

Martial Arts and Leadership...Evolving in Synchronicity

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CHAPTER ONE

Introduction:

People that have studied martial arts for prolonged periods of time always seem to distinguish themselves from the general populace. Martial artists appear to generate an atmosphere of self-control, discipline, and revered calmness that guides them through their lives and navigates them through the daily chaos of reality. The ability to stay calm in a crisis, show confidence in their decisions, and impact the lives of others are traits we frequently see in martial artists, as we also see many of the same qualities in business leaders. This qualitative exploratory study will incorporate information from comprehensive studies, a survey showing the insight of martial artists, as well as my personal experiences in an effort to distinguish how martial arts training can enhance a person's development in being a leader.

My experience has afforded the opportunity to train with some of the greatest martial artists of modern jujitsu, such as Dr. Joe Jones, the founder of the Jo-Ryu-Jujitsu system, and the late Dr. Moses Powell, the founder of Sanuces-Ryu Jujitsu. However, in the twenty-four years I have trained in the art, I have found that many people train to learn self-defense, but fail to recognize the additional benefits that develop while they are transformed into martial artists, and the application of these benefits to their leadership development. Benefits such as self-confidence, self-esteem, the ability to focus on a given task, physical conditioning, and keeping a cool head during a crisis situation can be viewed as cornerstone traits of an effective leader. These benefits tend to develop through loyalty, personal commitment, training, and dedication to the martial arts over the years. It is clearly recognized that these benefits do not come quickly, but manifest over long periods of time (Weiser, 1995). There has been a lot of research conducted on the *application* of benefits that the martial arts can bring to a student (Twemlow & Sacco, 1998),

(Zivin, et al, 2001), for this example I will refer to a student as a “client”, but the research fails to target the leader *as* the client. Fortunately, through surveys and interviews, this case study will exploit the benefits that a person develops as they train in the martial arts, and will show direct correlations between different groups. The value of this evolution of a martial artist will directly contribute to their professional leadership skills, abilities and traits that will help them become a more effective leader.

Background and Statement of the Problem

One example that represents a gap in the knowledge of this subject is how psychotherapists use martial arts as a form of therapy for violent and juvenile behavior of adolescents (Twemlow, S., & Sacco, F. (1998), but fail to elaborate on the long-term effects of leadership development. The approach of using martial arts training re-focuses the student’s attention to a controlled and rewarding atmosphere, but the activity is actually conditioning the student to manage a more defined leadership role of personal development. Attributes such as self-dependency, confidence, decision-making, and self-sacrifice manifest over time, and re-define the personality traits of the student to include qualities that prepare them for leadership roles. It is this metamorphosis that is being ignored in the research. The research also indicates that the purpose, verification process, and outcome of psychotherapy for troubled adolescents is focused on behavioral change and reduction in violence, but fails to show data of leadership development of the student, and how martial arts training contributed to that development with outcomes (how did the training continue to impact the student throughout his/her life in a leadership capacity?) The data shows the behavioral changes, but does not capture the long-term results. In addition, it is not only troubled adolescents that benefit from martial arts training, but people from all

variations of cultures, backgrounds, and demographics that go through a metamorphosis of self-discovery and empowerment when training in the martial arts.

Purpose of the Study

The purpose of this qualitative exploratory study is to understand what martial arts training contributes to a person's development in being a leader. A review of literature will define the basis used for the research methodology that objectively supports how martial arts can be, and has been used as therapy for juvenile and violent-prone adolescents. In addition, on-line survey results of individuals that practiced martial artists will be combined with results from interviews of eight Black Belt instructors, as well as my personal insight (as a martial artist with over twenty-four years of experience) to show any correlation between the three sources of data. Any strong correlations from the results will justify the common traits that martial art training contributes to professional leadership development.

Significance of the Study

It is important to understand the full scope of benefits from martial arts training, and not just the superficial outlying layer of public interpretation of the martial arts. By having a better understanding of the full scope of benefits from training, it is likely that people will gravitate to this practice so they may engage in their own path of self-discovery. This will help people to maximize their full potential in their personal lives, as well as their leadership roles in their profession. I highly encourage any person reading this paper to look into martial arts training as a potential avenue to discover their own personal strengths, enlightenment, and undetermined capabilities. It is quite possible (and probable) that your life would change for the better in ways

that you do not understand yet, simply by immersing yourself into a new environment of challenge, opportunity for personal growth, and exploration of your inner self through martial arts training and commitment. This is not only a research paper, but it is also a reflection of my personal transformation of before-and-after evolution, based on my self-development through martial arts. It changed my life, and I offer you the challenge of self-discovery as well.

Research Question

How does the practice, training, and teaching of martial arts contribute to a person's professional development in being a leader?

Research Design

This qualitative study consists of participants that have studied, trained, or taught martial arts in a dojo for at least one year. To collect data from a wide range of martial artists, survey monkey was the prime resource to solicit information by means of a questionnaire, consisting of ten questions. More specific insight from eight Black Belts was obtained by personal interviews, and my own independent responses to the questionnaire are documented as a baseline response, to be used as a third process input to identify any correlations in the data.

Theoretical Framework

The cognitive-affective model is described in the phrase "Behavior is best predicted from a comprehensive understanding of the person, the situation, and the interaction between person and situation." (Cognitive-affective personality system, 2016) Cognitive-affective theoretical framework supports this study, and will be further discussed in chapter three.

Assumptions

It is an assumption that martial arts have fairly limited benefits that revolve around physically fit and young individuals, and is mostly used to learn how to fight (both of these assumptions are wrong). It is also assumed that benefits of studying and practicing martial arts far outweigh any negative side effects of the practice. When properly incorporated into a person's lifestyle, martial art contributes to the well-being of a person in ways that impact the person for the rest of their life.

Limitations

The primary limitation of this study is the sample size of the on-line questionnaire respondents. The population of martial artists that replied to the on-line questionnaire is limited to twenty two surveyed individuals. The ratio of on-line participants to Black Belt interviews is approximately three-to-one (eight interviews conducted, and twenty-two survey responses). Further research in conjunction with an expanded population will be needed if an increase in the depth of the study is desired.

Scope (Delimitations)

The study of martial arts can be observed in many different facets. One method could be to review data from one specific style of martial art that originated from a specific country, for example, Jujitsu originated in Japan (Green, 2010), whereas Jeet-Kune-Do was founded by Bruce Lee and developed based on multiple disciplines such as Jujitsu, Judo, wrestling, Wing Chun, and several other styles that originated from various locations all over the world

(Bowman, 2010). For this study, I have composed research of many different styles of martial arts combined, which will give us a generalized perspective of the martial arts.

Definitions

Black Belt – A person that has trained for a prolonged period of time, and has been formally recognized as capable to teach martial arts to others.

Dojo – A formal training location for martial artists to train.

Survey Monkey – An on-line service, used for the creation and collection of surveys.

CHAPTER TWO: LITERATURE REVIEW

Literature Review

The majority of literary research I could find reinforces a more indirect approach to supporting the research question instead of a cause-and-effect linkage. Instead of identifying the specific attributes that evolve over time as a person trains in the martial arts, I found several articles that demonstrate the use of martial arts as a problem-solving mechanism, and allows a logical supportive conclusion of the long-term benefits for the student, based on the success of the application.

For example, *Psychotherapeutic Aspects of the Martial Arts* (Weiser, 1995) is an excellent article that details many of the therapeutic advantages of training in the Martial Arts. The author states “Many studies concur that the mental health benefits of MAs training and practice are increased self-esteem and self-confidence, better management of both feelings of aggression and feelings of vulnerability, and decrease in sleep disturbances and depression.” And also suggests Martial Arts as a form of therapy, based on the structure of Martial Arts teaching, a clinical case

report, and a detailed comparison of application between verbal psychotherapy techniques and the relation to physical and mental applications of the Martial Arts. This literature contains valuable insight that supports a recognizable benefit for people that train in the Martial Arts, and links directly to positive attributes that an effective leader can capitalize on. The article clearly explains that these benefits are not something that happens instantly, but will manifest over a period of time and become integrated into a person's chemistry.

Another article, *The Application of Traditional Martial Arts Practice and Theory to the Treatment of Violent Adolescents* (Twemlow, S., & Sacco, F. 1998), shows how Martial Arts can be used as a tactic to assist dysfunctional adolescents that have problems controlling violence, as well as more difficult to handle problems that are targeted on youth gangs. The article describes how Martial Arts can substitute and fulfill several of the basic needs of youth gang members, such as affiliation with a group, power, physical security, activities, and role models. One example describes the experiences of a 16-year-old male high school student (for this example, I will refer to him as "Johnny") that was a member of an inner-city gang. The affiliation with a gang was providing the fulfillment of a psychological need of belonging for Johnny. Wilczynska and Januszek state: "The belonging need influences, in a direct way, the coping focused on the search for social support. Undertaking active techniques of coping, including confrontation with a stressful situation and its negative controlling impact, depend on having a high level of the sense of belonging." (Wilczynska, et al, 2015) Coupled with power, the gang provided a structured way for Johnny to acquire a social status, a sense of security (as a member of the group), and activities (mostly illegal) such as selling drugs, criminal activities, or fights, and gang leaders that served as role models. These influences were negatively fulfilling Johnny's basic psychological needs. Dr. Donald Nowill states in his dissertation "Learning from

hardships can provide opportunities for powerful personal growth.”(Nowill, 2009) Tremlow and Sacco say that “properly applied, martial arts can provide an alternative method of fulfilling these needs.” (Tremlow & Sacco, 1998) By combining the thoughts of these two authors, it shows the potential opportunity for a young gang member living in a difficult atmosphere to gravitate to the martial arts, and if properly mentored can use the martial arts as a bridge to a better sense of personal fulfillment.

Supporting evidence that reinforces the psychotherapeutic aspects of martial arts shows “the practice of kata in two different styles of karate (goju-ryu and koyokushinkai) lowered aggression” (Layton, et al., 1993) and a parallelism to the belt ranking system in tae-kwon do, whereas the higher a person’s belt rank would mean higher levels of self-reliance and optimism” (Kurian, et al., 1994). This is similar to the social status that Johnny would receive as he climbed the ranks within the gang. Rothpearl, based on his research summarized “Despite problems assigning causality, involvement in a martial art helps students cope with stress in a less violent manner” (Rothpearl, 1980). These are just a few of the positive attributes that a leader can develop for themselves while training in martial arts, and will help them to learn how to manage subordinates in the work force that have these same needs.

Another article, *An effective approach to violence prevention: Traditional martial arts in middle school* (Zivin, et, al, 2001), describes a study that combined data and replicated several smaller studies of adolescents that were high risk for violence, and how they had to take mandatory school-linked training in martial arts. The results are positive changes that showed decreased violence and a lesser degree of psychological risk factors for the youths that participated in the training. The research shows a very promising outlook for the development of

our youth into leaders, and how they may learn to manifest personal self-discipline, cognitive learning, and self-respect. By placing them in a martial arts milieu, it enables the student to pursue constructive personal growth instead of engaging in adversarial violent tendencies that may lead them down the wrong path.

Lord & Hall suggest in their article *Identity, deep structure and the development of leadership skill* that “identity, meta-cognitive processes, and emotional regulation are critical factors in developing the deeper cognitive structures associated with leadership expertise” (Lord & Hall, 2005) I believe the authors to be correct in this conclusion, and I further postulate that participation in the martial arts significantly contributes to these three aspects of a student’s leadership evolution. My reasoning is simple...training in the martial arts provides an environment that self-sustainment and growth is based on teaming and personal commitment. The more effort a student puts into his training, the better he becomes. The term “better” is subjective, and is completely dependent on the student’s personal interpretation of their own progress, but is still held to a standard of performance. In order to get better, a student must learn to team with other students to achieve social status (their next ranking belt). In a classroom environment (the dojo), promotion to a higher level belt cannot be accomplished without the combined effort to train together, and in turn benefit each other. Students form a social bond based on this mutual respect throughout the development of their training and skills. It is this evolutionary path that takes a student from individualism, to co-dependency, and finally to personal growth through teaming that contributes to the student’s professional leadership development. Lord & Hall state “we posit that leaders’ identities tend to shift from individual to more collective orientations as their expertise develops.” (Lord & Hall, 2005) Based on my personal experiences, having trained in the Jo-Ryu-Jujitsu system for over twenty-four years,

attaining the ranking of “Master Instructor” (4th Degree Black Belt), and receiving an induction to the Christian Martial Arts World Hall of Fame (1998) for “Outstanding Contribution to the Martial Arts” in recognition of the accomplishments in my dojo, I can confirm that this postulation is completely accurate. It is teamwork and commitment that must merge together in order to achieve personal growth for each and every student, and it is this evolutionary cycle that nourishes their leadership development.

CHAPTER THREE: METHODOLOGY and FRAMEWORK

Research Question

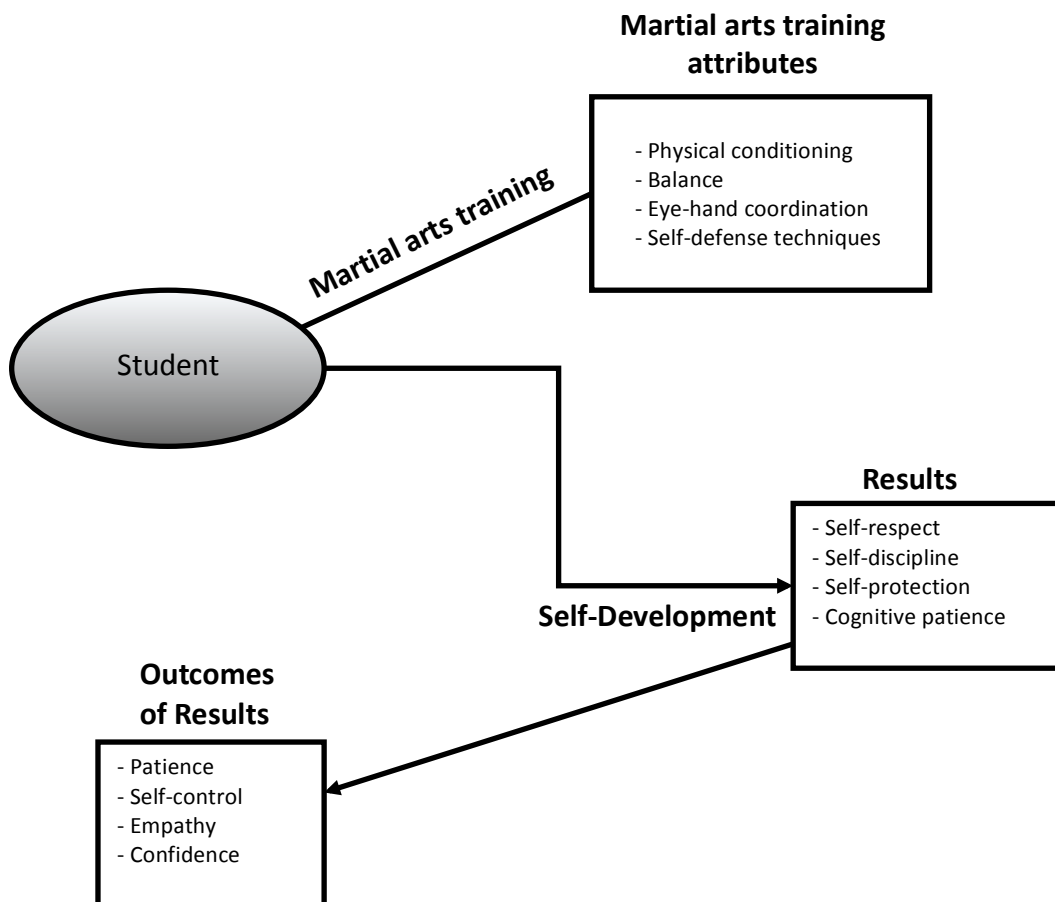
This research paper captures the insight of martial artists from three different groups in an effort to answer the question “How does the study, practice, and teaching of martial arts contribute to professional development?”

Theoretical Framework (Cognitive-Affective Theory)

In the *Journal of Business and Psychology*, the authors state that “control theory of self-regulation suggests that task pursuit requires keeping track of task progress through repeated cycles of feedback loops.” (Beefink, et.al, 2012) In this instance, a student in a dojo has continuous feedback by the instructor, and is evaluated at a predetermined time to ensure the student is progressing to the standards the instructor has set forth. This form of self-regulation encourages self-efficacy, as the authors also state “repeated success in self-regulation is supposed to enhance self-efficacy, and self-efficacy may lead to the controlling actions and emotions needed for success.” (Beefink, et. al, 2012) This behavior reinforces the author’s definition of a cognitive style “as the way people perceive stimuli and how they use this

information to guide their behavior” (Beefink, et. al, 2012) All three of these quotes represent the continuous loop of the cognitive/affective theory.

Fig 3.1
Theoretical Framework diagram
(Cognitive-Affective Theory)



Smith and Leslie state “studies that examine changes while they are occurring suggest ideas about the mechanisms that produce the changes and also provide data against which to evaluate the plausibility and power of potential mechanisms”, and further clarify “the study of development is the study of change.” (Smith, Leslie, 2002) Both of these statements that describe the cognitive-affective theoretical framework are directly in correlation with this case

study. It is this framework that is pronounced in the attributes of martial arts training, in which the student's self-development takes an evolutionary path of self-discovery and ability, and further metamorphosis's as an enhanced part of their lives like a caterpillar into a butterfly. The results of long and unending efforts to train eventually develop as outcomes of the person's traits, personality, and leadership qualities (see Fig 1 above).

Research Design (Methodology)

I will use Survey Monkey as one of the methods to collect data for my research. Research Monkey is a great tool that will allow a population of people that I have absolutely no previous interface with, which will enable an objective-based data collection process without any bias. The results from Survey Monkey will be categorized into different groups that will differentiate experience levels of martial artists from many different styles, to include the viewpoints of Black Belts and under Black Belts (students that have not yet achieved their Black Belt title). This "mixing pot" of feedback from people that have studied from various martial art styles is a great way to get a generalized baseline on how martial artists feel about their training, and how it has impacted their lives. Since there are so many different styles of martial arts, and each dojo has instructors with different leadership styles, it is reasonable to assume there will be different grouping of strengths and weaknesses on the survey responses (this will indicate how variations of martial art styles impact people differently). Pareto charts will define the categories of the surveyed populace, and a histogram will categorize their experience levels (based on years in the martial arts).

One interesting aspect of the research shows the geographical nature of the specific martial arts style. For example, each martial arts style has a traceable heritage to a founding country. There is lineage that shows documented examples of martial arts in Ancient Greece, India,

China, and many nations of the East; however jujitsu was practiced within the Japanese culture between the 8th and 16th centuries throughout years of various civil wars. “The earliest recorded use of the word "Jiu-Jitsu" happens in 1532 and is coined by Hisamori Tenenuchi when he officially established the first school of Jiu-Jitsu in Japan. The history of the art during this time is uncertain because teachers kept everything secret to give their art a feeling of importance and then would change the stories of their art to suit their own needs.” (Koizumi, G, 2013).

By showing the cultural lineage to each martial arts style, the results of the survey data may show similarities or trends of cultural lessons being passed to martial arts students. For example, personal respect is a cultural trait in the Japanese culture (Svazlian Tallon, Monique, 2013) and the survey results may show a measurable trend of respect as a highly valued outcome of martial arts training. This is one of many objective lessons that support the foundation of my thesis, and shows the interpreted value a martial arts student takes with them as they develop their leadership capabilities (and advance their professional development). It is my opinion that many of these lessons are learned and utilized, but not recognized as a quality learned and developed through the study and practice of martial arts.

In addition to Survey Monkey, I will conduct interviews with Black Belts from the Jo-Ryu-Jujitsu system, and analyze the data they provide. Unlike the results from Survey Monkey, the data collected will represent a single martial art style and will reflect the opinions, attitudes and implications for a single source instructor (all of the Black Belts that will be interviewed have all attained their ranking from the same lead instructor, Dr. Joe Jones (the founder of the Jo-Ryu-Jujitsu system). By using the same questions in the interviews as the survey, the data will show any correlation (by using a scatter diagram) that the general martial arts populace has toward

their experiences compared to the experiences of those from a single martial arts style (the Jo-Ryu-Jujitsu system). This comparison of data will either support or refute any correlation of the survey questions to the population of martial artists (general populace compared to Black Belts of a single style).

I will also review literature focused on how martial arts has been used as a form of therapy for the re-conditioning of adolescent juvenile behavior, and reference the conclusions into my research. This type of insight is especially significant because the impact of different forms of therapy may influence a young person more effectively if initiated early. For example, in Bangladesh some children play games that “build their logical reasoning, critical thinking, and peer interaction skills” as early as six to eight years old as an early detection system for developmental delays (Koralek & Hyson, 2010). This is similar to martial arts being used as a form of therapy for adolescents, whereas martial arts affords the opportunity to interject into a young person’s life early, a structured, methodological process instilling cognitive behavior that contributes to the development of their leadership capacity for the rest of their lives.

As a final resource, I will use my own personal experience to substantiate my interpretation of how twenty-four years of martial arts training in the Jo-Ryu-Jujitsu system, and any additional training opportunities I have experienced (such as seminars and competitions) has contributed to my professional growth. This information will also be added in comparison to the survey questions to show any additional correlations, similarities, or trends that better define the outcome.

Target Population

Inclusionary Criteria

Only individuals that have practiced, studied, and trained in at least one style of martial arts will be considered for data collection of the survey results and interview responses.

Exclusionary Criteria

Authors and other literature-based data used in this study is acceptable for objective evidence and support of the thesis, but will not be incorporated into the metrics of the data analysis results (metrics will be generated by objective-based data, not theory-based data). The data analysis will consist of information gathered solely from experienced martial arts students and/or Black Belts.

Procedures

Data Collection

Surveys were created on Survey Monkey, and the access link to the survey was posted on social media (Facebook). The questions were created in a manner that allowed easy responses (click-to-answer responses), and gave a scope of gender, years in the martial arts, and personal insight. In addition to surveys, eight Black Belts were interviewed with questions of the same type as the survey in an effort to identify any correlations between Black Belts that have studied under one style of martial arts, and the general populace of martial arts students from a wide range and variety of styles.

Data Analysis

Two approaches for data analysis are observed: First, survey responses from the on-line questionnaire that identifies the general populace of martial artists were grouped, examined and categorized, and additional responses of the same questions from Black Belt interviews were grouped as a separate population. In addition to these two groups of survey response sources, my personal responses were documented as a third and independent source. The three sources (survey results from the general populace, Black Belts, and my own responses) were reviewed to identify correlations and trends for commonalities. Responses were also averaged (by adding the numerical response from each group and dividing by three) to show a generalized consensus on how the martial artists felt. This was done for each question of the survey individually, so cross-contamination of data results is unlikely (results from one question do not affect the results of another).

Role of the Researcher

Training in martial arts for twenty-four years has given me a unique perspective of the subject. One effective way to keep a checks and balances approach to prevent my insight from becoming a corrupted and bias source is to document my responses to the questionnaire prior to conducting interviews with other Black Belts, and prior to reviewing the data collected on Survey Monkey. By responding to the questionnaire with my own insights on a documented process before data is collected, I will be able to provide a genuine and clear viewpoint without having another source to compare to (this will reinforce my own data baseline, instead of establishing my thoughts as a comparison to the responses of the other Black Belts or survey

respondents.). The comparison of data will be accomplished in a systematic and logical approach chronologically (after I have already documented my responses).

CHAPTER FOUR: RESULTS AND OTHER FINDINGS

Survey responses by author as an independent source

To ensure my personal point of view is not corrupted or bias from the influence of other survey responses, I have responded to the same survey questions as the rest of the martial arts community *ahead of the collection* of results from the on-line questionnaire. By doing this, my answers have provided a clear and concise understanding of my personal interpretation and viewpoint to the questions, and will provide an independent data point for comparison to other martial artist's answers to the survey. Questions on the survey were written to be answered on a scale from one to ten, and answers may vary from person to person, depending on the recipient's thoughts, feelings and insight of their personal experiences in the martial arts. As for my personal answers to the questions, I rated the majority of my answers fairly high (with the exception of "arrogance"). The martial arts has been a significant part of my life, and has opened doors for new and exciting experiences that have molded my viewpoint in both my professional and personal capacity. For example, prior to practicing martial arts, my self-confidence was relatively low. I lacked the fortitude to approach women comfortably and feel natural just striking up a conversation. After I started to train, I began to see a different person emerging from within myself that reassured my personal qualities in a way that I had never seen before. I felt as if I had acquired an ability that most people didn't have, and it gave me a sense that I had an "edge" over most guys. Over time, I found these new and exhilarating advantages could morph into other traits that affected me personally. It wasn't only confidence to talk with

women (when I used to feel unsure of myself), but over time I was able to articulate my thoughts in a more commanding manner to my supervisors and other authority figures, high ranking military members, as well as my peers. This new and confident attitude encouraged me to take on challenges, and some of the challenges I took on paid off. For example, I was selected to serve on a military committee that has only twenty-four members within the entire Air Force (the Air Force Association Reserve Counsel), and served on that counsel for two years. Being on that counsel afforded me the opportunity to meet several prestigious military leaders such as four-star generals David Petraeus, General Moseley (Air Force Chief of Staff), and General Magnus (Marine Corps) which reinforced my leadership confidence. I was not afraid to pursue opportunities that most of my peers would not even consider.

Figure 4.1: Survey responses by author as an independent source

Arrogance	4
Physical Conditioning	7
Decision-Making Skills	7
Ability To Get Things Done	7
Confidence	8
Empathy Toward Others	8
Teaming Skills	8
Self-Control	9
Self-Respect	9
Ability To Lead Others	9
Take On Challenges	9
Show Humility	9
Respect Toward Others	9

Having a martial arts back ground radiated inside me a sense that allowed me to believe in myself, and that evolved into behavior patterns that encouraged personal growth. Fortunately, I had an instructor the emphasized humility and always expressed that a true martial artist is a

humble person. I took this to heart, so I scored my results to the question of “arrogance” relatively very low (I rated this question as a four). The rest of my results are listed numerically in the chart (see Fig 4.1 above).

Survey results based on Black Belt interviews

The second source of feedback I cumulated was from surveys and interviews of eight Black Belt instructors that studied Japanese-oriented martial art styles. I selected this group to restrict the development of their viewpoint to a single process, likely be similar, as their training styles are of the same cultural heritage (Japanese). Having this defined category will provide an independent viewpoint when compared to a group that consists of multiple culturally-oriented styles (styles that are founded from different parts of the world, trained in different manners, and combined as a single group).

While conducting the interviews, I reviewed the questions, documented responses, and allowed the Black Belts to elaborate on their personal experiences. For example, half of the Black Belts expressed elevated levels of confidence they developed because of their experiences with national and international martial arts competitions. They explained that under normal circumstances, they would not have developed the fortitude to even think about competing in a physically combative environment. Martial arts opened their eyes to different things that they had never expected, and a challenging environment helped to push their limitations to the extreme. They also expressed how lessons learned from losing a competition helped them to stay humble, and re-energized their desire to train harder, and overcome weaknesses. I summarized from their discussions that a Black Belt did not take a loss in a competition as a

negative thing, but viewed it as an opportunity for inspiration. Sort of a view like “if my competitor can beat me, then I can learn from their expertise and better myself.”

Figure 4.2: Survey results based on Black Belt interviews

	1	2	3	4	5	6	7	8	9	10
Confidence	0	0	12.50%	0	0	0	0	25%	12.50%	50%
Self-control	0	0	0	0	12.50%	0	0	25%	12.50%	50%
Physical conditioning	0	0	0	0	0	0	0	12.50%	37.50%	50%
Self-respect	0	0	0	0	0	0	12.50%	25%	12.50%	50%
Decision making skills	0	0	0	0	12.50%	0	25%	37.50%	0	25%
Empathy toward others	0	0	0	0	12.50%	0	25%	25%	0	37.50%
Teaming skills	0	0	0	0	0	0	0	37.50%	25%	37.50%
Ability to get things done	0	0	0	12.50%	0	0	12.50%	37.50%	12.50%	25%
Ability to lead others	0	0	0	12.50%	12.50%	0	12.50%	25%	0	37.50%
Take on challenges	0	0	0	0	0	12.50%	37.50%	12.50%	12.50%	25%
Show humility	0	0	0	0	0	0	0	25%	37.50%	37.50%
Arrogance	25%	12.50%	0	37.50%	25%	0	0	0	0	0
Respect toward others	0	0	0	12.50%	0	0	0	37.50%	12.50%	37.50%

Eight Black Belts were interviewed and completed the survey as part of the interview. On the survey, thirteen categories were rated on a scale of one to ten (one meaning the martial arts training had little or no effect on the Black Belts development, and ten meaning there was a strong impact to the Black Belts development in that category). The results of their surveys have been listed as a percentage (see Fig 4.2 above). There are four categories (out of thirteen) that half of the interviewed Black Belts marked a ten on the survey. Confidence, self-control, physical conditioning, and self-respect are all aspects that the martial arts impacted these Black Belts the most. It was interesting to find that all four of the Black Belts (that rated a ten on these categories) mentioned their personal development when teaching children in the dojo. For example one of the four Black Belts, Shihan Henry Liston (a sixth-degree Black Belt) expressed how he could see his own self-control become stronger over the years of training, and

emphasized this as a role model when teaching children. He felt that leading by example was the best way to influence the youth he mentored in class. This theme was prevalent for all the Black Belts interviewed (to lead by example), and was expressed by all the Black Belts that a student should be a reflection of their instructor, which is why the Black Belts take their teaching seriously and very personal. Another instructor, Dr. Joe Jones (founder of the Jo-Ryu-Jujitsu system) expressed how his training over the years (having studied martial arts for over a half-century) had elevated his confidence, sense of self-control and self-respect at an early age. He strongly emphasizes the importance of these qualities to his students for self-development, and has even incorporated a creed that defines self-efficacy for his students to pronounce at the beginning and end of each class.

After interviewing the Black Belts and assembling their survey answers, it became obvious that every aspect of the survey impacted each martial artist in a different way, but there was not a large variation between their answers. Overall, you can see the majority of the answers showed that the martial arts significantly impacted each individual at the high end of the spectrum, with exception of the aspect of “arrogance”. There is a significant shift of the responses for arrogance, as it is usually looked upon as a negative trait. All of the Black Belts scored a low impact of arrogance to their personal development due to martial arts (see Fig 4.2 above).

Survey results from on-line questionnaire

The last source of feedback for this paper (collected through an on-line survey) targeted all martial artists, regardless of what style they have trained in, and regardless to what rank they have achieved. This type of “mixing pot” gives an excellent and broad viewpoint of the general populace of martial artists, and serves as a tertiary data point.

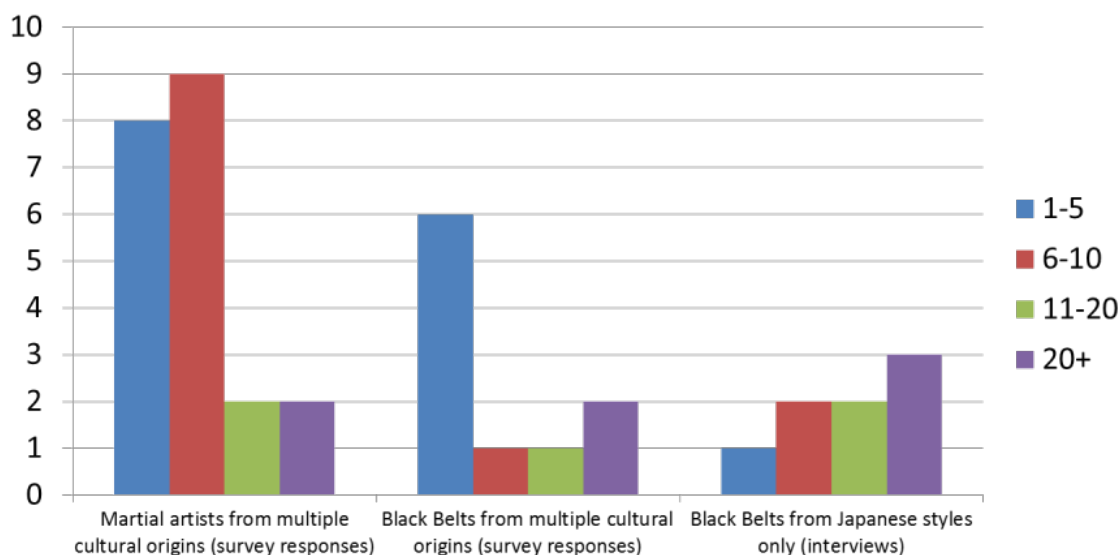
Figure 4.3: Survey results from on-line questionnaire

	1	2	3	4	5	6	7	8	9	10	Total
Confidence	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4.55% 1	0.00% 0	18.18% 4	13.64% 3	13.64% 3	50.00% 11	22
Self-control	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4.55% 1	9.09% 2	9.09% 2	22.73% 5	18.18% 4	36.36% 8	22
Physical conditioning	0.00% 0	0.00% 0	0.00% 0	0.00% 0	13.64% 3	0.00% 0	4.55% 1	13.64% 3	18.18% 4	50.00% 11	22
Self-respect	0.00% 0	0.00% 0	0.00% 0	0.00% 0	13.64% 3	4.55% 1	9.09% 2	18.18% 4	9.09% 2	45.45% 10	22
Decision-making skills	0.00% 0	0.00% 0	4.55% 1	4.55% 1	13.64% 3	13.64% 3	13.64% 3	18.18% 4	4.55% 1	27.27% 6	22
Empathy toward others	0.00% 0	0.00% 0	9.09% 2	4.55% 1	9.09% 2	13.64% 3	13.64% 3	18.18% 4	9.09% 2	22.73% 5	22
Teaming skills	0.00% 0	4.55% 1	0.00% 0	9.09% 2	9.09% 2	0.00% 0	9.09% 2	18.18% 4	9.09% 2	40.91% 9	22
Ability to get things done	0.00% 0	0.00% 0	4.55% 1	0.00% 0	22.73% 5	0.00% 0	18.18% 4	13.64% 3	18.18% 4	22.73% 5	22
Ability to lead others	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9.09% 2	9.09% 2	9.09% 2	31.82% 7	0.00% 0	40.91% 9	22
Take on challenges	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4.55% 1	0.00% 0	4.55% 1	27.27% 6	18.18% 4	45.45% 10	22
Show humility	0.00% 0	0.00% 0	0.00% 0	4.55% 1	4.55% 1	13.64% 3	4.55% 1	22.73% 5	13.64% 3	36.36% 8	22
Arrogance	38.10% 8	19.05% 4	14.29% 3	9.52% 2	14.29% 3	4.76% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	21
Respect toward others	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4.55% 1	4.55% 1	13.64% 3	13.64% 3	22.73% 5	40.91% 9	22

As you can see in figure 4.3 (see above), half of the on-line surveyed population selected confidence and physical conditioning as prime attributes that developed due to martial arts training, followed closely by self-respect, taking on new challenges, teaming, the ability to lead others, and respect toward others. On the other hand, arrogance was identified as the least prominent attribute by the majority of respondents. Considering the data has been cumulated from different martial artists from many backgrounds, it is noteworthy to recognize that arrogance appears to be a trait that is not emphasized, nor encouraged as something to pursue. The data shows that most martial artists value a sense of humility.

Pareto showing years of experience

Number of years studying martial arts



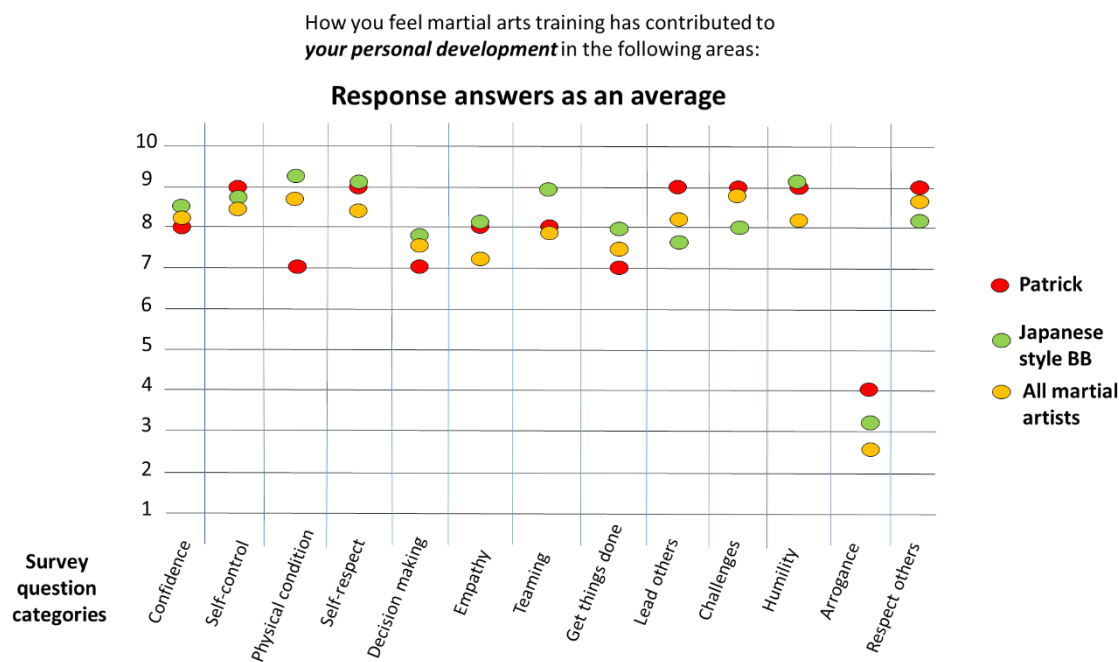
The Pareto chart shows the breakdown of the martial artists that were surveyed, as well as the interviewed Black Belts, categorizing their years of training. It provides an excellent opportunity to see a current snapshot of time that points out the experience levels of the case study participants.

Comparison of results

In order to accomplish an effective comparison between the three sources of data, I averaged all the score responses for each individual question from the Black Belts that were interviewed (Japanese-oriented martial art styles), and I averaged the scores for each question from the surveyed responses separately. After I placed my responses to the questions on the chart, I took the average score from each of the other two sources and plotted them on the same chart. Each

of the categories are color-coded... my responses are in red, the Black Belt answers from the interviews are green, and the on-line survey responses are in yellow.

Figure 4.4: Comparison of results graphically displayed in a scatter diagram



As you can see in figure 4.4 (above), there is a strong correlation between all three sources for each category of the question pertaining to personal development. Keep in mind, each person responding has given personal feedback, based on their own interpretation of the question. What that means, is that each person has answered the question based on their own experiences. For example, one person may interpret the category “ability to lead others” as how that person feels in his work environment and how he acts as a manager, whereas another person may look at that same question as a parent, and how well they are guiding their children. Each person has responded to the questions as it pertains to their own interpretation, which is why this comparison is so valuable of an insight to the overarching research question “How does the

practice, training, and teaching of martial arts contribute to a person's professional development in being a leader?" Each person takes their own personally developed attributes and applies them as they feel fit in their individual lives.

One noticeably different category on the chart is arrogance. Including my personal opinion, the averages of the two populations both show a dramatic shift in their responses, indicating that arrogance is not a trait that is developed for each group. The rest of the categories all show a strong trend of positive influence. All the answers are within one to two points of each other, including my own personal responses.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides my conclusions drawn from the review and interpretation of the data, as well as suggestions for the reader to pursue based on the summary. It will also explain the reasoning for the conclusions, based on objective and fact-based evidence, and allows for the reader to draw their own supposition of the subject.

Purpose of the Chapter

The purpose of this chapter is to clarify the objective evidence as I have presented it, and distinguish the results in a clear and tangible fashion that will support the answer to the research question "How does the practice, training, and teaching of martial arts contribute to a person's professional development in being a leader?"

Description of the Chapter

This chapter also provides an understanding of how objective evidence has been interpreted, categorized and summarized in a way that can give the reader an opportunity to draw their own conclusions based on the methodological approach used, and the organization of the data presented.

Organization of the Chapter

This chapter is organized into separate groups that identify the interpretation of the findings, comparison of the data, implications of what the data may suggest, and a conclusion that defines the purpose, method, and the results of the data when compared to each other. At the end of this chapter, I have also included a personal recommendation for the reader that may assist them when serving in a leadership capacity.

Summary of Findings

Interpretation of Findings

The data suggests that there are positive attributes that develop within students as they train and study martial arts, regardless of the cultural back grounds the martial art style originates from. There are some positive attributes that are revered more significantly among Black Belts when compared to the general populace. For example, the general populace of martial artists from multiple cultural back grounds had responded with the highest marks for two categories (both confidence and physical conditioning were rated a “ten”), whereas the Black Belts from a Japanese oriented martial arts style had revered four categories as the most developed attributes.

Not only confidence and physical conditioning were rated as a ten, but also self-respect and self-control.

Comparison

When comparing the data between the three different sources of feedback, a clear and measurable positive trend is pronounced. It is clear that the responses are tightly grouped together on the high end of the chart for each category, and all collectively shift toward the lower end of the chart when defining the role of arrogance to their personal development. In addition, the data shows that the Black Belt community has a tighter grouping of their numbers when compared to the grouping percentages of the general martial artist populace. The comparison also shows that my personal responses were relatively in alignment with both other categories of the groups (all martial artists and Black Belts).

Implications

Since the data suggests a positive development of attributes that are desirable in a leader, I would imply a person that has been taking a martial arts class for an extended period of time is likely to have a higher aptitude of being an effective leader when compared to a person that has no martial arts training (with the assumption that both individuals have equal credentials of experience, education, etc.) I would also imply that as a student trains for an extended period of time, the sense of appreciation for their development becomes more internal than external. One example of this is shown in the data, whereas a seasoned and experienced Black Belt community has identified four aspects of their training that they recognize as most contributing to their development (confidence, physical conditioning, self-respect and self-control), and the general

population of martial artists (which includes students that are not Black Belts) have identified only two, more obvious external benefits (confidence and physical conditioning).

Conclusions

Purpose

The purpose of this project was to accumulate feedback from various groups of martial artists, assemble the data into a matrix that can identify similar or unlike trends, and draw conclusions of how martial art training contributes to the development of a person based on any trends (or lack thereof) derived from the data. By utilizing objective data, it is likely that you may postulate a position that mirrors my interpretation of the findings, which will provide you with a greater understanding of the subject.

Methods

Through the use of electronic media, one-on-one interviews, and personal insight, I accumulated and categorized responses as a numerical qualifier (on a scale from one to ten) and plotted the answers onto a graph showing a combination of all three categories of respondents.

Results

The results of the comparison between the three categories of respondents clearly show a measurable trend. This trend identifies through numerical value how the martial arts has influenced and benefitted the attributes of the students, and shows a defined and pronounced correlation between all three sources.

Recommendations:

Vision for the Future

Can you imagine a future that it is a pre-requisite to attend a martial arts school for a prolonged amount of time prior to being hired in a business firm? Similar to many businesses that require a Bachelor's or Master's Degree as a minimum education requirement, I can speculate that an organization may want reassurances that their new employee can handle the pressure when needed, and display the favorable attributes captured in this research paper. Many organizations favor prior military experience when hiring, just like many professional athletes take up dance and ballet to better prepare them in balance and rhythm during their game. Is it so far-fetched to conceive a future business environment that favors martial artists in an atmosphere that desires strong leaders? For those of you that are reading this paper and are in a position of hiring authority within your business...I challenge you to consider the benefits that are concealed in the applicants resume when it states "I am a Black Belt in martial arts..."

Appendix

Questionnaire for people that have practiced martial arts

How many years have you trained or studied martial arts?

Are you a Black Belt? If yes, how many years have you been a Black Belt?

Do you feel there are benefits of training in martial arts? Please clarify your answer.

Do you feel there are downfalls to training in martial arts? If yes, please explain:

On a scale of one to ten (ten meaning you feel there is high value, and one meaning you do not feel there is much value), please identify how you feel martial arts training has contributed to ***your personal development*** in the following areas:

Confidence	1 _____ 10
Self-control	1 _____ 10
Physical conditioning	1 _____ 10
Self-respect	1 _____ 10
Decision-making skills	1 _____ 10
Empathy toward others	1 _____ 10
Teaming skills	1 _____ 10
Ability to get things done	1 _____ 10
Ability to lead others	1 _____ 10
Take on challenges	1 _____ 10
Show humility	1 _____ 10
Arrogance	1 _____ 10
Respect toward others	1 _____ 10

(Survey questions for all martial artists)

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