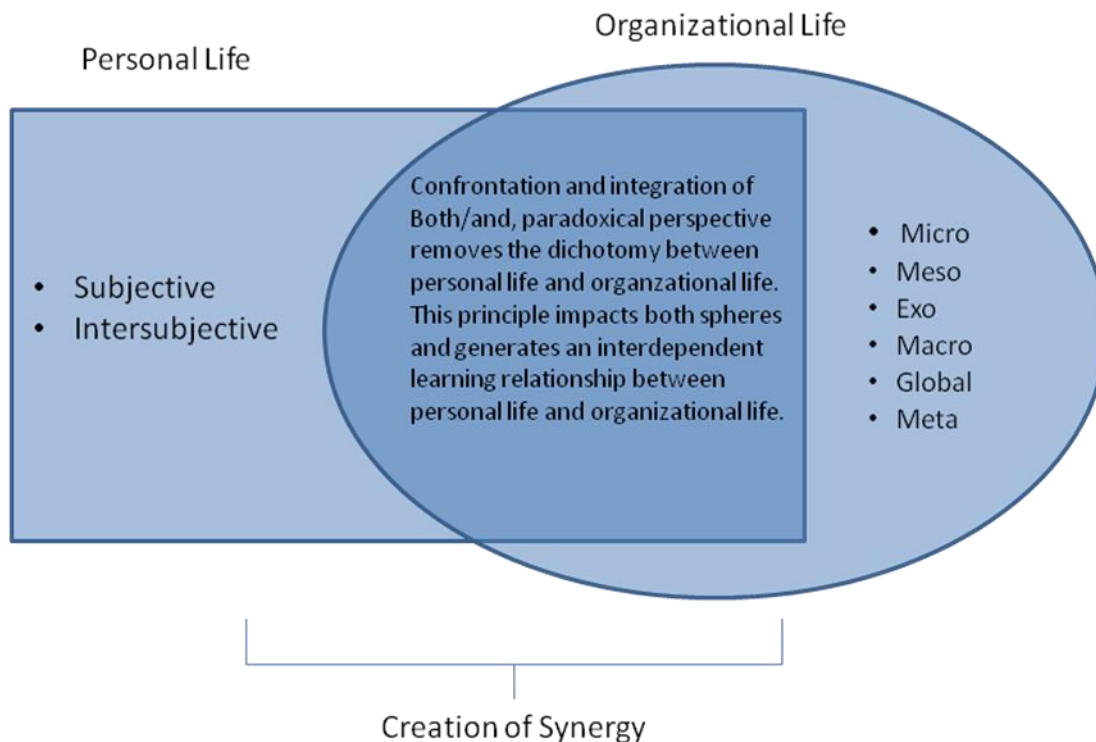- Meta

Creation of Synergy

Figure 8

Synergy between Personal and Organizational Life

The learning that occurs through the integration of paradoxes and the

both/and perspective in one's personal life can highly inform the process of

learning in relation to organization change. The reverse also holds true. The

learning that takes place as participants take part in change interventions in their

organization with respect to this paradigm shift will impact the degree in which it

manifests itself in their personal lives. The two worlds become less dichotomous

and more interdependent.

Conclusion and Future Planning

The CP approach to enhancing awareness can have great impact in the

development of autonomy. This autonomy, characterized by an increased ability

to be internally driven, will provide the foundation in which to equip a person to adjust to changing environments.

      This workshop may be useful to an organization development practitioner to develop leaders in an organization by equipping them for change. The workshop would utilize the CP approach to create a learning experience of how to integrate the both/and paradigm shift. This workshop is only one among a series of workshops designed to facilitate this process. Future workshops will be modified based on the dialogue and co-created learning that takes place between facilitator and participants of preceding workshops.

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Appendix A

Cover Letter to Counseling Graduate School Alumni: Surveys

October 17, 2010

Dear Counseling Degree Graduate,

My name is Hai Wright. I am seeking your participation in an important research project. By completing these brief surveys, you will provide insights into factors that contribute to basic psychological needs. The surveys are accessible via the link below. These surveys are part of my thesis, conducted in partial fulfillment of the requirements for a Master's Degree in Organization Development at Pepperdine University.

The purpose of this study is to determine if the cultivation of presence is positively related to the fulfillment of the basic psychological need for autonomy. You have been considered for this study due to your involvement in a graduate degree program that incorporated a personal development group (lab or practicum) as part of their academic curriculum. Knowledge gained from this study will be useful in exploring the possible relevance that the cultivation of presence has on the process of orchestrating change in organizations.

Participation is voluntary; you may withdraw from the study at any time without penalty. Any question may be left unanswered if the participant wishes. The surveys are listed below:
1. Demographic questionnaire
2. Freiburg Mindfulness Inventory Part 1 and 2 – these questions measure mindfulness or awareness and attempts to determine if there has been a change over time.
3. Basic Psychological Needs Scale Part 1 and 2 – The BPNS is a set of questionnaires that assess the degree to which people feel satisfaction with basic needs.

These surveys require about 30 minutes to complete. If you choose to complete the surveys, please do so via the link provided below.

All responses will be kept confidential. All survey data will be stored both online through a pass code protected Qualtrics service and hard copies of the data will be stored securely in the researcher's locked security safe for five years, after which all of it will be destroyed. Regarding all data collected, no names will be used to identify anyone who takes part in the surveys. No comments will be a tribute did to any individual. Only aggregate data will be reported in the thesis or in any subsequent analysis beyond the thesis and possible future publication of the results. Participants will be asked to not provide any identifying information on the surveys such as name or birth dates.

Due to fact that these surveys will be conducted online via the internet and because of the minimal risk involved to the participant these online surveys typically do not require documentation of consent. <u>Therefore the completion of these online surveys signifies your consent to participate in the study.</u> If you have

any questions regarding the study or surveys please call Hai Wright at [contact information] or his supervisor, Miriam Lacey, Ph. D at [contact information]. The study has been reviewed by the Institutional Review Board (IRB) at Pepperdine University and meets all requirements regarding the universities policies and procedures. Findings of the study will be provided upon request of the participants. No data that will identify subjects will be provided.

Hai Wright MA Counseling Psychology
Candidate, Master of Science in Organization Development
Pepperdine University
Graziadio School of business and management
24255 Pacific Coast Highway
Malibu, CA 90263

Appendix B

Cover Letter to Counseling Graduate School Alumni: Interview

October 17, 2010

Dear Counseling Degree Graduate,

My name is Hai Wright. I am seeking your participation in an important research project. By participating in an interview, you will provide insights into factors that contribute to basic psychological needs. The interview is part of my thesis, conducted in partial fulfillment of the requirements for a Master's Degree in Organization Development at Pepperdine University.

The purpose of this study is to determine if the cultivation of presence is positively related to the fulfillment of the basic psychological need for autonomy. You have been considered for this study due to your involvement in a graduate degree program that incorporated a personal development group (lab or practicum) as part of their academic curriculum. Knowledge gained from this study will be useful in exploring the possible relevance that the cultivation of presence has on the process of orchestrating change in organizations.

Participation is voluntary; you may withdraw from the study at any time without penalty. Any question may be left unanswered if the participant wishes. The interview requires about 30 minutes to complete. If you choose participate in this interview please simply respond to this e-mail indicating your interest.

The researcher will take notes and record the interview. All audio recordings and notes taken of the interview will be stored securely in the researcher's locked security safe for five years, after which all of it will be destroyed. No names will be used to identify anyone who takes part in the interview. No comments will be attributed to any individual. Only aggregate data will be reported in the thesis or in any subsequent analysis beyond the thesis and possible future publication of the results. Participants will be asked to not provide any identifying information such as name or birth dates.

If you have any questions regarding the study or interview please call Hai Wright at [contact information] or his supervisor, Miriam Lacey, Ph. D at [contact information]. The study has been reviewed by the Institutional Review Board (IRB) at Pepperdine University and meets all requirements regarding the universities policies and procedures. Findings of the study will be provided upon request of the participants. No data that will identify subjects will be provided.

Thank you for your thoughtful support.

Hai Wright MA Counseling Psychology
Candidate, Master of Science in Organization Development
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24255 Pacific Coast Highway
Malibu, CA 90263

Appendix C

Consent Information for Surveys

Research Title - The Cultivation of Presence: You are being asked to take part in a research study to survey people in order to determine if the cultivation of presence is positively related to the fulfillment of the basic psychological need for autonomy. You have been considered for this study due to your involvement in a graduate degree program that incorporated a personal development group (lab or practicum) as part of their academic curriculum. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

What the study is about: The purpose of this study is to determine if the cultivation of presence is positively related to the fulfillment of the basic psychological need for autonomy.

What we will ask you to do: Participants will complete three surveys (demographic survey, Freiburg Mindfulness Inventory Part 1&2, and Basic Psychological Needs Scale Part 1&2) which combined will require approximately a 30 minutes to complete.

Risks: The only foreseeable risk associated with this study is the imposition of the participant's time.

Benefits: Knowledge gained from this study will be useful in exploring the possible relevance that the cultivation of presence has on the process of orchestrating change in organizations.

Your answers will be confidential: All survey data will be stored both online through a pass code protected Qualtrics service and hard copies of the data will be stored securely in the researcher's locked security safe for five years, after which all of it will be destroyed. No names will be used to identify anyone who takes part in the surveys. No comments will be attributed did any individual. Only aggregate data will be reported in the thesis or in any subsequent analysis beyond the thesis and possible future publication of the results. Participants will be asked to not provide any identifying information on the surveys such as name or birth dates.

Taking part is voluntary: Your participation is voluntary. You are under no obligation to continue with this project and have the option to withdraw from the study at any time.

If you have questions: I have read the above description of the study. All of my questions have been answered and I understand the study. I understand that I may choose not to participate. Due to fact that these surveys will be conducted online via the internet and because of the minimal risk involved to the participant these online surveys typically do not require a signature for consent. Therefore the completion of these online surveys signifies your consent to participate in the study. If I have questions about subject's rights or other concerns, I can contact Hai Wright [contact information] or his supervisor, Miriam Lacey [contact information]. You may also contact the Institutional Review Board (IRB) at [contact information] or access their website at [contact information]. Findings of the study will be provided upon request of the participants. No data that will identify subjects will be provided.

Appendix D

Consent Form for Interview

Research Title: The Cultivation of Presence

You are being asked to take part in a research study to survey people in order to determine if the cultivation of presence is positively related to the fulfillment of the basic psychological need for autonomy. You have been considered for this study due to your involvement in a graduate degree program that incorporated a personal development group (lab or practicum) as part of their academic curriculum. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

What the study is about: The purpose of this study is to determine if the cultivation of presence is positively related to the fulfillment of the basic psychological need for autonomy.

What we will ask you to do: If you agree to be in this study you will be ask to participate in an interview via the phone or face-to-face.

Risks: The only foreseeable risk associated with this study is the imposition of the participant's time.

Benefits: Knowledge gained from this study will be useful in exploring the possible relevance that the cultivation of presence has on the process of orchestrating change in organizations.

Your answers will be confidential. All survey data will be stored both online through a pass code protected Qualtrics service and hard copies of the data will be stored securely in the researcher's locked security safe for five years, after which all of it will be destroyed. No names will be used to identify anyone who takes part in the surveys. No comments will be attributed did any individual. Only aggregate data will be reported in the thesis or in any subsequent analysis beyond the thesis and possible future publication of the results. Participants will be asked to not provide any identifying information on the questionnaires such as name or birth dates.

Taking part is voluntary: Your participation is voluntary. You are under no obligation to continue with this project and have the option to withdraw from the study at any time.

If you have questions: I have read the above description of the study. All of my questions have been answered and I understand the study. I understand that I may choose not to participate. If I agree to participate, I understand that I may choose either verbal or written agreement. If I have questions about subject's rights or other concerns, I can contact Hai Wright [contact information] or his supervisor, Miriam Lacey [contact information]. You may also contact the Institutional Review Board (IRB) at [contact information] or access their website at [contact information].

You will be given a copy of this form to keep for your records.

Statement of Consent: I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.
Your Signature _____ Date _____

Your Name (printed)_____

In addition to agreeing to participate, I also consent to having the interview audio-recorded.

Your Signature _____ Date _____

Signature of person obtaining consent _____ Date _____

Printed name of person obtaining consent _____ Date _____

This consent form will be kept by the researcher for at least five years beyond the end of the study and was approved by the IRB on [date].

Appendix E

Qualitative Interview Guide

October 17, 2010

Opening comments:
"Thank you for participating in this interview. The purpose of this study is to determine if the cultivation of presence is positively related to the fulfillment of the basic psychological need for autonomy. Your participation is voluntary; you may withdraw from the study at any time without penalty. Any question may be left unanswered if the participant wishes. The interview should last no longer than 30 minutes. The interview questions will center on your thoughts around the cultivation of presence. I will take notes and record the interview. All audio recordings of the interview and will be stored securely in my locked security safe for five years, after which all of it will be destroyed. Do you have any questions before we start."

Introductory question:
- "What is your understanding of what it means to be present to yourself, others, and your environment?"

Transition questions:

OBJECTIVE: These questions explore the participant's understanding of contributing factors to the concept of cultivating presence.
- "Do you believe you live a life style of presence (with self, others, environment)? If yes, explain?"
- "What factors do you contribute to you becoming more present?"
- "Do you believe you are more present now than you were before entering into counseling graduate school? If yes, explain?"
- "Did your counseling degree program facilitate you in becoming more present? Explain"
- "What skills did you learn that was helpful for you in cultivating presence?"

Other Questions:

OBJECTIVE: These questions explore the participant's understanding of the outcomes of a lifestyle of presence.
- "What benefits do you see in being present?"
- "Do you see a link between being more present and having a heightened degree of self-awareness? Explain"

Ending Question:
- "Is there anything about the cultivation of presence that we haven't talked about that you would like to mention before we finish?"

Footnote: These questions will be generally followed during the interview session dialogue.

Prompts may be generally used in order to qualify explanations and further expand data collection such as:

- "Can you tell me more about…?"
- "Would you explain what you meant when you said…?"