

## Improving the Daily Practices of Attention Connection to Others And Tension, Stress Reduction for Developing Leaders Capabilities

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**Abstract:** The nature of leadership is the effect of the relationship between people. Frequently the leaders and those who are able to control people to take action directed towards achieving the goals and objectives of the specific thoughts. While many books and countless scientific researches investigate personal characteristics, traits, and skills of leaders had been written, it has done little to understand and transfer the ways in which an individual might go for the cultivation of these virtues; which is often said to include charisma and empathy, communication skills, and others, research deals with the impact on the individual level of a set of integrated development leader techniques the daily physical practices in daily activities such as walking, sitting, and driving a car based on the basic principles of Japanese art of Aikido. These daily practices to address three abilities at the individual level, which is believed to be important for development leaders capability have been designed: (a) keep the focus of attention focus, (b) the establishment and maintenance of real connections to other people, and (c) reduce tension and stress. This paper goes beyond the traditional research in leadership studies that mostly discussing personal characteristics, qualities, and skills of prominent leader examining the process of cultivating those capabilities. This project replicates the work of Rakoff in 2010 and it test in Libyan Oil Companies. In particular, this paper examines whether on the leader model constructed by Rakoff 2010 is applicable in the different cultural background. In order to lessen the bias from the Rakoff's model, the current study is set in similar scene i.e. using five participants. The participants were asked to apply the practices during the period of 12 weeks. The researcher makes evaluations and reviews the progress of the participants. The participants were asked to share their experience in the implementation of the project.

**Keywords:** Leadership, Daily Practices, Connection, Attention, Tension, Stress

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### I. Introduction

The main issue on this study is the leader development. In term of effectiveness the leader who has ability to increasing the efficiency of people in business environment. The point of how an individual can develop the aptitudes and abilities and capacities that are key to participate in positive connections administration. Fundamental of this study is the conviction that leader can create particular abilities that make the viability of relations and communications are conceivable.

On the other hand, the lack of these capabilities may lead to reduced ability leader. The individual leader is distinguished and different from the leadership. In the same way, the development of distinct and different from leadership development leader. McCauley and Van Velsor (2004) from the Center for Creative Leadership Development leader as "the development of the meaning of a man's capacity to be powerful in administration parts and procedures".

This study republication of expanding leader capability an exploratory study of the effect of daily practices for leader development by simon rakoff in 2010, and this study going to focus on differentiation between leadership development and leader development, primary questions arising to asked by focusing in particular on the way in which an individual can improve their ability to involve in the study of leadership relations in Libyan environment. Moreover, study involves the application of very specific individual practices methodology, and analysis of the effects of these practices on the ability of the leader, and assessed through self-reporting and evaluation of 360 degrees, which includes feedback from colleagues, peers, and managers, and direct reports.

**Problem Statement:** The petroleum sector is the most important sector in Libya. Libya is one of the most important oil-producing countries in Africa and Middle East, the interest in this sector is mostly of oil company's experts, manager, and leader from abroad because Libyan government had imported most of experts of Libyan Oil Company. Therefore, this sector needs to development the characteristics of staff including,

managers to improve the ability to achieve the organization goals as leader, That make very necessary to expand of the capacity of each individual leader and leadership capacity at the organizational level. Hence, the problem arising when the most of Libyans staff as leader not efficient enough to achievement the organizations goals. The approach of reflected in the daily practices of leader development (practices), practices applied and tested during this study aims to cultivate three very specific capabilities at the individual level. This is the capacity of (individual) to:

1. Purposefully directing attention, and maintain the focus of attention.
2. Establish and maintain real links to others.
3. Reduce tension and stress.

The relationship between the body and the mind is essential to the practice. Important deep faith in this relationship is that the body condition is an indicator on the state of the mind. To take advantage of this relationship between the physical body and the mind of the practitioners, and include practices somatic cell that the physical body is used as a tool in the cultivation of an interesting process, which increases the power of communication with others, and to reduce, and this means an element of tension and stress. And it discusses the relationship between mind and body in detail in Chapters 2 and 3; former explores the historical development of the relationship between mind and body and puts the philosophical underpinnings of the practice. The latter links those foundations to practices that are applied and tested in this study. Practices directed towards expanding capacity of attention. Continuation golf metaphor, in addition to the practice of physical mechanics of swinging a golf club, and practices of professional golf player that works perfectly mentally in the act of swinging a golf club.

This is referred to sometimes as the quality of existence (Goleman, 2006) or the mind (Kabat-Zein, 2005). Cognitive mechanism that makes the existence of possible interest is (Pashler, 1998). To use golf as a symbol of success in work and personal life, Hendrix (2003) identified the wandering attention as a major challenge for the leaders. He presented three secrets of success inside and outside the golf course, the first of which is to "keep your eye on the basic process until it is complete." (P. 36). Hendricks said, "for many people, and the biggest problem they need to fix is the habit of letting wander their attention from the basic tasks before completion".

Philosophical foundations of daily practices for development leader. Training the body and mind at the same time to develop the capacity of leader is by no means a new idea (Cleary, 2008; Miyamoto, Cleary, and Yagy, 2003). For thousands of years, and the leaders in the Far East they are trained this way. The daily practices of development leader examined in this study have its roots in this development leader approach. Specifically, it stems from the basic principles of Japanese art of aikido.

Since the initial development in the early part of the 20th century, several different styles of Aikido appeared (O'Connor, 1993). Different styles include new technologies and modifying physical, training approach, and educational frameworks. Some differences between the styles of aikido includes a degree of focus on self-defense component of the art, and to what extent physical exercise techniques of Aikido (their varying forms) for the purposes of self-defense or used metaphorically other types of training and development in support. This metaphorical application of the practice of aikido trains the mind and body together as in the Shinto and Buddhist philosophies behind Aikido knows that I found (Yasuo, Nagatomo, and Hall, 1993).

One style of Aikido, which is clearly focused on the training of the mind and body together, and on the use of physical techniques of aikido in metaphor is shinshin Aikido toitsu (translated into English, aikido with mind and body standard) developed by Master Koichi Tohy, a student a long time from the founder of aikido, and Morehi Ueshiba (1883-1969). Built Tohi training Ueshiba approach, adding a clear focus on the development of the mind through the practice of aikido technique (Aikido waza) along with four other practices: breathing practice (not to kokyu is), sitting meditation practice (not to Siza is), and heal surgeon practice therapeutic touch (kiatsu Ryuhu), and the practice of meditation (sokushin not Guillou, or misogi), ringing the bell. The aim of these practices together to help the individual lead a productive life, positive, fun and live in harmony with others through the unification of mind and body (Tohi 0.2003).

Tohi expand the original teachings of Ueshiba Aikido, explicit intent of making Aikido, the spiritual and the underlying principles, to gain access to a wide range of people, especially Westerners. The primary intention to clarify and demystify the esotericism of Ueshiba, and increase the possibility of universal access for the purpose of training and approach Aikido. More importantly, it was intended Tohi and educational framework for the development of aikido not only as a single component or a prime minister, but as one part of a larger approach to personal and spiritual development.

This study aims to build on the work Tohi, spanning nearly seven decades, through the development of the field study and set of practices for the development of the leader. These practices are based on the teachings of Tohi's, and specifically in his TV show "four principles to unify mind and body", which are discussed in detail in Chapter 3. approach Tohi for individuals to unite their minds and bodies is based on the ability to perceive and access to key (pronounced), the Japanese and the concept of energy Global (Reid, 1992). Daily

practices for the development of leader applied and tested in this study is a modified version of the training practices in order to Tohi.

**Objective of the Study:** The objective of this study to examine the impacts and effectiveness of a specific set of daily practices on the ability of the leaders. In doing so, an important issue in the field of leadership is the technical examination of individuals become better leaders on Libyan oil companies.

## II. Literature Review

The theory of leadership develops and grows, there is, within the scholar-practitioner community, an ongoing debate about the value and relevance of individual skills, traits, and characteristics. In some cases, these concepts are cited as vestiges of a foregone era where theories of the great man as leader abounded. As an alternative to these individual-level qualities, a new generation of scholars and practitioners prefer to focus on interaction and the relationship between people, identifying these dynamics as the real stuff of leadership.

**2.1 The history of the development of leadership theory and scholarship:** The research and scholarship of the last two decades further builds on foundational theory and research by seeking to describe or prescribe specific characteristics of positive leadership (Day, Zaccaro, & Halpin, 2004; Flynn & Staw, 2004; Greenleaf, 1977) and necessary preconditions for the initial and ongoing development of leadership relationships. The early traditional leadership literature focused on identifying and, to a lesser extent, understanding the various character traits and behaviors of individual leaders (House, 1971; Stogdill, 1948) deemed to make those leaders effective. Effective referred primarily to leaders' capacity to execute their will—political, social, economic, and religious. Put more simply, the focus of traditional leadership study was on the individual and their ability to manage. This traditional line of inquiry tended to focus on elements of individual behavior.

**2.2 Somatic practices:** Physical polishes fuse the body similarly as an essential method for preparing and creating particular characteristics, skills, Also competencies that help administration proficiencies. Concerning representation vital system to get ready and making specific characteristics, skills, besides abilities that help activity proficiencies. Physical frameworks from claiming act dependent upon marti Expressions. Preparing in the marti human experience will be regularly cited Similarly as a methods with create alternately stretch heading proficiencies.

**2.3 Attention:** A few of the reviewed frameworks about act concentrate on those advancement for consideration. Consideration will be characterized done a amount of ways, Yet in spite of those distinctive wording used to depict it, the creators who distinguish it Previously, their polishes for the most part consider consideration Similarly as mental vitality. The all perfect regarding consideration improvement will be should expansion those individual's capacity with immediate What's more center their mental vitality the place they have any desire it will go, Also to keep up the centering Also heading for that vitality for those time of time they have any desire. On different words, consideration will be the capacity should prevent the psyche from wandering what's more minimizing mental diversion. Consideration advancement might be both interior what's more outside.

**2.4 Connection to others:** The ability to establish and maintain genuine connections with other people or the capacity should secure and administer certified associations with other people is recognized Likewise a basic capacity to pioneers. Association could man idea through noticeable flow inside organizations, teams, Furthermore workgroups including alignment, synchronization, What's more kinship. Same time connectedness could be spellbinding of a one assembly about people, it may be An state that cam wood best a chance to be attained Assuming that people in the gathering need the capacity on unite with person another—making it a fundamental capacity for pioneers. Being disengaged starting with different kin will be an essential reason for authority issues. according to the Arbinger Institute (2000).

**2.5 Tension and stress:** As barriers to leader capability and development high degrees of latent hostility and stress have been identified by Loehr and Schwartz (2003a) included an assessment of stress tolerance on their Full Engagement Inventory, and defined it as “a tendency to become easily frustrated and harsh with others when under pressure” . This description provides a good example of how tension and stress can manifest to undermine leader capability. Loehr and Schwartz also pointed out that tension and stress on the part of a person in a leadership role can ripple through an organization because “leaders have a disproportionate impact on the energy of others” (p. 23). This influential effect of tension and stress makes it important for those in leadership positions to take steps to reduce their tension and stress levels, and to decrease or eliminate behaviors such as frustration and aggression directed toward others (Goleman, Boyatzis, & McKee, 2002).

### III. Methodology

This study examines and analysis the impact that the daily practices for leader development had on each individual study participant. It is the behavior, and perceptions of behavior, of each individual participant that was ultimately being studied. The practices used in this study can be thought of as a form of training intervention intended to lead to behavioral changes in individual leaders. The multiple single subject research method has shown to be an effective way to identify and understand changes resulting from interventions in clinical (Harris & Riffle, 1986), educational (Barger-Anderson, Domaracki, Kearney-Vakulick, & Kubina, 2004), and therapeutic (Michael, Deacon, & Steven, 2007) settings, and can be effectively employed in studying changes in individual social and interpersonal behavior (Trudi & Leasha, 2008). In the educational context, Barger-Anderson et al. (2004) He emphasized that "research designs individual cases help teachers and researchers examine variables that student learning effect" (p. 218). Similarly, the single subject design can be applied to the question of the effect of variables that can affect the ability leader, including attention, free, and tension / stress.

The 360-degree assessment included items that have measured these constructs, which were combined to form the construct indices. The second evaluation 360 degrees, at the end of the study period of 12 weeks, provided the perspective post-intervention. Besides the pre-and post-intervention data 360 degrees, time series data were collected every week they provided insight into incremental changes that occur between the first and second 360-degree assessment of overall capacity leader. Time series data also provided information on the frequency and quality of the experience of practical application, allowing the analysis of the relationship between the frequency and the practice, both overall incremental changes detected. techniques have been applied to analysis of qualitative and quantitative data. Quantitative analysis of data included the analysis of changes in index scores construct between the pre-training evaluation at 360 degrees (T1) and post-training and practice of 360-degree assessment (T2).

Quantitative changes in the data for self-assessment of the time series have been analyzed and presented in next Chapter. The evaluation data pre-and post-360 provided the external perspective and helped to describe the changes in the ability boss that occurred during the 12-week study, and the data series of self-assessment once represented the participants perception of the changes that have lived . In addition, data for self-assessment time series add richness and depth through understanding the factors that have contributed to the changes detected.

**3.1 Data collection :** The data collection strategy for this study conducting two distinct data collection techniques which are: The first a 360-degree assessment of overall leader capability, which was conducted two times and provided pre- and post-intervention data points. The initial 360- degree assessment conducted in the beginning of the study, prior to the participants learning the practices, and served as the baseline for both overall leader capability, and for the three constructs central to the study: attention, connection to others, and tension/stress. The 360-degree assessment included items that measured these constructs, which were combined to form construct indices.

The second 360-degree assessment, at the conclusion of the 12-week study period, provided the post-intervention perspective. In addition to the pre- and post-intervention 360-degree data, time series data were collected each week through the hour-long one-on-one discussions between the principle investigator and each participant. Time series data were comprised of a subset of the items from the 360-assessment instrument, as well as a set of self-assessment questions relating to attention, connection, tension/stress, and overall leader ability rating. These time series data were collected from participants each week through a short written questionnaire. They provided insight into incremental changes occurring between the first and second 360-degree assessment of overall leader capability. Time series data also provided information on frequency and quality of experience of practice implementation, allowing for analysis of relationships between practice frequency and both overall, and incremental changes detected.

Quantitative data analysis techniques were applied. Quantitative data analysis included analysis of changes in construct index scores between the pre-training 360-degree assessment (T1) and the post-training and practice 360-degree assessment (T2). Quantitative changes in time series self-assessment data were also analyzed and are presented in next chapter.

The pre- and post-360-degree assessment data provided the external perspective and helped to describe the changes in leader ability that occurred throughout the 12-week study, and the time series self-assessment data represented the participant's perceptions of the changes they experienced. Additionally, time series self-assessment data added richness and depth through insight into the factors that contributed to detected changes.

**3.2 Study Design:** The objective of this study is to determine the effect of the daily practices for leader development had on individuals. It is the behavior and perceptions of behavior that were ultimately being studied. The practices used in this study can be thought of as a form of intervention. Multiple single subject

approaches have shown to be an effective way to understand behavioral changes resulting from interventions in the clinical and therapeutic environments, and can be effectively employed in studying interpersonal behavior as well. The daily practices for leader development conveyed to the study participants in a 90-minute initial training session with the principal investigator. For ongoing reference throughout the study period, the participants provided with (a) a practitioners guide to the daily practices for leader development (see Appendix B), and (b) a link to a website demonstrating each of the seven practices. These materials provided at the end of the initial training session.

The participants were asked to implement the practices as often as possible during the 12-week study period. The researcher met a weekly through Skype call with each participant for one hour to discuss the participant's experiences with the practices and to collect time series self-assessment data, which used to analyze, understand, and describe the effect of the practices, quantitative data were collected to determine if changes in perceived leader capability and quality occurred, and if so, the extent to which they occurred, as determined by both the study participants themselves, and by those around them.

**3.3 Data Analysis:** The type of this study is quantitative data collection based on Multi-rater feedback approaches have been shown to be useful in assessing and improving individual leader capability (Edwards & Ewen, 1996; Fleenor & Prince, 1997; Kaplan & Palus, 1994; Maxwell, 2005; Venkateswara Rao & Rao, 2005). These multi-rater approaches, often referred to as 360-degree assessments or 360s, commonly use survey instruments to gather opinion and perception data about an individual, from a set of people who have regular contact with that individual, in a particular context the selection of the raters is typically made with the intent of gathering a variety of perspectives on the target individual.

A 360-degree assessment conducted two times during the study period to provide insight into each participant's leader capability, as perceived by his or her superiors, peers, and direct reports. Readings using the 360-degree instrument were taken at week 0 (as a baseline), and again three to four months after the participant had been trained and had begun doing the daily practices.

The Benchmarks 360-Degree Assessment Instrument was selected after a review of established, and frequently used, multi-rater leader assessment instruments. These included Benchmarks, Executive Success Profile, Leader Behavior Analysis II, Acumen Leadership Skills, Leadership Practices Inventory, Leadership Effectiveness Analysis, Multifactor Leadership Questionnaire, PROFILOR, Survey of Leadership Practices, and Voices. A face validity review was conducted for each of the instruments to make an initial determination of their apparent ability to measure the key constructs of this study.

The Benchmarks Instrument includes 155 items divided into two sections. The first section, comprised of 115 items, elicits from the respondent-observer, impressions of the skills and characteristics of the target manager or executive. The second section contains 40 items that ask about individual characteristics that have been shown to be detrimental to professional careers and can result in demotion, termination, and career stall. In both sections, one and two items are worded, "This person . . ." followed by a description of a behavior, skill, characteristic, or attitude. Respondents are asked to rate the extent to which the target displays the described behaviors and characteristics using a five-point scale. In section one, the scale responses are 1 (not at all), 2 (to a little extent), 3 (to some extent), 4 (to a great extent), and 5 (to a very great extent). For the most part, because of the wording of the statements, the higher the rating on section one items, the more positive the rater's assessment. In section two, respondents are again asked to rate the target on 40 items that can potentially derail one's career. For all 40 items in section two, a higher rating indicates a more negative perception about the target, on the part of the rater, for the given behavior described in each item. The scale for section two includes the following response options: 5 (strongly agree), 4 (tend to agree), 3 (hard to decide), 2 (tend to disagree), and 1 (strongly disagree). The full text of all 155 items is shown in Appendix C. All Benchmarks 360 items (when being responded to by raters other than the participant) begin with the statement, "This person . . .". Item numbers labeled as 2\_x come from section two of the Benchmarks assessment.

#### **IV. Results**

The over all of five participants report improvements in each of the three core leader ability areas of attention, connection, and tension/stress, All five participants also rate themselves higher as a leader overall than they did prior to their participation in the study. Participants experienced varying degrees of change in the three core leader abilities of attention, connection, and tension/stress. All five participants' self-assessments in the core leader ability areas improved. Depicts positive changes in weekly self-assessment responses for the core leader ability questions by shading the corresponding cell green for self-assessments that became more positive from week 0 to week 12 and gray for assessments that were unchanged.

**Table 1: Leader construct self-assessment for all participants**

Leader Ability	Weekly self-assessment questions	participants				
		A	B	C	D	E
ATTENTION	Ability to stay focus on					
	Overall productivity					
CONNECTION	Ability to connect with others					
TENSION/STRESS	Over all tress level					
	Ability to reduce level stress					
	Quality of sleep					

leader construct self-assessment for all participants Construct index scores also indicate, to varying degrees, improvements in the three core leader abilities. Changes in construct index scores from week 0 to week 12, for each participant, The attention index increased for all five participants, with four of the five Participants experiencing increases of one full point or more. The connection index scores increased for three of the five participants. The tension/stress index increased for four of the five participants.

The study sought to answer one general question—what is the impact of the daily practices for leader development on the five individual leaders? They were also two specific sub-questions: Do the daily practices for leader development result in the cultivation of abilities in the areas of attention, connection, and tension/stress reduction?

Does the cultivation of one or more of these skills result in changes in perceived leader ability or quality?

The general effect of the practices on the five individuals has been discussed through their experiences, their self-assessments, and the assessments of their bosses, peers, direct reports, and other people who interact with them regularly. A detailed discussion of the mechanisms that cause the effects of the daily practices is presented in next chapter. The three specific sub-questions are discussed in the following section. Research question one: Findings. Do the daily practices for leader development result in an increased ability to direct and sustain the focus of attention? In all five cases, participants’ self-assessment construct scores for attention increased from the initial assessment in week 0 to the final assessment in week 12. Three of the five participants reported that their overall productivity at work increased.

The participant who applied the practices most frequently saw the most improvement in attention capability.

Do the daily practices for leader development result an increased ability to establish and maintain connections to others? Three of the five participants’ connection increased from their initial rating in week 0 to their final rating in week 12.

The participant with the highest average practice frequency—participant E—experienced the most increase in connection , with both the 360-degree index score and the self-assessment score increasing by nearly 0.5 point each.

Do the daily practices for leader development result in decreased levels of tension and stress? Each of the participants’ self-assessments on the three time series questions relating to (a) overall stress level, (b) ability to reduce stress, and (c) quality of sleep improved from their initial rating in week 0 to their final rating in week 12. Four of the five participants’ 360 self-assessment scores for tension/stress improved, and the fifth (participant D) remained the same.

The findings for each of the three core constructs suggest relationship between the daily practices for leader development and the cultivation of ability in the areas of attention, connection, and tension/stress. It appears that the more frequently the practices are applied, the greater the increases in these abilities become. Research question two: Findings. Does increased attention, improved ability to connect with others, and/or reduced levels of tension/stress result in changes in perceived leader ability and quality? Each week, participants rated themselves as a “leader overall.”

All five participants’ assessment of overall leader ability increased. Increases in attentiveness and increased awareness of destructibility helped some of the participants to understand when they were not leading clearly. Increased ability to connect with other people also proved helpful in leader interactions. Participant B was able to better understand the way his boss tended to engage in debate and discussion, and was able to adjust in a way that defused potentially acrimonious interactions and led to more efficient decision-making.

## V. Discussion

It may perhaps be hard to realize how the daily practices—techniques involving apparently minor modification to usual daily activities—could possibly have any effect on the way people lead others. Toward the end of the study period, several of the participants shared that they had some skepticism when they were first shown the daily practices. By the end of the study, participants’ skepticism was replaced with amazement, as the experience summaries they provided bear out.

The participants' self-assessments show that, as a result of applying the daily practices, they felt markedly different about their abilities in the areas of attention, connection, and tension/stress management and reduction, and they felt more confident and capable as leaders in their organizations. Their skepticism at the outset is perfectly reasonable and understandable.

There are two important questions in detail. To put that detailed discussion into a context, the effect of the daily practices can be summarized in the following way: The practices work by replacing deeply ingrained habits of mind with new, more productive habits that are consistent with leading effectively. Existing habits of mind are frequently sub-optimal, can be counterproductive, and are, in some cases, altogether ineffective. Changing habits of the mind can be very difficult due to its intangible nature. The physical body, however, is an outward representation of the mind that is both tangible and able to be manipulated by the individual. The daily practices are a somatic approach to retraining the mind of the practitioner. That is, the practitioner effects changes to habitual patterns of thought by changing and re-habituating their physical body.

The practices function in three very specific ways to assist the practitioner in replacing existing; often sub-optimal or counterproductive, habits of mind, with new, more productive habits. The practices function to: Create awareness of existing habits of mind. Associate physical feelings in the body with specific states of mind. Create a physical reset point—a place to go back to when physical feelings are detected that indicate an unwanted state of mind.

## **VI. Conclusion**

This Through the daily practices, study participants were able to cultivate many of the skills, traits, characteristics, and abilities identified in the leader development literature as being important for positive leadership relationships. The daily practices draw from, and build upon, existing relational, somatic, and re-framing systems of practice, creating a powerful, blended system of practice that effectively operationalizes what, in large part, many of the reviewed systems of practice limit to the theoretical in terms of how one can cultivate leader capabilities.

The daily practices are somatic, in that they incorporate the physical body. Where some somatic practices (such as Feldenkrais) focus on the primacy of the physical body, the daily practices use the physical body, with its perceptibility, to help the practitioner understand the state of their mind, and effectively retrain their habit mind, thereby changing the associated behaviors. The participants in the study found that, by sensing tension in their physical bodies in the course of interactions with colleagues and others, they were able to identify anxiety or frustration much earlier than in the past. With this earlier understanding of the state of their minds, they were able to engage with people in markedly different ways.

Increased ability to (a) focus and sustain the focus of attention, (b) establish and maintain genuine connections to others, and (c) reduce levels of tension and stress (and the accompanying behaviors) resulted in positive changes in leader ability, as perceived by the participants themselves, and, in some cases, those around them. While the daily practices were shown to have meaningful impact on the participants and, specifically, on their ability to lead others effectively, it is not the physical techniques (walking, sitting, etc.).

The practices are effective as a system for leader development only in conjunction with instruction from, and interaction with, an experienced practitioner. The weekly time series self-assessment data from the study participants generally indicates that the majority of the improvement reported in the areas of attention, connection, tension/stress, overall leadership, occurred in the first half of the study period.

The process of replacing counterproductive habits of attention, connection, and tension/stress begins with increased awareness of existing habits of mind, as experienced through the physical body, in interaction with the experienced practitioner. Because these habits often operate below the level of consciousness, the individual is likely to be entirely unaware of them. Several of the five participants in the study were fully unaware (initially) of their own habits of mind in these three areas and were quite surprised, as their awareness increased, to discover how distracted and tense they tended to be.

This increasing awareness became evident in the weekly sessions where each participant was given opportunities to experience the state of their mind. Each week, participants were asked an open-ended question to expand on their self-assessments of overall leadership. Participant A's weekly responses, which are similar to those of other participants, are shown in Table 7.1, and, when read in chronological order, illustrate the application, interpretation, and progression of increased awareness in the areas of attention, connection, and tension/stress.

## **VII. Acknowledgment**

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