Curated
2016

Created, Edited and Published by:

Curated 2016: Editors

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She was among the first awarded the Master credential from the ICF 18 years ago and is a thought leader serving on several Boards. Suzi designed the LEAP Tiered Coaching Program for leadership teams, founded the Leading Coaches' Center and co-founded the Library of Professional Coaching: the world's largest free online library for coaches.
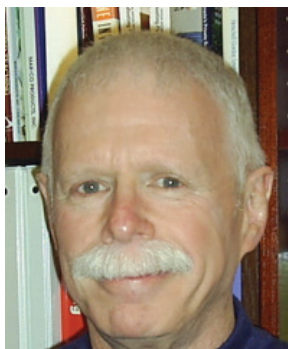
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William Bergquist, Ph.D. An international coach and consultant, professor in the fields of psychology, management and public administration, author of more than 45 books, and president of a graduate school of psychology. Dr. Bergquist consults on and writes about personal, group, organizational and societal transitions and transformations. In recent years, Bergquist has focused on the processes of organizational coaching. He is co-founder of the *International Journal of Coaching in Organizations, the Library of Professional Coaching and the International Consortium for Coaching in Organizations*. His graduate school (The Professional School of Psychology) offers Master and Doctoral degrees to mature, accomplished adults in both clinical and organizational psychology.

Rey Carr, in an early phase of his professional career, noticed the unwillingness of high school students to seek out adult professionals for help. Learning that the students turned to each other for support, Rey Carr established a peer coaching model for teens that was eventually used by almost every secondary school in Canada. He was the co-architect of Canada's National Stay-in-School Mentoring Initiative that resulted in 30,000 mentors being paired with 100,000 students across Canada. Currently he is the CEO of Peer Resources and the senior editor of the Peer Bulletin. He was formerly a university professor, and has published numerous research papers, articles, and training manuals. He can be contacted at rcarr@peer.ca or 1.250.480.9698c.
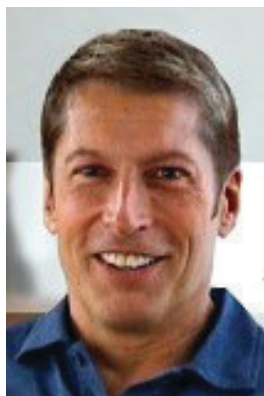
Garry Schleifer, is a seasoned businessman and certified coach, bringing over 29 years experience to his coaching. His "walk the talk" credentials draw from experience as visionary behind several multimillion-dollar corporations.

Applying an approach of "Ruthless Compassion" when helping his business owner clients. Challenging clients with rigorous goals, an innate sensitivity, good humour and non-judgment.

He earned his coach credentials at Coaches Training Institute, Certified Mentor Coach certificate from invite CHANGE, and PCC from International Coach Federation (ICF).

The owner and publisher of choice, the magazine of professional coaching, (www.choice-online. com) Past President of Toronto ICF Chapter, Vice President ICF Global Board and served on several, community-based boards.

He lives with his husband Patrick in Toronto, Canada.

About this publication:
Curated 2016

This collection is presented to you from the hearts and archives of the group known as the International Professional Coaching Publication Association (IPCPA).

The IPCPA was formed to foster collaboration between the editors, publishers, and distributors of the highest quality professional publications in the coaching industry. The intention of this collaboration is threefold: (1) to enhance the credibility and standards of publications associated with coaching and related industries; (2) to benefit from lessons learned and wisdom gained by experienced professional publishers and editors; and (3) to act as peer coaches and mentors to each other in order to support and strengthen the innovative and unique aspects of each publication. The group consists of the publishers of the *Library of Professional Coaching*, the *Peer Bulletin* magazine, and *choice, the magazine of professional coaching.*

In building the first association for coaching publishers, we wanted to begin with something tangible – a real contribution to the field of professional coaching. We decided to hitch a ride on a publication initiative already begun by the *Library of Professional Coaching* (LPC). In 2015, LPC published a collection of articles that had been placed in the library during the past six years. These articles had been

identified by members of the LPC Advisory Board and by the two curators of LPC as among the best published in the library. Called *Curated 2015*, this digital publication was sent to all benefactors of the library.

Now, in 2016, a new compilation is being prepared – but this time making use of the substantial archives of not just the *Library of Professional Coaching*, but also *choice* and the *Peer Bulletin*. In the case of the LPC articles, three criteria were used: (1) among the most frequently accessed in the library, (2) appeared in one of the three digital magazines published by LPC (*Transformations*, *Future of Coaching* and *Sage*) and identified by the editors of each magazine as one of the four best to appear in their publication, or 3) identified by the curators of LPC as one of the six best to be placed in the library. None of the articles appearing in Curated 2015 were selected for the new compilation, which we're creatively calling Curated 2016. The editor of each publication made the selection of articles from both *choice Magazine* and the *Peer Bulletin*. Articles were chosen not only because of their quality and insightful contribution to the field of professional coaching but also because they represent the diversified perspective for which each of these publications is noted.

A total of 36 articles were selected, ranging in length from one to twenty-seven pages, and from the how-to-do-it of professional coaching to neuroscience and future science technology. Curated 2016 is divided into six sections. The first section (Coaching Tools and Strategies) provides the professional coach with immediate assistance while the second section (The Nurturing of Coaches and Their Clients) deals with the head and especially the heart of coaching (for both the client and coach). Section Three focuses on coaching in an organizational setting and specifically addresses the challenge of leadership and team coaching.

In the fourth section of Curated 2016 (Current Coaching Issues) our authors address several of the tough points of conversation and controversy in the field today, offering a diversity of perspectives on such matters as ethics, supervision and the relationship between coaching and psychotherapy. Section Five (Research on Coaching) opens the door to initiatives in the field of professional coaching that are critical if practices in this field are to be credible and evidence-based. Finally, in Section Six (The Context of Coaching) we step outside the specific parameters of professional coaching and bring in articles that identify

ways in which other fields, discoveries, and controversies impact the practice and future direction of the coaching field.

We believe that this collection of articles broadens and enriches our perspectives regarding the field and multi-disciplinary foundation of professional coaching. We expect this to be the first of many compilations produced by our alliance. Please let us know how we might prepare even more beneficial publications in the future and suggest other ways in which our publishing alliance can be of continuing value to this field and discipline. We wish to be collaborative stewards of this important and ever evolving human service endeavor.

Enjoy reading the curated collection of articles we've chosen for you!

At your service,

Garry Schleifer, CEO & Publisher, PCC, CMC
choice, the magazine of professional coaching

Rey Carr
Editor
Peer Bulletin

Suzi Pomerantz
Co-Curator
Library of Professional Coaching

William Bergquist
Co-Curator
Library of Professional Coaching

Curated 2016: Table of Contents

TO GIVE OR NOT TO GIVE...
(ADVICE, THAT IS)

BRIAN UNDERHILL

I will never coach in front of a live audience again.

Over a decade ago in Vancouver, I was asked to conduct a "coaching fishbowl" for a large business coaching conference. A local owner of a family manufacturing business was brought in. After only a few minutes together, we were thrust on stage where I would now coach him in front of hundreds.

Having worked with Marshall Goldsmith for a few years at this point, I relied (best I could) on my training and experience. After getting a quick lay of the land of the challenges he faced in his business, I helped him narrow down to a leadership growth objective (to micromanage less). I then assisted him in generating an action plan to accomplish this objective. He supplied a variety of ideas on what he could do to improve. After he ran out of ideas, I then suggested a few as well. The clock was ticking, but he had a pretty formidable action plan in just a short 20 minutes.

Ding! Time's up. "Job well done," I thought… especially with such little time, and NO assessments to work with. I gave myself a pat on the back; A pat that was quickly cut short.

"That was not coaching, THAT was consulting!!" screamed a man who might as well have been standing atop his chair. "I've

been in this field for 15 years, and THAT was CONSULTING!!!"

"I run the largest coaching school in [blah blah country]" said a lady in the first row. "We would never call that coaching!"

Another agreed: "I can't believe you gave him ADVICE. I would NEVER give my clients advice!" I felt two feet tall. At least I was sitting in a chair, so no one noticed.

Soon enough—and to my slight relief—others began to retort in my defense. "That was exactly how I would coach," said one. "Of course I give advice," commented another. "Executives expect you to have something to say," agreed a third coach. And with that, an all-out war erupted right there before my eyes.

While the poor facilitator had to negotiate the warring factions, I honestly just wanted to pack my things and disappear—perhaps walk all the way back to California if I had to.

ON ADVICE GIVING

You see, I committed an unforgivable sin in the eyes of some—I committed the "A" word. I gave advice to this leader during a coaching session.

In our beautifully emerging profession of coaching, the giving of advice is a hotly-contested debate (along with certification,

which I'll save for another blog when it's a slow news day!)

Is it acceptable to give advice in coaching? And if you were to give advice, are you actually coaching - or maybe instead you are consulting, mentoring or something else?

In one corner, the International Coach Federation and many training organizations offer a very clear opinion on this—coaching is not about advice giving. In fact, the ICF certification examination docks significant points for any coach caught giving advice during an audited session. The idea is that the answers lie within the leader, and the coach's job is to bring those answers to light. Marcia Reynolds, the fifth president of the ICF (and CoachSource coach), says "People are far more likely to commit to behavior made through self-discovery. Unless someone is totally eager to try out your advice, a [leader's] strong ego may work backward to justify their previous behavior."

On the other hand, many executive coaches are well known to offer advice during sessions.

Marshall Goldsmith once said, "If you have some advice to give, then give it! Don't sit around asking a series of bozo questions trying to get the executive to guess what you have been thinking about all along!" In fact, one of our busiest coaches, Craig May of Texas, says "I'm a former business executive. My clients choose me as their coach because of my 'been there / done that' business and leadership experience…I just don't think that a coach is coaching unless they are telling, instructing, showing, demonstrating…giving advice."

The argument in favor of advice-giving is that executive coaches often have considerable business experience of their own, and have coached hundreds of leaders with similar issues—therefore, they would have something to offer to help the leader improve. One Fortune 500 VP, Leadership Development, once told me, "If the leader knew how they could change a key behavior, they would just do it!"

THE GREAT HAT SWAP

Along the way of screening over 1,000 executive coaches, I will often ask a coach their

> *"Psychologist and therapist Carl Rogers had no place for 'giving advice' in his therapy procedure. His approach was referred to as the 'Rogerian' or 'Client Centered' model. He depended on the strength of the question to empower the client. Later, Thomas Gordon, in his 'Parent Effectiveness Training' divided 'Roadblocks To Communication' up into 12 categories. He, too, outlined how giving advice becomes a roadblock to effective communication. When advice is given randomly, it would typically make the person on the receiving end feel defensive, accused, blamed, patronized, admonished, blamed, etc. This certainly does not help improve the relationship. And, it is so difficult to recover from this."*
>
> ~ Wayne Townsend ~
> Leadership training expert and Founder, PeerMentor.net
> Mentored by Rey Carr

opinion on giving advice. In fact, I now call their answer "The Great Hat Swap." Why? Here is a very typical interview question I ask:

Me: Do you ever give advice when you are coaching?

Coach: Well, what I do is I tell my client, "Right now I am wearing my coaching hat." I then ask them: "Do you mind if I offer you some advice right now?" When they say, "No, I don't mind" I then tell them, "Ok, right now I am putting on my consulting hat" and then I offer the advice. After I have given my advice, I then tell them I am putting my coaching hat back on.

Me [Writing privately in the coach's file]: "Does the hat swap thing."

So coaches WILL give advice, but perhaps only after asking permission. (By the way, how many clients ever say, "Yes, I do mind. I don't want any advice right now! Keep that coaching hat on!") And to boot, nearly every time I ask any ICF-certified coach (including MCCs) whether they ever give advice, they will always secretly admit that they do when coaching—in other words, they admit they do one thing to pass the ICF requirements, yet in actual practice they do things differently.

It's ALL Good

But perhaps it is ALL good? Let's go back to the definition of executive coaching, in my never-to-be-humble opinion, from our book *Executive Coaching for Results*: "Executive coaching is the one-to-one development of an organizational leader." In our definition, we are focusing on the development of an organizational leader; and whether the giving (or lack thereof) of advice facilitates that development, then any approach is acceptable.

In 2003, industry researcher Tony Grant defined coaching as a "Goal-directed, results-oriented, systematic process in which one person facilitates sustained change in another individual or group through fostering the self-directed learning and personal growth of the coachee encompassing attributes along a continuum." This continuum includes directive and non-directive approaches, and whether or not the participant is leading the agenda, or the coach is.

So, instead of grasping at straws, maybe we need to recognize that all approaches can be valid; and it is up to the skill of the coach to determine how and where each approach might be employed.

> *"When is it always really good idea to give advice? When coaching is really management. There are signs that the case for coaching is being won in organisations with more companies training their managers in coaching skills. However, in many cases so much of the management role is letting people know what they should be doing and fine tuning. Managers who are involved in coaching staff will need to be aware of the distinction."*
>
> ~ Philip Jones ~
> Workplace dynamics specialist
> Biography

At times, great shifts can be made by effective questioning. "When you make a reflective statement and ask a powerful question that makes people stop and question their own thinking," says Marcia Reynolds, "the automatic processing stops and the brain quickly rewires to make sense of the new awareness."

But at times, just the right advice at the right time can greatly change the trajectory of someone's life. I'm sure you can recount multiple times when this has happened to you —as I can.

I'm still never coaching in front of a room again (I'm only halfway through my walk from Vancouver to San Jose)! But at least I can be assured that it's ALL good.

Resources

Carr , R. (May 2009). Advice-giving: The forbidden fruit of mentoring, coaching and peer assistance," *Peer Bulletin, 176.*

Kimsey-House, H. (u.d.). Coaching versus giving advice. Audio interview. (Retrieved December 10, 2014 from here.)

Mantle, L. (August 13, 2008). Should coaches give advice? *The Coaching Academy blog.* (Retrieved December 1, 2011 from here.)

Sweeny, B. (November 2010) What a mentor can do when advice seems unwelcome. *Peer Bulletin, 194.*

Underhill, B. (2007). *Executive coaching for results: The definitive guide to developing organizational leaders.* San Francisco: Berrett-Koehler.

Wiedner, S. (October 2009). 3 tips for giving advice in a coaching relationship. The Un-Self-Help Blog (Noomii). (Retrieved December 10, 2014 from here.)

Bonus Item from CoachSource

Review or add to the comments provided by other readers of this article on the CoachSource blog where the article originally appeared (and is republished here with the gracious permission of the author). The comments are highly informative, some humorous, and some very insightful.

About the Author

Brian Underhill is an industry-recognized expert in the design and management of worldwide executive coaching implementations. He is the Founder of CoachSource and the Alexcel Group, and previously spent 10 years managing executive coaching operations for Marshall Goldsmith. Brian has a Ph.D. and an M.S. degree in organizational psychology from the California School of Professional Psychology (Los Angeles) and a B.A. in psychology from the University of Southern California. Brian holds Advanced Certification in the Goldsmith Coaching Process. Brian and his family live in Silicon Valley where he plays soccer, and plays music as a worship leader. Contact: (408) 490-0490.

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By Teri-E Belf, MCC

Don't Be a Cheerleader!

Learning self-responsibility through acknowledgement

Client: I spent two hours organizing my office, threw out tons of stuff. Now I can find things more quickly and it certainly looks neater.
Coach: Terrific! Great going on your success!

Imagine you were the client. Check inside. How does it feel to hear those words? I bet it feels good inside. You always feel good during and after meeting with your coach. She motivates you.

So what is the problem? At no point in our coaching competencies does it say the role of the coach is to make the client feel good inside. When you feel good inside you want to spend more time with the person who makes you feel good. That means you will continue to come back for more, and more and *more.*

Who becomes accountable for the client feeling good? In the client's eyes, it is the coach. A competent coach holds *the client* accountable, both for achieving results *and* for feeling good.

So how can we celebrate our clients' successes so they recognize and experience their own accountability for feeling good? The answer is by acknowledging them in a way that increases their awareness and their responsibility.

The KEAS model
The word 'acknowledge' contains the words 'knowledge' and 'know'. Effective acknowledgment has the following four elements: knowledge, emotions, attitude/beliefs and skills. These are the keys (KEAS) to acknowledgment:

K - The *knowledge* they have.
E - The *emotions* that come from what they know.
A - Their *attitude* or beliefs — how they think about what they know and what they do with it.
S - The *skill* they use — what they do with their knowledge.

"Clients love to receive clear acknowledgement."

Here is an example of how to celebrate a client's success using these four elements.

Client: I spent two hours organizing my office, threw out tons of stuff. Now I can find things more quickly and it certainly looks neater.

Coach: You set aside the time and made it a priority to organize your office. (Skill) You must have established criteria for what to keep and what to throw or give away. (Knowledge) You created a system for where to put things so you can find them more quickly. (Skill) You must have been determined to do this and believed you could. (Attitude and belief) By your tone of voice I hear you are pleased with your neater office. (Emotion)

Based on my twenty years of coach-ing experience, I can tell you that clients love to receive clear acknowledgment in this way because they increase their awareness of the elements of their successes. This learning becomes part of their identity and contributes to their self-awareness and self-confidence. Best of all, they recognize *they, themselves* were fully responsible for achieving it.

Practising the model
The KEAS model requires a different way of listening.

1. Practice by taking a moment to identify a recent success you have had. Make a list of the knowledge you had, the skill you used, the attitudes or beliefs that support-ed you and the emotions accompanying this success. Next, read these aloud to yourself.
2. Expand this to someone else in your life. Share the success with them and ask them to acknowl-edge you using the four elements.
3. Begin to acknowledge others when you hear an achievement or success.
4. Use it with clients and watch the transformation of increased self-motivation, independent of you. ●

Teri-E Belf, MCC, is a coach trainer and founder of Success Unlimited Network®, (SUN).

The Process of Reflective Coaching: Levels of Inquiry

WILLIAM BERGQUIST NOVEMBER 9, 2011 0

[Note: this coaching tool is adopted from an analysis of reflective coaching processes described in William Bergquist and Agnes Mura. *coachbook: A Guide to Organizational Coaching Strategies and Practices.* Available on www.amazon.com and Kindle.]

During the past twenty five years, increasing attention has been given the field of organizational consulting to the processes of reflective inquiry—initially championed by Donald Schön, his colleagues, Chris Argyris and Peter Senge. While reflective inquiry is often an unpredictable process—similar to improvisational jazz and theater in many respects—there are, still, a few reflective moves that have been found to be particularly effective when engaged in a coaching process. Specially, I propose that an effective reflective process often involves moving back and forth through seven specific levels of analysis. Each level offers a different perspective and a different reflective lens.

1. The reflective process often begins at Level One with the client reporting on their *Observation* of a specific event. The reflective coach will begin with a request: "Tell me what happened." or "Tell me what you are seeing in this email."

2. Given this initial observation (and the narrative or brief story accompanying this observation), a coach and client can begin moving toward Level Two: an examination of the *Data* that has been obtained. The coach asks: "What did you see that is relevant to your immediate concerns and interests?"

3. From here a coach and client can move to a Third Level, which is concerned with the *Meanings* that a client assigns to the Data that has been gathered. A relevant question is: "What does this mean for you?" or "How does this data relate to an important issue in your (work) life?"

4. Level Four involves the identification of and analysis of *Assumptions* that underlie the Meaning the person has assigned to the Data. The coach asks: "How do you know that your observation is accurate?""How do you know that the meaning you assigned to this data is appropriate?" This will either help validate the assumptions the client made, or clarify any misperceptions he had formed or even lead to a total shift in perspective, if needed.

5. At Level Five, the coach is helping her client access some *Conclusions.* Several questions are often asked at this level: "What do you want to do about this situation?" "What can be done to address your concerns about what you have observed?"

6. These questions inevitably move the client and coach to Level Six, which is concerned with *Beliefs.* The coach asks: "Why do you think this decision is appropriate?" "What makes you think that taking this action in this situation will lead to success?" "How confident are you that this will be effective?"

7. Finally, at Level Seven, *Action* takes place, based on the Conclusions reached and the Beliefs that support these conclusions. In post-Actions reviews, the coach will be encouraging her client to reflect on the actions taken by asking: "What did you actually do?" "What occurred when you took this action?"

In subsequent sessions of reflective inquiry, a coach and client can now reverse the levels of analysis. As reflective coaches we begin with Level Seven and the post-action review questions already associated with this level: "What did you do?" and "What occurred when you took this action [what were the consequences]?" "What worked, what didn't work, in your view?" We then return to Level Six and a focus on Beliefs. In encouraging our client to reflect at this level we now ask: "What does the way in which this action went (successful or unsuccessful) tell you about the world and about you in this world?" The Fifth Level is now concerned with how our client reached Conclusions with regard to the world he engages. A coach accesses this level when asking: "What have you learned from this action?"

At the Fourth Level, a coach now encourages her client to reexamine the Assumptions being made (based on the Conclusions reached). One of the questions that might be asked by the coach encourages a client to enter the Domain of Information: "How do you know you are accurate in your assessment of this action and its actual or potential impact?" Another question encourages the client to move into the Domain of Intentions: "What was this action intended to accomplish?" Yet another question encourages movement into the Domain of Ideas: "Why do you think this was the appropriate action to take?" From here a coach and client can move back to the Third Level, which is concerned with the Meanings that a client assigns to the specific Assumption or set of Assumptions he has made that led ultimately to his Beliefs regarding outcomes and the Actions taken (and more immediately to the Conclusions reached). Relevant questions include: "How does an important issue in your life relate to the action you took?" and "What are you discovering/learning about the resolution of this important issue by virtue of the specific action path you took?"

The coach is now ready to assist her client in moving back to the first two levels. At Level Two, the client revisits the Data that has been collected—now with greater clarity regarding the lens through which he is gathering (and interpreting) this data. The coach will ask such questions as: "What do you now think are the most important facts to know about the situation you confronted?" "About what facts are you most

confident and about what are you now less certain?" The reflective coach is not so much challenging the validity of her client's data as encouraging her client to revisit his data analysis—and realize that there are other interpretations that might be entertained and other perspectives that might be taken when viewing the current situation. These alternative interpretations and perspective may, in turn, have led, eventually, to different decisions and a different course of action. Finally, at Level One, the coach encourages her client to reconsider the Observation he initially made. The coach now asks: "Tell me what you now think happened?" The reflective coach encourages her client to construct a new narrative, based on his journey up and down the levels of analysis.

The labels for each level and the key question(s) to be asked at each level can serve as a format for documenting the levels of reflection that are being engaged. The coach and client may either move from Level One toward Level Seven, or from Level Seven toward Level One—or (as we have proposed) from One to Seven and back again to One. The word "level" in no way is intended to imply that one form of inquiry is more "important" or more "advanced" that another form. It is the process of moving up and down the levels that is critical to the reflective process.

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Donald Schön (1983) *The Reflective Practitioner.* New York: Basic Books.

De-Stress Your Clients in 5 Minutes or Less with these Guided Meditation Scripts

The following article was contributed by: http://www.thecoachingtoolscompany.com/

Meditation calms our mind, relaxes our body and soothes our spirit. For coaches, having a few guided meditation scripts up our sleeve can be really helpful – whether it's to calm down a harried client, start off a workshop or just help clients connect with themselves and slow down.

Here are 3 guided meditation scripts for you to use with your clients for relaxation and calm.

Tip: Make sure to speak slowly and softly. I actually have a different 'voice' I use when I help my clients with guided meditations.

IMPORTANT NOTE: Anything in square brackets [...] is NOT to be said out loud, they are a note for you to do something eg. [pause].

1. Two Minute Meditation to Help Your Clients Find Calm

This guided meditation script uses Ericksonian Hypnosis and NLP techniques to allow the client to imagine for themselves what calm looks like – and how to bring this into their lives.

- I invite you to take a deep breath and when you're comfortable, begin to close your eyes [pause].
- I wonder if you would take a moment to imagine yourself being more calm, peaceful and focused [pause].
- And as you allow your unconscious mind to naturally conjure an image of what that would feel like; consider what you might be seeing [longer pause], hearing [longer pause] and what you might be feeling [longer pause] that shows you are more calm, peaceful and focused [pause].
- And perhaps you are already feeling more calm, peaceful and focused [pause].
- If not, notice that your unconscious mind can reveal how you might do this [longer pause].
- Now, maybe you can think of a simple way to incorporate this feeling of calm into your life in the days and weeks ahead [longer pause].
- And after you have done that, know that it really can be this easy to create a little more peace and calm in your life [pause].
- So, I invite you now to take a breath for a moment, and begin to move your attention back to the room, listening to the sounds around you and begin to open your eyes [pause].

Finally you can ask something like: "So, how was that? What did you learn?"

You can also use this exercise as a basis to coach the client around creating more calm in their lives.

2. Three Minute BREATHING Meditation

This simple guided meditation script helps revitalise AND relax the client. The deep breathing helps to oxygenate their blood while the simple focus on the breath calms them and brings them into the present moment.

- I'd like you to pause , take a deep breath and place your feet flat on the floor. Really FEEL your feet in contact with the ground underneath you.
- Now place your hands on your stomach and take 2-3 deep breaths, noticing your stomach rising and falling with each in and out breath.
- And when you feel comfortable, being to close your eyes.
- Now, as you keep breathing deeply into your stomach, I'd like you to breathe in for a count of 5, then hold your breath for a count of 5, and breathe out slowly for a count of 5. And keep breathing, in for 5, hold for 5, out for 5.[Pause for about 1 minute]
- [Softly] Great. I'd like you to now slowly bring your attention back to the room, noticing the sounds around you and begin to open your eyes [pause].
- So, how are you feeling?

3. Five Minute Meditation for Relaxation and Body Tension Release

This simple guided meditation gets us into the present moment by focusing on, and relaxing our bodies. It helps us to literally connect with our 'selves'.

- I'd like you to get comfortable in your chair and relax. Take a deep breath and place your feet flat on the floor, really FEELING your feet in contact with the ground underneath you.
- And just take a few more deep breaths like this for a moment [pause].
- So, I'd like you to start by focusing on your toes. Scrunch them up, and then release. [pause] Now relax your ankles [pause], calf muscles [pause], knees [pause] and thigh muscles [pause]. Remember, let any thoughts you may have float up and away from you in an air bubble. [pause]. Now relax your buttocks [pause], pelvic area [pause] and begin to notice any tension you may have in your back. Breathe deeply in, and as you breathe out, slowly relax and release any tension you may have in your back. [pause] Now your shoulders. Lift them up and then release completely. Wonderful. [pause] Now it's time to relax your neck and jaw muscles. Take a deep breath in, and as you breathe out let go of any tension you're holding in your neck and jaw [pause]. Finally, the top of your head [pause]. I'd like you to hunch your shoulders up one last time and as you release your shoulders, any remaining tension can sink down and flow out of you [pause].
- Wonderful. Take a few more deep breaths and enjoy this feeling of relaxation and calm for a little while longer. [longer pause about 1 minute]
- [Softly] Hmmmmm. I'd like you to now slowly bring your attention back to the room. Begin noticing the sounds around you and when you're ready, open your eyes [pause].
- So, how are you feeling?

Guided meditation is a great way to both help our clients relax and connect with themselves AND to get them curious about meditation as a practice. Enjoy these guided meditation scripts – and feel free to play with them and add your own personal touches!

BONUS TIP: Once you've taken your clients through the process, both 2) The Breathing Meditation and 3) The Body Tension/Relaxation guided meditation scripts can be given to the clients to use by themselves when they're tense or stressed.

Bio: Emma-Louise Elsey is a professional life coach, NLP practitioner and founder of The Coaching Tools Company.com. Originally a project and relationship manager for Fortune 500 companies she discovered coaching in 2003 and hasn't looked back. She is a passionate and practical leader, writer and entrepreneur in the coaching field. If you love Coaching, you'll love her high-quality, professional Coaching Tools, Forms, Exercises and tips for Coaches, not to mention the FREE Resources (including 549 Powerful Coaching Questions)! Visit www.thecoachingtoolscompany.com and see for yourself.

You can also connect with Emma-Louise on her Facebook Page for Coaches: https://www.facebook.com/CoachingTools

10 Life Vision Exercises and Ideas to Help Your Clients Get Inspired by Life!

The following article was contributed by:
http://www.thecoachingtoolscompany.com/

I get a lot of questions from coaches who want to help their clients with life planning or life visioning. Often people – and their coaches – are looking for a catch-all tool, workbook, visualisation or some other technique to help their clients.

The thing is, there are endless ways to identify a vision for our lives. Maybe that's why we sometimes feel overwhelmed and need help.

First, let's get clear about why people might want a life vision:

In my experience there are two main ways a life vision can help our clients. If you don't know what you want you'll end up with what you get!

1) DIRECTION: A life vision gives us something to work towards. It gives us clarity so we can go through our days knowing we're working towards what we want in life – and what's truly important to us. This clarity of direction helps us make the right decisions and choices – for us.
2) INSPIRATION: A life vision *should* be inspirational. If your client's life vision is ho-hum, they're not going to want to take action.

A good life vision exercise or plan creates a **desirable future** that gives us direction, helps focus our lives AND inspires us to take action to create it.

Here are the Life Vision Exercises I Use With My Clients:

First, a series of 3 simple, but powerful one-page life vision exercises to help clients connect with themselves and what they truly want from life.

1. Rocking Chair Life Vision Exercise. This is a writing or journaling exercise where they imagine being 90, happy, healthy and look back over their life and what they have achieved. This gives a broad life vision – and points to key life values which can be helpful when helping to identify a client's values.
2. Get Perspective Vision Exercise. This exercise asks people to detail where they want to be in 10 years, then 5, 2, 1 and 3 months time. The exercise deliberately works back from 10 years to the present day so that they get a sense of what they need to do NOW to make their 10 year goals happen.
3. 3 Month Vision Worksheet. This exercise asks people to consider where they would like to be in 3 months time in key life areas (eg. Personal Life, Home and Family, Health and Well-being, Career). It then asks for obstacles and who they need to be to achieve these goals.

When you do these 3 life vision exercises in sequence like this you first get a broad overview of the vision our clients have for their life. Then you gradually bring it back to the present day/immediate future. This tells them what to focus on NOW (or in the next 3 months) that fits beautifully into the overall vision they have for their life. And there is plenty of scope for additional coaching or homework around each of the exercises.

And here are 7 other Life Vision Exercise Ideas:

1. **The Eulogy Exercise:** What would they want said about them in their eulogy – or at their funeral/memorial service? What would the like written on their tombstone? (use this one with care and in good rapport)
2. Ask them to **write out their "Ideal Day"**. They should start their ideal day from when they wake up – and write out what they would like their day to be like. What would they do? How would they feel? Who would they see? What are they working on/towards? etc.
3. **Creative Visualisation.** Talk them through meeting their future self and explore the life, relationships, environment etc. that their future self is living.
4. **The Magic Wand Question**. If they had a magic wand, what life would they create for themselves? What would they do in the next 3 months, 6 months, 1 year, 5 years, 10 years and then 25 years?
5. Use a [Wheel of Life Template](#) and ask your client what they would like their life to look like in each of the key areas? Options include writing a list of what they want in each of the wheel segments, or using the wheel headings as homework to journal more deeply into each area.
6. **Devote a whole session to their life visioning.** Put pieces of paper on the floor representing the next 3 months, 6 months, 1 year, 5 years, 10 years and then 25 years. Get them to step on each piece of paper in sequence (starting with 25 years and working backwards), close their eyes and then ask them questions. What do they see/feel/hear? Who is there with them? Where are they? What do they love about their life right now? To go more deeply you can use the Wheel of Life Categories to ask what is going on in their life. Make notes for them as they go and then (if they are interested) give them homework to summarise and write this up in their own words.
7. **Get your client to create a** [Vision Board](#) for their LIFE. Ask them to cut out pictures, quotes - anything inspiring that represents the life they want for themselves. The items don't have to make logical sense, they just pick images that appeal to them. Then arrange and glue the images to a large piece of paper. Hey presto - a vision board for their life!

Top Tip: The more people write, the more life vision exercises they do, the more detail they will go into. And the more rich and detailed their life vision is, the more meaningful and inspiring it will be.

Like I said, there are endless ways to help people create a strategic life vision. Take an idea, play with it. Get creative and have fun!

*"The victory of success is half won when one gains the habit of setting goals and achieving them. Even the most tedious chore will become endurable as you parade through each day convinced that every task, no matter how menial or boring, brings you closer to fulfilling your dreams." **Og Mandino***

Bio: Emma-Louise Elsey is a professional life coach, NLP practitioner and founder of The Coaching Tools Company.com. Originally a project and relationship manager for Fortune 500 companies she discovered coaching in 2003 and hasn't looked back. She is a passionate and practical leader, writer and entrepreneur in the coaching field. If you love Coaching, you'll love her high-quality, professional Coaching Tools, Forms, Exercises and tips for Coaches, not to mention the FREE Resources (including 549 Powerful Coaching Questions)! Visit www.thecoachingtoolscompany.com and see for yourself.

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Keywords: Life Vision Exercise, Life Visioning, Life Visioning Tools, Life Coaching Tools

How to Use the Wheel of Life Template to Create Meaningful Goals!

Emma-Louise Elsey

How often do you see a brand new Porsche, promotion or designer pair of shoes get your client more excited than the thought of quality time with a child or friends? The excitement makes their heart beat faster and they mistake this desire for their heart's deep inner needs. And while we coaches know that our desires and our heart's true needs are often very different – it can be life-changing when our clients 'get' this for themselves.

So, here's where the Wheel of Life Template can help. The Wheel of Life Template is not just a powerful check-in tool or action planner, it can also be used to identify and prioritise meaningful goals - helping to create powerful "Aha!" moments.

The exercise outlined below helps your client differentiate between excitement and desires and the heart (our deep inner needs). It uses a scoring process to help people see what will TRULY make a difference in their lives as opposed to what they THINK will improve their lives. And because it's a scoring exercise – it provides powerful 'proof' so that the brain has to pay attention.

Using the Wheel of Life Template to Identify and/or Prioritise Truly MEANINGFUL Goals:

1. First, get your client to list or brainstorm their current goals and to bring these to the session. One great way to do this is to ask them to, "List everything they want to Be, Do and Have in Life".
2. Next ask them to take each item or goal and using the standard Wheel of Life template categories ask, "Will achieving this goal improve my satisfaction in this area?"
   Wheel of Life Category Reference List: http://www.thecoachingtoolscompany.com/wheel-of-life-temnplate-categories/
3. For each goal on their list, ask you client to give a point for EACH Wheel of Life area that is improved by that goal. *Tip: ½ points can be allocated if appropriate.*
4. Repeat until each goal has been scored.
5. Now review which goals have the highest and lowest scores. What do they notice? What have they learned about themselves? How do they feel after doing this exercise? How does this exercise affect the priority they place on their goals?

QUICK EXAMPLE: If two of the goals are 1) Buy a Porsche and 2) Be a great father/husband.

1) Porsche: Will it improve their Finances? No. Will it improve their relationships with family and friends? Probably not. Will it improve their Career? Unlikely. Will it improve their Fun? Yes (score 1). And so on until, let's say they get a **score of 1½ out of a possible 8.**
2) Being a great father/husband: Well, it may not improve their finances much but it will help their relationships, fun, perhaps health, definitely personal growth etc. So let's say they get a **score of 7 out of 8**.

And there it is in black and white. For a happy and balanced life the Porsche scores 1½, whereas being a great father/husband scores 7. Now your client can make a more informed choice on which goals have the most meaning - and which they choose to prioritise and work on.

I have used this exercise countless times with clients and they have always learned something about themselves. There have been 'Aha Moments' ranging from realising how important to them it is to be a great father to finally asking for and getting help with clutter in the home (this was huge!) to why saving up to go to the casino *really* is a bad idea.

Why This Exercise Works:

The power of this exercise is that it **helps our clients see for themselves in black and white what will make the biggest difference in their lives**. And it helps them understand and get closer to their real selves (heart) as opposed to being driven by desires and excitement. This exercise helps people focus on **truly meaningful change** in their lives.

Soul
Meets
Purpose

Are your client's goals driven by ego or soul?

By Tim Kelley

C oaching, as a relatively new profession, is still defining itself. A definition I favor is this, as a coach — I help my clients achieve goals. This contrasts with psychotherapy, which helps clients to fix personal problems. Goal setting is a key component of a coaching relationship, and it is a rich topic. I will address only one aspect of it — How do we know whether our clients' goals will serve them?

> **"An ego goal or desire that is not related to a person's life purpose will go nowhere."**

Most coaches have had a client set a goal the coach did not believe was healthy. Many of us have coached a client towards a reasonable-sounding goal, only to encounter ongoing resistance from the client. Most telling, it is often the case that a client's experience

of achieving a goal does not live up to their expectations. I contend that these are symptoms of poor goal setting, not necessarily poor coaching or bad faith on the part of the client. The distinction here is between goal *setting* and goal *clarification*.

More sophisticated coaching techniques establish a purpose (or mission) for the client first, then to set goals consistent with the purpose. There are two basic schools of thought about how to do this:

1. It is the coach's role to help the client create a purpose. Creating a purpose is much like setting a goal. It is the client's decision which purpose to pursue.

2. The client already has a purpose — they just don't know it. It is the coach's role to help the client to discover their purpose.

The first approach, while much simpler, has the same flaw as goal setting. How do we know whether the purpose a client creates will serve them? I submit that we have no choice but to assume that our clients already have a purpose and our role is to help them find it. Repeated experience with my clients has borne this

> **"A goal that serves a client is one that is consistent with his or her purpose."**

out. Discovering their purpose has been a deep and enriching experience for them, and for me.

Without delving too deeply into psychology, allow me to make a basic distinction: the part of us that we know about, think about, and make decisions from I will call the *ego* (also termed the *conscious* in Jungian psychology). Our purpose is invisible to our everyday mind (in what Jung calls the *unconscious*). It lives in the dark, until the client (or a talented coach) finds it. For want of a better term, I will call the part of us that sets our purpose our *soul*. How much religious or spiritual significance you attach to this term depends on your own beliefs. I use it because my clients understand immediately what I am talking about. An equally applicable term is "entelechy," a principle within an organism that guides its development.

Using this terminology, I would say that all goals are set by the ego, with varying degrees of influence from the soul. A goal that serves my client is one that

Ego Values

- Health
- Wealth
- Happiness
- Avoiding fear, pain, and struggle
- Particular life circumstances like: owning a home, a fast car, living in a specific place, or having a great relationship
- Acceptance, approval, admiration, and respect from others
- Divides experiences into good and bad, like and don't like

Soul Values

- Concerned with being, not doing
- A long-term view, sometimes beyond a single lifetime
- No attachment to what form the manifestation of the purpose takes ("it's all good")
- No preference for what experience the ego is having; doesn't divide experiences into good and bad
- Sees a person's life as a "work of art" or journey
- Sees all experiences as teachings along a path (no matter how the ego experiences them)

is consistent with his or her purpose, and the soul is the keeper of the purpose, not the ego.

How can you determine whether what your client is saying is based in his or her soul? Many coaches use intuition, and this is a fine tool. I offer an additional structure to assist you. The ego has distinct values, which cause it to choose certain things over others. The soul operates by completely different principles. By being aware of the differences, you may be able to hear or sense which part of your client is driving an interaction.

The ego is entirely responsible for setting goals. Don't take what I am saying to mean that the ego is bad in some sense, or that its values don't serve. My point is simply this: *an ego goal or desire that is not related to a person's life purpose will go nowhere*. It is our responsibility as coaches to help our clients ground their goals in something deeper than simple ego desire. ●

Tim Kelley is a consultant, executive coach, and corporate trainer. He is co-author of *Wake Up and Live the Life You Love: Living On Purpose* (Little Seed Publishing). Tim is an ICF member and a founding member of the IAC.

Managing Life Transitions

A Coaching Tool

William Bergquist, Ph.D.

[This is a variant on coaching tool offered by William Bergquist and Agnes Mura in *Coachbook: A Guide to Organizational Coaching Strategies & Practices*. Available on www.amazon.com]

We have provided an inventory, a series of coaching questions and some concepts that can be of use when a coach is assisting his/her client in reflecting on past transitions, as well as preparing for future transitions. The inventory is an update of one prepared by Richard Rahe and his colleagues during the late 1960. The focus of this Life Change Scale is on the transitions that we all experience in our lives and the stress that is associated with these transitions. Coaching clients are asked to reflect on current changes in their lives, to explore past and future transitions and to consider the ways in which these transitions are managed —successfully or unsuccessfully.

Life-Change Scale

Each of the events listed below represent a significant change or transition in the lives of most people. Each change also has a certain amount of stress associated with it, regardless of whether the change is positive or negative. Please examine each of the changes that have been listed below to determine if this change has occurred in your life *during the past twelve months*. If the change has occurred then record the stress score that is associated with the change in the space located to the right of the event. After you have examined the entire list, add up all the stress scores that you have recorded in the right hand column. Record this total at the bottom of the score sheet and read the interpretive comments that accompany this scale.

Life Event	Stress Score	Your Score
1. Death of a significant other	100	
2. Divorce	73	
3. Separation from significant other	65	
4. Jail term	63	
5. Death of close family member	63	
6. Personal injury or illness	53	
7. Marriage	50	
8. Fired at work	47	
9. Marital reconciliation	45	
10. Retirement	45	
11. Change in health of family member	44	
12. Pregnancy	40	
13. Sex difficulties	39	

14. Gain of new family member	39	
15. Business readjustment	39	
16. Change in financial state	38	
17. Death of close friend	37	
18. Change to different line of work	36	
19. Change in number of arguments with significant other	35	
20. Mortgage over $100,000	31	
21. Foreclosure of mortgage or loan	30	
22. Change in responsibilities at work	29	
23. Son or daughter leaving home	29	
24. Trouble with in-laws	29	
25. Outstanding personal achievement	28	
26. Significant other beginning or stopping work	26	
27. Beginning or ending school	26	
28. Change in living conditions	25	
29. Revision of personal habits	24	
30. Trouble with boss	23	
31. Change in work hours or conditions	20	
32. Change in residence	20	
33. Change in schools	20	
34. Change in recreational activities	19	
35. Change in religious or spiritual activities	19	
36. Change in social activities	18	
37. Mortgage or loan less than $100,000	17	
38. Change in sleeping habits	16	
39. Change in number of family get-together	15	
40. Change in eating habits	15	
41. Vacation	13	
42. Celebration of major religious holiday	12	
43. Minor violations of the law	11	

TOTAL SCORE _____

1. The coach should begin by briefly discussing the concept of transitions. In a study of the effects which various human relations training programs have had on organizations, Charles Seashore found that participants, whether individuals or organizations, are unlikely to alter the directions in which they are currently moving simply as a result of the training. The program can, however, enable them to manage more effectively the rate of change; major transitions in life can thus be either accelerated or decelerated. Seashore concluded that the effective management of transitions is a valuable skill, especially in a world that seems to be changing at

an increasingly rapid rate.

The work of Thomas H. Holmes and Richard H. Rahe also seems relevant here. In a 1967 study these two physicians found that specific changes or life transitions are directly correlated with the occurrence of physical illness and emotional disturbance. The greater the number and magnitude of major life changes in a one year period, the more likely it is that physical and emotional problems will occur during the subsequent year. The effective management of transitions is something we can work on and vitally affects our lives, both physically and emotionally.
2.   The coaching client should then be given the Life-Change Scale. After the client has completed the scale and has calculated his/her own life-change score, the coach and client should reflect together on the implications of the total score. In general, a score of 200 or more reflects a high level of transitions, though among faculty and college administrators scores of 200 are rather common. A score of 300 or more indicates that the respondent has experienced exceptional life transitions during the past year and might want to give serious consideration to the physical and emotional costs of these transitions. A score of less than 100 can reflect either contentment or a protected situation.
The coach and client should then move to an even more detailed and individualized assessment of the rate of change experienced by the client. The coach should ask:

(1) Have there been any other important transitions in your life this past year that were not included on this list? What score would you give these changes for yourself?
(2) Relative to the assigned scores, which of the transitions do you think have been most difficult for you? Which have been easiest? Why?
(3) If you were to relive this past year, which of these transitions would you like to avoid? Which transitions would you like to have experienced which did not occur?
(4) Some of the transitions on the original list are generally quite positive for most people. Which of the transitions that have occurred for you this past year have been most positive? Which have been most negative? Have both types of transitions been stressful for you? Which type was most stressful?

Pattern of Life Transitions

The coaching client might then be instructed to place his/her current transitions score on the Life Transition Grid. They can record either the score they obtained from the scale or an estimated score if the scale score seems inaccurate. The client's current stress score is to be recorded at the appropriate point of intersection between their current age (horizontal axis) and their life-change score (vertical axis).The client is then asked to plot probable transitions scores for their past and future. The coaching client should begin by identifying those points in his/her past when major transitions occurred, then those points when life was particularly stable. Similarly, the client should be encouraged to identify probable time periods in the future when major transitions are likely to occur and when relative stability will prevail. The client then draws a line from birth to death that connects these points, perhaps portraying other, less significant periods of transition and stability as well.

Life Transition Grid

Life Change Score/Age	0-15 Years Old	15-30 Years Old	30-45 Years Old	45-60 Years Old	60-75 Years Old	76 Years Old+
450-525						
375-449						
300-374						
225-299						
150-224						
75-149						
0-74						

The coaching client is now encouraged to discuss ways in which he/she has handled or hopes to handle major life transitions:

(1) Have the transitions tended to be too fast or too slow? Why?
(2) Have certain types of events tended to precede or even precipitate major transitions?
(3) What have been the typical consequences of major life transitions? Immediate impact? Impact after one year? Physical illness? Health? Depression? Exhilaration? New relationships? The termination of old relationships?
(4) Have you consistently and consciously taken any specific actions to make these transitions more satisfying? What actions?

Either before or during this coaching discussion, the coach may wish to review briefly several of the different ways in which people manage transitions and might ask their client for his/her own ideas about the most effective ways to manage these changes. The concepts offered below regarding managing transitions might be considered at this point.

Some Strategies for Managing
Major Life Transitions

One must acknowledge first of all that transitions are stressful. Furthermore, positive transitions — marriage, promotion, an award — may be as stressful as negative ones. A U-shaped curve seems to accompany most major life transitions. At first, after the transition has been initiated, the mood of the person or organization that is undergoing the transition will tend to turn from optimism to pessimism; excitement may give way to disillusionment. Production will fall off until the bugs are worked out in the system; the change will proceed slower than expected; advocates of the change will discover negative consequences or side effects that were not anticipated. Only at a later point, after the person or organization has traveled through this "valley of despair" will transitions begin to reap some benefits — if they have been successful. The planner of a personal or organizational transition must anticipate this period of stress and introduce ways to reduce its negative impact. Perhaps the simple anticipation of stress is itself one such way; several other more specific suggestions follow.

1. Ceremonies: Every culture creates specific events that signal major life transitions for a member of the group. For example, in most societies, entrance into puberty, marriage, birth of a child, divorce and the death of a loved one are made the focus of a ceremony. Similarly, many organizations acknowledge the entry of new people into the organization by means of initiations, orientation programs, social gatherings and so forth. Most organizations also have some type of a ceremony to acknowledge the exit of individuals from the organization. Ceremony serves two important functions in helping people manage transitions. First, it helps anticipate the stress that is associated with the transition. The ceremony serves as a signal, formally telling us that some difficult times are immediately ahead. Second, the ceremony indicates that other people care about this transition and are available for support in this endeavor.

In a society which seems to be increasingly less ceremonial, we must plan for our own ceremonies and provide ceremonies for significant other people; remember that the marriage ceremony may be more important to the transitional processes of the parents than to those of the newlyweds. Perhaps the practice of some couples, who periodically renew and update their

marriage vows as a means of acknowledging the changes that have continued to occur in their relationship, is as important for them as the initial ceremony.

2. Support Group: Most people who successfully manage a major life transition describe the critical role played by several people who served them in a variety of functions: the *nurturer* helped them feel better or stronger; the *friend* empathized with their predicament and often provided a humorous perspective; the *expert* provided important information to help them implement, accelerate or slow down a transition; the *clarifier* helped them better understand the current and probable future nature of the transition; the *client,* someone whom they were currently serving, was willing to let them know what the consequences would be if certain decisions were made about the transition; and the *challenger* forced them to reexamine their actions, values or expectations. Usually, people are more in need of the nurturer if the transition is particularly rapid and in need of the challenger if the transition is too slow.

A support group consists of people who fill one or more of these roles. Members of such a group need not know each other; they may never even have been in the same room together. Yet they all have one thing in common: they all know and in some way are willing to provide support to the individual going through the transition. It is the responsibility of that individual to integrate the different perspectives of the members of his group and to be sure he is not asking only one or two people to fill all of these roles.

3. Incremental Change: Change should be planned from a long-term, wide-range perspective, rather than from a short-range or piecemeal point of view. In planning for change, however, it is often essential that the desired change be broken up into small, manageable units that have short-term and rather modest goals. A series of small change curves is usually preferable to a single large one. Furthermore, if a series of small change projects are identified, it is possible to initiate a second project when the first encounters significant resistance. Small projects can also be sequenced in a way that will meet current needs and concerns, while also being responsive over the long run to more basic and far reaching problems.

4. Diffusion of Interests and Activities: If any one change absorbs all or most of a person's or organization's attention, then this transition is likely to be stressful, for the person or organization has no other interest or activity that can provide stability or variety. In preparation for a transition, one should ensure that other areas of interest in one's life do not get set aside during the change process. Given the tendency of many people who are experiencing stressful transitions to focus intensely on the change, it is essential that other roles, goals and activities be reinforced as salient features of the person's or organization's life.

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Major Sources and Suggestions for Further Reading:

(1) Richard H. Rahe, Joseph D. McKean, Jr. and Ranson J. Arthur (1967) A Longitudinal study of Life-Change and Illness Patterns, *Journal of Psychosomatic Research,* 10, 355-366.

(2) Thomas H. Holmes and Richard H. Rahe. (1967) The Social Readjustment Rating Scale. *Journal of Psychosomatic Research, 11, 213-218.*

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By Nancy Gerber, PCC

Fear Is The Messenger

The tools of Analytical Trilogy can reveal the big picture

In North American culture, even minimal anxiety is widely accepted and touted as a disorder to be treated. We're encouraged to medicate ourselves to combat even the mildest social anxiety. We're expected to adapt our lives to manage and live with these feelings as best we can. One of the most common approaches to conquering fear is to "own" it and keep on going anyway. This perspective carries with it the belief that all we need to do is to summon up our courage, plan our attack with Marine-

> "Use fear as your teacher and learn where you need to grow."

like precision, use palliative measures such as deep breathing or a short-term prescription if necessary, and power through the feelings with a Herculean effort. The Trilogical approach offers a different perspective.

Science, philosophy, and spirit

For the past seven years, in addition to my coaching career, I've been studying a unique personal development methodology called **Analytical Trilogy**. The term "trilogy" refers to the synthesis of psychotherapeutic science with the contributions of the great philosophical and spiritual thinkers. The goal is to unify the modes of feeling, thought, and action. Dr. Norberto Keppe, a world-renowned Brazilian psychoanalyst and peer of Victor Frankl and Carl Rogers (among others), developed Analytical Trilogy after more than thirty years of clinical research in Europe, the United States and Brazil.

The three key concepts of Analytical Triology are inversion, universal envy, and projection/ idealization. To unravel fear, let's examine the first two principles (inversion and envy) through the Trilogical lens.

Thinking in reverse

Inversion is Dr. Keppe's most profound and key discovery. Just as our brains automatically reverse the upside-down images our eyes see, individuals (as well as society) seem to unconsciously capture and invert perceptions, values, and reality. In short, we think we want what's best for us, but, actually, we don't. Inversion shows up everywhere. Look, for example, in some of our most time-worn clichés: love hurts; what you don't know can't hurt you; ignorance is bliss; a little knowledge is a dangerous thing; the more you spend, the more you save, and so on.

A Subtle rejection

Dr. Keppe's second evolutionary concept is Universal Envy. "Envy" is derived from the Latin root "invedere"—to not see. Rather than covetousness, envy describes our unconscious global rejection of the goodness, truth and beauty within us and that we receive from others. We're also unaware of the mechanisms that we use to manifest this resistance.

This unconscious blindness is the root cause and destructive psychological force behind all of our mental, physical, and social ills. It is the brake for forward movement in our lives. Every bad attitude we have is always in opposition to something good—we are waging a constant battle against what's best in ourselves.

Envy shows itself in infinite ways,

including failure at the brink of success, choosing destructive relationships, sabotaging good relationships, poor self-care, illness, procrastination, lack of focus, debt, or under-earning.

The Trilogical perspective holds that most of our feelings are inverted. They are not what they appear to be. We have learned the mantra, "If it feels good, do it!" Unfortunately, what feels good is usually destructive or, at the very least, a nonproductive path. Since we don't spontaneously do what's right for ourselves (the outcome of envy), it's important to develop a healthy mistrust for our emotional auto-responses. It's helpful not to take our feelings at face value. Furthermore, our bodies don't know the dif-

our lives and relationships in ways that enable us to continue protecting ourselves. I'm not discussing the reality-based fears we experience in dangerous or life-threatening situations. This is about insecurities, lack of confidence, or anxieties that arise from everyday activities.

Fear is a signal that something is trying to surface. The more we try to ignore or escape from it, the bigger it gets. It's like having a toothache but only taking aspirin. Unaddressed, it will eventually grow more troublesome with much more serious physical symptoms.

How to use fear

Consider the notion that our feelings are not what they appear to be.

could indicate a number of issues that we're resisting:

• We don't really want the responsibility that comes with success. Or we're lazy and don't want to work very hard.

• We've been idealizing ourselves as experts. But we're not as knowledgeable and well prepared as we'd like to think.

• It's going to take a lot more work than we thought to become truly competent. We've been assuming we could leapfrog and get by without doing all of it.

• We're sabotaging our efforts. Our actions are counterproductive and not in sync with our expressed intentions.

• We're more concerned about our image instead of connecting or being of service. We worry about our appearance on the speaking platform rather than focusing on getting our message across. Or we wonder if our client's think we're good coaches rather than concentrating on what they're saying.

"Fear is masking some important truth that you have yet to acknowledge."

ference between an inverted feeling based on fantasy and a feeling that's real. In either case, our physiological reactions will be the same.

Fear as diversion

The Trilogical view holds that we unconsciously use fear as a diversionary tactic. It becomes a mechanism to reject greater awareness. It's a roadblock we hide behind—a socially sanctioned excuse for avoiding consciousness; an acceptable reason to cop out and not confront our deeper issues; a seemingly rational explanation for not doing what we just don't want to do.

When we feel fear, our default setting is to stop our forward momentum. Rather than address what's really going on, we accept these feelings and unconsciously structure

Think about fear as the key, the clue, the messenger, a pathway down the rabbit hole that leads to deeper self-awareness. Use it as your teacher and learn where you need to grow. Assume that the fear is masking some important truth that you have yet to acknowledge.

Step back and observe without judgment. What good within you or coming to you is this fear pushing back against? (Remember, every bad attitude is always in opposition to something good.) Where could there be an inversion? What truth might you be resisting? Where are you fooling yourself?

Although Envy and Inversion manifest differently for each of us, here is a broad example: Fear of success (or failure) is a common experience. Using our Trilogical perspective, this

Our job is to help our clients see the things that are invisible to them and challenge them to do what they don't "feel" like doing. If we're willing to tolerate the discomfort that comes with greater awareness of our errors, omissions, and gaps, our fears will lessen. Fear will become more manageable and exert less of an influence on our decisions and actions. With this insight, we can use our Trilogical perspective to address the real issues sooner, accelerating our progress towards our best and most fulfilling life. •

Nancy Gerber, PCC, is a mentor coach, author and also the founder and president of SteppingStones.

LEARNING COACHING FROM GOOD & POOR SESSIONS

CARTER MCNAMARA

In personal and professional coaching, the coach works to guide and support the client to solve a problem or achieve a goal. The coach might use a variety of tools, but good questions is one of the most powerful tools the coach can use to help the client to:

1. Clarify a current, important priority that the client wants to work on;
2. Identify relevant and realistic actions to address that priority;
3. Take the actions in the client's work or life; and
4. Learn by reflecting on the coaching and the actions.

In peer coaching groups, members—who are coaches in the groups – are taught the basics about how to get coached and coach each other. Skills in coaching can be useful for coaching oneself, friends, family members, peers at work, subordinates and even your boss.

One of the clearest ways to distinguish the power of coaching is by comparing an effective coaching session with an ineffective session. In the following, let's assume that Tom's current priority, or coaching goal, is to improve his time management.

SAMPLE OF AN INEFFECTIVE COACHING SESSION

Tom: I have a time management problem. I just don't get enough done in a day.

Bob: Yeah, me, too. That's hard for all of us.

Tom: My boss wants me to get more done, too. I've asked him for help, but he said everything on my to-do list is important and that I need to get it all done. He makes me feel even worse.

Bob: Wow, your boss sounds like he's not helpful at all. What are you going to do? If you find something's that's useful, tell me because I'm stuck, too.

Tom: I suppose I'll take a time management course. That'll probably just give me more to do, though. We'll see.

Bob: How many employees work for you?

Tom: I've got 12.

Bob: That's a lot of people. Well, keep your hopes up. Maybe a time management course would be useful—and you should find a new boss!

SAMPLE OF AN EFFECTIVE COACHING SESSION

Notice the coach's use of questions and that the questions often include the word "you" in them. Also, notice how a coach might not have to know much about Tom's world at all in order to be helpful to Tom.

Tom: I have a time management problem. I just don't get enough done in a day.

Coach: Tell me more. How did you conclude you have that problem?

Tom: I never get everything done on my to-do list. The more I get done, the more I end up adding to the list.

Coach: How would you conclude if you've solved your time management problem? What would success look like?

Tom: Well, I'd get everything done on my list. I suppose that's not realistic, though, because there's always something to do.

Coach: How do you like to solve problems like this? Think of a problem that you've solved in the past. For example, do you like to talk to someone, make a list of pro's and con's, etc.?

Tom: Well, I do like to talk to a few people and to make a list of pro's and con's

Coach: Would that approach be helpful with this situation?

Tom: Yeah, I suppose it would.

Coach: Who are some people you could talk to for help?

Tom: Well, I really think my boss owes me some advice – after all, that's his job. Also, I have two co-workers who seem to feel good about how they manage time.

Coach: Do you like to get specific advice when you talk to someone?

Tom: Yeah, I'll ask them for specific advice.

Coach: So how about you talking to your boss and two co-workers, and then you and I can talk in a week so you can tell me specifically what you're going to do and by when?

Coach: Would it also be useful to get clear on what successful time management looks like to you?

Tom: Yeah, that would be very helpful.

Coach: OK, let's talk next week on Wednesday at 3:00 to hear your specific actions and what success would look like. Is that realistic for you?

Tom: Sure. I can do that. Thanks!

In Action Learning and group coaching, we coach participants to identify actions to solve their problems and achieve their goals.

Actions should also generate learning for participants. Those results are much more likely to occur when the actions are relevant and realistic. Relevant actions are those that clearly will impact the problem or goal, preferably before the next group meeting. Participants' questions during coaching can ensure that actions are relevant. Realistic actions are those that are within the participants' schedules and capabilities—and even might stretch their capabilities—before the next group meeting. Coaching can generate numerous ideas to solve problems and achieve goals. But unless those actions are realistic, they can make things worse for participants if they are being unrealistic or feeling overwhelmed with too many actions to do. That's why one of the most useful questions to share is: "Is this realistic? How sure are you?"

ABOUT THE AUTHOR

Carter McNamara is co-founder of Authenticity Consulting, LLC, and is a nationally recognized thought leader in Action Learning and group coaching. Carter pioneered development of the peer coaching group process, and is the author of numerous articles on Action Learning. He holds a PhD in Human and Organization Development from The Union Institute.

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The Practice of Creative Indifference

By Charlie Smith

The point is to be Committed and Operate with Creative Indifference.

A distraught senior executive came to me the other day and whispered that he had begun to think that the company was a mental hospital. He always had believed that mental hospitals were for people who acted crazy, may indeed be crazy, may be a danger to themselves and society, or who are too weird for other people to want them around.

He said he was grateful for his insight and the freedom and opportunity it had offered. He said that he had shared it with employees who then felt they had been given a new lease on life. All of a sudden, they realized why they felt so stressed and why, no matter how hard they worked, never felt a lot better.

He said that everyone was paid well and kept thinking that if they did the right thing and stayed the course, they would be cared for, make a lot of money, have a great future, and someday would obtain peace and joy. It never seemed to happen.

He said that the mental hospital was a well-kept secret. No one admits they are nuts. They minimize their suffering, or say it's only for a little while, short-term, because business is tough, the current boss is severe, or there's something wrong with the strategy.

I felt sad for him and thought that the causes of the craziness are the untouchable boundaries set by people in power based on their view of what they and the company need to survive.

People make boundaries all the time. When these come from a boss or an unspoken culture, most people keep their mouths shut or dilute the intensity of their speaking. Creativity is not unleashed and collective intelligence often gives way to collective stupidity. The beauty of "creative indifference" is that it takes you to a zero point in a conversation where you can see every dimension of the continuum between possible points of view. It allows for the freedom of choice, movement and thought that ultimately brings the best out of yourself and other people.

Herb Stevenson in *Paradox: A Gestalt Theory of Change* discusses the benefits of Creative Indifference.

http://www.clevelandconsultinggroup.com/pdfs/paradoxical_theory_of_change_iii.pdf

He says, "....Chaos theory, complex adaptive systems and complex adaptive, non-linear systems theory and complexity science theory, acknowledge that seeking order to the exception of chaos can lead to the destruction or mediocre functioning of the system."

This is the same as any of us forcing our point of view on others, even it about the importance of sales, profit and growth.

Stevenson continues, "When we can return to an acceptance of chaos and order in a situation, and holding both equally without bias , creative energy emerges and unseen possibilities are emerge that always were there."

In the simplest terms, Fritz Perls the Founder of Gestalt Therapy said that "by remaining alert in the center, we can acquire a creative ability of seeing both sides of an occurrence and of completing an incomplete half. By avoiding a one-sided outlook, we gain a much deeper insight to the structure and function of the situation. For example, "the present is the ever-moving zero-point of the opposites past and future", where creative indifference informs and balances the polar differentiation while not becoming it. (Perls, Hefferline, and Goodman. 1994. *Gestalt Therapy*)

Breaking Free:

Bringing the Overview Effect to Work and Life [©]

Charles E. Smith, Ph.D.
March, 2014

Upon breaking free of Earth's gravity and going to space, some astronauts experienced a surprising change in their perspective of life on Earth. Author Frank White[1] named this phenomenon "*The Overview Effect*". Some astronauts also discovered a compelling drive within themselves to help make business, government, healthcare, and the world as we know it, a better place.

Astronauts who experienced the Overview Effect were witness to a message from the universe about how to be with the planet and each other. It's about being "in the same boat" together, and the possibility that many more of us of us can break free of our own certainty about "the way it is" to create moments of transcendence, individually and collectively at any point in time. It is about shifting our point of view to see that what actually needs attention in companies, communities, and relationships is always greater than the sum of the parts.

In the same way that astronauts must achieve escape velocity to reach space and see the Earth anew, so is it possible for many on Earth to generate an equivalent escape velocity to break free of the gravity of the cultures and circumstances that keep us from going for our dreams with courage and conviction.   The challenge and purpose in writing this article is to ally with kindred spirits in learning more and more ways to achieve that escape velocity and bring the Overview Effect down to Earth.

Toward an Overview Way of Being

In 1994, Yehezkel Dror[2] presented a commissioned report to the Club of Rome on the capacity to govern. He analyzed the state of national, local, and corporate governance in the world, and made a number of sensible recommendations. His final word, however, was that when all was said and done, what mattered most was the character of the leaders.

Some leaders and CEO's demonstrate a kind of character that includes a capacity for self-reflection and an ability to see the whole of a system as greater than the sum of its parts. This "Overview" way of being implies a seeking for understanding in almost any circumstance. It calls for control of emotions so that principles, values, reason, and intuition prevail. At their core, these people are predisposed towards inquiry and are unusually open to considering things that may be inconsistent with what they already know or believe. Their search for the

truth is coupled with a personal commitment to doing what's right for all involved. They experience themselves as fully connected to the world around them, not separate from it -- they and the system are made of one whole cloth, even though this experience is far too complex to explain. They take responsibility for dramatically expanding their own and others' energy, vitality, and creativity. This almost always results in the achievement of escape velocity and breaking free from the limiting effects of culture and fixed beliefs.

When planning to take on something thought to be impossible, a person has to instinctively appreciate something greater than the sum of its parts. It can't be understood through linear, measurement-based analysis. The whole is too complex, with too many elements, relationships, blockages, and co-workers' and colleagues' self-held limitations. You just can't get to the essence of what's really going on and make sense of the whole with linear and convergent approaches.

In observing and working with leaders and groups who have achieved escape velocity, it is clear that they created a "new whole" that's greater than the sum of the parts, and that connects deeply and personally with everyone involved. They achieved unfathomable leaps in cohesion, energy, and accomplishment. Gradually but dependably, new leaders emerged who were focused on betterment of the whole system. From this place, fresh opportunities appeared for invention, co-invention, and innovation, far beyond what was imaginable from a linear baseline.

We often fail to recognize that our methods of analysis are based on created thought-frameworks that derive from the linear, convergent nature of analysis in the first place. We are tricked by our own mind's need to see things in ordered and sensible ways. As John Stewart[3] writes, "*Abstract/ rational thinking is largely incapable of representing complex patterns and processes, transforming systems, emergence and complex relationships.*" So much more is available by seeing things from the perspective of the whole than from the perspectives reached by studying one or more of the parts, which are always influenced by our roles, beliefs, commercial imperatives, personal histories, skill sets, and political interests.

Essential Elements for Breaking Free and Bringing the Overview Effect Down to Earth

We consider four basic elements essential to Breaking Free. These elements do not necessarily happen one at a time or in a particular order. All are necessary to enable individuals and organizations to bring the Overview Effect Down to Earth. All are necessary to provide life and work with a transcendent, empowering and noble context for solving problems, unleashing creativity, and bringing forth unusually effective ways to operate businesses, governments, educational systems and other public services. These elements are:

> Cognitive Dissonance
> Energetic Awareness
> Escape Velocity
> Collective Intelligence

David Norris and Frank White[4] describe a powerful instance of Cognitive Dissonance in contrasting astronaut Ron Garan's deeply moving experience of seeing the Earth from a

distance with his awareness of the violence and other painful social and political situations happening on the planet. The experience of Cognitive Dissonance is necessary before people will commit to achieving Escape Velocity. Such dissonance is the foundation for an acute experience of the unacceptable contradiction between your dream for something you really care about and the seemingly inescapable truth of the way it actually is for you. We are referring to an intensity that is experienced physically, emotionally, and sometimes spiritually. We all have ways of avoiding this distasteful pain – distraction, focusing on something good, thinking about the future, hoping and coping, and keeping busy are but a few. Deep immersion in this gap makes the existing situation intolerable. It is this powerful Cognitive Dissonance that induces "the final no" to the current state of affairs and "yes" to a vision upon which energy flows and Escape Velocity becomes possible.

Energetic Awareness comes from attending to, sensing and directly working with the patterns of energy present in relationships, teams, organizations, businesses, and communities. It reveals the underlying patterns that directly affect the success of any effort, and helps a leader to:

- Sense the blocks to creating high energy teams, projects, or organizations;
- Understand natural solutions or innovations that "want to emerge" and are consistent with the players' passions;
- Unlock energy and wisdom that is naturally present;
- Discover ways to heal, create partnerships, and navigate complex situations; and
- Build loyalty and agreement to shared goals.

In business and life itself, Energetic Awareness happens in a specific context -- a mission-driven or relationship-driven framework. It has the power to mobilize everyone involved. Energetic Awareness occurs in a moment of presence. It propels people, groups, and ultimately systems forward by literally seeing themselves and the related environment at its very core as a field of interacting opportunities and energy flows. Escape Velocity becomes available when leaders observe people's relationships and work in terms of energy flows between people, groups, and hierarchies. This is consistent with Serge Kahili King's [5] insight that, "*Energy flows where the attention goes.*"

Frank Herbert[6] said that, *".., in all the universe there is only the insatiable appetite of matter.., that energy is the only true solid…, and energy learns.*" Such learning is always the sum of intellectual, physical, emotional, and spiritual activity. We can get very smart cognitively yet remain stupid emotionally, spiritually, or physically. In an energetic paradigm, responsibility begins with our willingness to be cause-in-the-matter of energy across the entire system.

Victor Sanchez[7] suggests that, *".., companies and people with the most available energy will prevail",* and that *".., good ideas, force of will, profit and growth are not enough*." The pull of the existing culture's gravity always wins without the Energetic Awareness that enables Escape Velocity and the ability to see, address, and overcome cultural and personality barriers. This requires personally paying attention and addressing it directly when we see that energy is low or missing. It means directing energy where we want it to increase (i.e., it is always our job to

enliven a boring meeting and move things forward). This energy expansion is always a momentary event allowing us to Break Free of the current circumstance. In the next moment another set of gravitational forces will need to be contended with – gravity never goes away.

Energetic Awareness is a bridge to Escape Velocity. To go into space, we must achieve Mach 25 -- 17,500 miles per hour. That is the propulsion, energy, vitality, and staying power needed to break free of the gravitational pull of the Earth. In life, enormous gravitational pulls exist in culture, personal identity, dominating relationships, and existing beliefs, which block one's ability to come to terms with what is possible. In human affairs, escape velocity can be dramatic or subtle. It can come from a great increase in propulsion and velocity, a subtle or radical change in circumstance, or from a shift in one's way of being, often manifested in action. It can be personal or organizational. It can be technical or counter-intuitive. When it happens, people recognize it and report experiencing freedom, a release of constraint, movement, achievement, and a powerful sense of connection with the world around them.

Many of us have experienced moments of Escape Velocity from the gravity of their own lives or circumstances. One dramatic example from our work occurred at Campbell's Soup of Canada. In order to prevent Canadian manufacturing plants from being closed and the business relocated into the United States, the senior management group needed to mobilize the entire workforce to cut costs. They stood bravely as a group in the face of their own fear that the meeting could go out of control, and spoke with uncommon vulnerability in front of half of the company's employees about the situation at hand.., knowing that hundreds of people did not trust them.

The moment of vulnerability was magical. The gap was painfully experienced, between the fear-driven existing situation and people's shared dream of a company where everyone thrived. They had paradoxically generated a surge of energy that broke everyone free, as they reached escape velocity from a culture of mutual distrust. The workers involved spontaneously visited other parts of the company to share the opportunity of what had happened. Most of Canadian manufacturing was saved and the company became a place where many people reported being thrilled to come to work.

In an example of Escape Velocity from the most recent Great Recession, a large public utility in the western United States was losing money. They were having union-management conflict and facing the grim prospect of having to let people go. Despite all of this and with the intent to expand people's energy and enthusiasm, the CEO threw his hat over the wall in an act of trust. He told every employee, individually and together, that if they performed to certain standards, none would lose their jobs. In those moments of being "for" one another, they broke free from the gravity of a culture of distrust, goals segmentation, and not 'being in the same boat' that had plagued them for years. A wildfire of innovation, cooperation, and collective action emerged, making a new future real. During the worst of the recession, the company realized its biggest profits ever, and in the following five years moved near the top of its industry against every business, quality, and social measure.

In each case, Escape Velocity from the pull of gravity of culture or identity increased suddenly by imagining and committing to a compelling future that reshaped current perceptions and actions. This was a "Future-Present-Singularity" in which the desired future became the new context of what was happening moment to moment. As with astronauts in the space program, people's' energy and commitment to acting as ambassadors from the future took flight. All sorts of things happened that would not have otherwise been possible.

Collective Intelligence is the shared or group intelligence/wisdom that emerges from the collaboration, collective efforts, and competition of many individuals. There is an emerging body of research and application showing great promise in the use of this energetic phenomenon. It's more than conceptual and always consists of more than words and numbers, often also being expressed in emotional form (feelings), spiritual form (nobility of purpose), or physical form (as in the power to act). However it's expressed, Collective Intelligence possesses, exerts, or displays great increases in individual and collective energy.

While the boundary limits of Collective Intelligence are given by the context or fundamental mission of the enterprise, Frank Herbert[6] cautions us that, "*Most civilization is based on cowardice. It's so easy to civilize by teaching cowardice. You water down the standards that could lead to bravery. You restrain the will. You regulate the appetites. You fence in the horizons. You make a law for every movement. You deny the existence of chaos. You teach even the children to breathe slowly. You tame.*"

We saw this limitation demonstrated in a major corporation where the prime directive to managers and engineers was, "Be aggressive, but don't rock the boat." In such a circumstance, intelligent individuals only think what they are paid to think, at least in public. This was a teaching of cowardice in areas that were not seen as being in service to boundaries set by hierarchy. If, as Herbert says, "*There is no such thing as rule-driven creativity,*" this accounts for the lack of unbridled innovation in most large organizations, which develop increasing numbers of rules.

Space exploration is a prime example of how Collective Intelligence can be incredibly powerful in the right context. The Overview Effect, in which the world literally changes by changing how we perceive it, could not have been experienced by an astronaut acting alone. Thousands of people, using the tax dollars contributed by millions of people, responded to the stirring vision enunciated by President John F. Kennedy, who vowed to "*.., put a man on the moon and return him safely to Earth by the end of the decade.*"

When it comes to Collective Intelligence, there is always a paradox. Glass artist Michael Smith[8] says, "*Creativity unleashed is a matter of allowing intention and flow, design and freedom, together.*" Collective Intelligence is akin to Energetic Awareness in that it consists of interacting flows of multiple forms of intelligent phenomena.

Collective Intelligence emerges in a search for shared meaning or common ground. Getting a person, pair, or group to join in the search for shared context, and to move from debate to

dialogue, makes a vast realm of intelligence available beyond that accessible by the individual mind.   Looking from the Gestalt, the whole, rather than from the parts, allows for something new and different to emerge, offering new pathways for effective problem-solving. This contextual, perceptual, intellectual shift opens the way to a greater realm of collective wisdom.

Conclusion

A remarkable client story captures the basic elements of Breaking Free from the pull of cultural gravity. Woody Beville was Executive Vice President of the Rouse Company during the years the company became famous for pioneering the development of Festival Marketplaces, such as Faneuil Hall in Boston; South Street Seaport in New York City; Harbor Place in Baltimore; and Bayside Marketplace in Miami. Woody was in charge of operations and the expansion and redevelopment of more than 70 malls across United States. Their success bears a remarkable resemblance to what it takes to break free of the pull of gravity, go to the moon and back, and see the Earth from orbit or from the lunar surface.

When President Kennedy made his announcement, NASA had just managed to send Alan Shepard on a brief suborbital hop above the atmosphere. The goal of sending a man to the moon and back appeared to be impossible. No one knew how to do it. With this impossible goal energizing everyone involved in the mission, NASA contractors, flight controllers, scientists, and astronauts came together in a remarkable display of Collective Intelligence. They actually beat the President's deadline by several months!   An unexpected but major benefit came with this accomplishment, as the astronauts, and all of us with them, saw the whole Earth for the first time together -- as a species we witnessed "Earthrise" as our home planet hung suspended in the lunar sky.

The Rouse Company shift happened during a period when the industry was in complete collapse. Major developers were going bankrupt or being kept alive by banks. Yet during this time, the Rouse Company's earnings escalated continuously, reaching 30 percent improvements each year. During the worst five years of deep recession, 70 percent of the center management teams consistently met self-created "Impossible Goals".

When we first met, Woody had talked about the absence of "straight talk," which was destroying the trust on which everything else depended. People were not telling the truth about what was going wrong or slipping, and bosses were doing the same. I heard the pain in Woody's voice when he said, "*I will no longer work in a place where people don't tell one another the truth*." At the same time, his dream for the center teams, the people, and the company was a perfectly clear statement of a human values-driven and consistently successful business. The Cognitive Dissonance was obvious and painful, and impelled his willingness to "shoot for the moon."

As with the Apollo moon landing program, the goal appeared to be impossible, and no one knew how to do it. The big question for Woody was, "*How do we create a set of goals based on the deep personal energy of every team member, in service of three missions – team and team-*

member growth, the contribution of every team to the community it serves, and taking care of our shareholders?"

Escape Velocity came from decisively turning on its head everything in the culture that was contradictory to the best in human nature. Employees, management, communities, shareholders, and team members melded with one other. Shopping center management teams were told that from now on they would set their own goals without interference. All levels were told that bosses were no longer controllers, gatekeepers, and boundary managers. Bosses were told not to intercede to get their own way, but to engage through helping the teams achieve their self-set "impossible objectives." These impossible objectives were defined to have less than a 30 percent probability of success. The teams were told to put together operating budgets as usual, and then set them aside, totally going for their objectives, rising and falling together as a team in terms of year-end awards, salary adjustments and bonuses.

With an enormous release of personal, team and collective energy, the company achieved Escape Velocity. Individually and together they established goals they cared about, personally and deeply. Leaders could walk freely into team meetings and feel the success and passion of people working toward goals they themselves had set. It became clear how compelling it was for people to be taking on and achieving the Impossible Objectives they had conceived and committed to, individually and together. They had broken free of the suppressive impact of hierarchical rule, and the tyranny embedded in an assumption that a higher intelligence resides only in the bosses.

Despite a background awareness that in complex systems Collective Intelligence is usually smarter than individual intelligence, the cost of ignoring this became demonstrably clear. Prior to this change, 70 management teams full of intelligent individuals had been behaving in ways that were collectively inept. Through addressing Cognitive Dissonance and recontextualizing their way of working, they tapped into the enormous well of Energetic Awareness that is nearly always available. They put that energy into the service of company, team and individual visions they really cared about, rather than buying into or going along with goals simply because an authority wanted them to want it.

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Breaking free of the pull of Earth's gravity was once considered impossible, yet has now become a matter of practice and technology. Similarly, it has also become possible to systematically break free of the gravity of culture and identity, in the service of critical business and social concerns. This capacity to "Bring the Overview Effect Down to Earth" is as much a practical matter as it is a human and spiritual necessity.

British consultant and colleague John Caswell[9] points out, "*Billions of dollars are spent by companies and governments trying to solve the wrong problems*." Perhaps our ability to break free of the gravitational pull of culture and limiting identity will finally give companies and governments a path to solving the right problems.

Author's Note: This 'stand alone' article focused on pragmatic applications, was generated in conjunction with multiple conversations between myself, David Norris and Frank White, regarding the distinctions of "Bringing the Overview Effect Down to Earth" and is highly related to their article referenced below. *CES*

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THE SCIENCE OF A MEANINGFUL LIFE

LAUREN KLEIN, BIANCA LORENZ, JASON MARSH, KIRA NEWMAN, JILL SUTTIE, & JEREMY SMITH

It's time once again for our favorite year-end ritual here at UC Berkeley's Greater Good Science Center: Our annual list of the top scientific insights produced by the study of happiness, altruism, mindfulness, gratitude—what we call "the science of a meaningful life."

We found that this year, the science of a meaningful life yielded many new insights about the relationship between our inner and outer lives. Cultivating mindfulness can make us more aware of knee-jerk prejudice against people who are different from us; believing that empathy is a skill helps overcome barriers to taking another person's perspective; concern for others, even for animals, can move people to action for the greater good more quickly than focusing on ourselves.

But this year we also learned more about how to cultivate pro-social skills like gratitude—and we discovered how those skills can yield far-reaching benefits to our mental and physical well-being, and even to our pocketbooks.

With input from our staff, faculty, and some of the leading outside experts in our field, here are the 10 findings from 2014 that we anticipate will have an impact on both scientific research and on public debate for years to come.

MINDFULNESS CAN REDUCE RACIAL PREJUDICE—AND POSSIBLY ITS EFFECTS ON VICTIMS.

Racial bias in policing is at the forefront of our national news. So it was heartening this year to see a study (Lueke & Gibson, 2014) that found bias could be reduced through training in mindfulness—the nonjudgmental moment-to-moment awareness of one's thoughts, emotions, and surroundings.

Adam Lueke and Brian Gibson of Central Michigan University looked at how instructing white college students in mindfulness would affect their "implicit bias"—or unconscious negative reactions—to black faces and faces of older people. After listening to a 10-minute mindfulness audiotape, students were significantly less likely to automatically pair negative descriptive words with black and elderly faces than were those in a control group—a finding that could be important for

policing, which often involves split-second assessments of people.

Why the connection between mindfulness and bias? Mindfulness has the power to interrupt the link between past experience and impulsive responding, the authors speculate. This ability to be more discerning may explain why another study (Brown-Iannuzzi, Adair, Payne, Richman, & Fredrickson, 2014) this year found that people who were high in mindfulness were less likely to sink into depression following experiences of discrimination.

As we reported back in 2009, numerous programs have successfully helped officers become aware of their own unconscious biases. But by specifically looking at the effects of mindfulness training—even just 10 minutes' worth—these new studies point to innovative techniques that might help prevent fatal mistakes from being made in the future.

GRATITUDE MAKES US SMARTER IN HOW WE SPEND MONEY.

For years, Greater Good has been reporting on the social, psychological, and physical benefits of gratitude. This year, research suggested that there might be profound economic benefits to a grateful mindset as well—which might pay emotional dividends down the line.

In one study (DeStano, Ye, Dickens, & Lerner, 2014), published in *Psychological Science*, researchers asked participants how much money they'd be willing to forgo in the present in order to receive a greater sum in the future —a measure of their self-control and financial patience. People prompted to feel grateful were willing to pass up significantly more cash than were people not feeling grateful, even if those less-grateful people were feeling other positive emotions. For instance, happy people were willing to sacrifice $100 in the future (one year later) in order to receive $18 in the present, but grateful people preferred to receive the larger, future payment; they only gave up that $100 when the amount offered to them right away reached $30.

The results suggest that gratitude reduces "excessive economic impatience" and strengthens self-control and the ability to delay gratification, according to the authors. This finding challenges the long-held notion that we must rein in our emotions in order to make smarter spending decisions; instead, it seems that consciously counting our blessings can serve our long-term economic interests.

Another study (Tsang, et.al., 2014) published this year, in *Personality and Individual Differences,* suggests that gratitude can guide us toward better decisions about what we actually choose to spend our money on. Participants who were more materialistic—meaning that they place a lot of importance on acquiring material possessions—reported lower feelings of gratitude and lower satisfaction with life. In fact, the researchers determined that

materialists feel less satisfied with their lives mainly because they experience less gratitude. Their findings help to explain why, according to much previous research, materialistic people are less happy.

Prior research has also found that less happy people make more materialistic purchases, creating a vicious cycle. But the authors of this new study argue that gratitude can help break this cycle. Based on their results, they suggest that boosting one's level of gratitude might reduce materialism and its negative effects on happiness.

So gratitude might not only encourage financial decisions that are better for our long-term economic health but better for our long-term emotional health as well.

IT'S POSSIBLE TO TEACH GRATITUDE TO YOUNG CHILDREN, WITH LASTING EFFECTS.
One of parents' biggest fears is that their child will become an entitled brat; one of their biggest questions is what they can do to prevent that.

This year research pointed to an answer. In a study published in *School Psychology Review,* a group of psychologists presented the

encouraging results of a curriculum they developed to teach gratitude to elementary school students (Froh, *et.al.*, 2014).

Instead of just lecturing about the importance of gratitude, the curriculum encourages kids to think about something nice that another person did for them, and to see that kindness as a "gift." Through the curriculum, the students reflect on the value of the gift, the cost incurred by the person who gave it, and the kind intentions that motivated the gift.

The curriculum was taught to 8-11 year olds for half an hour every day for a week—and the kids started to show increases in gratitude just two days after the curriculum ended. When the researchers offered the curriculum once a week for five weeks, they found that it increased gratitude and other positive emotions for at least five months.

Dozens of previous studies—many of which we have covered on Greater Good—have suggested that gratitude can combat feelings of entitlement and foster happiness. But only a small handful of these studies have examined the effects of gratitude on children, and the children in this study were the youngest ever involved in a study of a gratitude program.

Their results offer hope that it's actually possible to nurture lasting gratitude—and happiness—in children from the time they're young. And the curriculum provides parents and teachers with concrete guidelines for achieving that goal.

Watch and listen to the authors of the study and creators of the gratitude curriculum describe what they do and have learned in this YouTube video on the Greater Good Science Center channel.

HAVING MORE VARIETY IN OUR EMOTIONS— POSITIVE OR NEGATIVE—CAN MAKE US HAPPIER AND HEALTHIER.

Is the route to happiness simply to feel more positive emotion and less negative emotion? Our top insights from 2013 cast some doubt on that view, and an even stronger rebuttal emerged this year in a paper (Quoidbach, *et.al.,* 2014) published in the *Journal of Experimental Psychology: General.*

Researchers from four different countries and six different institutions—including Yale University and Harvard Business School— measured participants' positive emotions (like amusement, awe, and gratitude) and negative ones (like anger, anxiety, and sadness). They not only looked at the level of these emotions but also their variety and abundance—what the researchers call "emodiversity."

Their first study surveyed over 35,000 French speakers and found that emodiversity is related to less depression. This was the case for all types of emodiversity: positive (experiencing many different positive emotions), negative (many different negative emotions), and general (a mix of both positive and negative emotions). In fact, people high in emodiversity were less likely to be depressed than people high in positive emotion alone.

With almost 1,300 Belgian participants, the second study linked emodiversity to less medication use, lower government health care costs, and fewer doctor visits and days spent in the hospital. It was also related to better diet, exercise, and smoking habits. Surprisingly, the effect of emodiversity on physical health was about as strong as the effects of positive or negative emotion alone.

The message? Emotional monotony is a drag, so we may be better off mentally and physically if we seek out and embrace a variety of emotional experiences—even the negative ones.

NATURAL SELECTION FAVORS HAPPY PEOPLE, WHICH IS WHY THERE ARE SO MANY OF THEM.

If you subscribe to the philosopher Thomas Hobbes' view of life as "nasty, brutish, and short"—as many people do—you'd naturally expect humans to live a pretty miserable existence. But many studies from around the world have suggested that, on average, humans' default emotional state is to be pretty happy, regardless of their life circumstances—a

phenomenon researchers call "positive mood offset."

This year, a massive review of the research on happiness set out to explore "Why People Are in a Generally Good Mood"; the study, published in *Personality and Social Psychology Review,* was led by Ed Diener, (Diener, Kanazawa, Suh, & Oishi, 2014) a pioneer in the science of happiness.

Given the benefits they find to be strongly associated with happiness, the researchers conclude that the ubiquity of happiness is a product of human evolution. Why? Because many of the chief benefits of happiness— including better health, longer lives, greater fertility, higher income, and more sociability— increase a person's chances of passing his or her genes to the next generation.

"People are happy most of the time because they are descended from ancestors who were happier and engaged in fitness-maximizing behavior more frequently than their neighbors who were less happy," they write.

In other words, natural selection favors happy people, leaving us with more of them today. Of course, though based on an especially comprehensive review of happiness research, Diener and his colleagues stress that this is just a hypothesis—albeit one worth subjecting to future study. "Although our opposable thumbs, big brains, and upright posture have all received in-depth attention and study as reasons for human [evolutionary] success," they write, "it is time to consider how positive mood offset might have also contributed."

ACTIVITIES FROM POSITIVE PSYCHOLOGY DON'T JUST MAKE HAPPY PEOPLE HAPPIER —THEY CAN ALSO HELP ALLEVIATE SUFFERING.

This idea that happiness might arise from natural selection suggests that, perhaps, you're either born happy or you're not. But research on positive psychology activities—like keeping a gratitude journal or meditating regularly— has offered compelling evidence that it's possible to cultivate happiness over time. What's more, during the past year, we saw many different papers suggest that positive activities aren't just for positive people, and that negative conditions aren't just alleviated by targeting negative influences. Instead, nurturing positive skills can help pull people out of depression, anxiety, and even suicidal thoughts.

The key, it seems, lies in the way these skills enhance relationships. One study (Bihari, & Mullan, 2014) found that 11 people who had gone through an eight-week Mindfulness-Based Cognitive Therapy course became less stressed about relationships with friends, family, and coworkers—which, in turn, helped prevent future episodes of depression.

A different study (Nsamenang, *et.al.,* 2014) in the July issue of the *Journal of Affective Disorders* looked at the impact of another positive behavior, forgiveness, on reducing suicidal thoughts in impoverished, rural people. The researchers found that participants' ability to forgive themselves and others seemed closely associated with the will to keep on living. They also found that forgiveness seemed to reduce participants' feelings of being a burden to others, and people who were able to forgive themselves for being a burden to others were much less suicidal. Yet another study (Kerr, O'Donovan, & Pepping, 2014) found that keeping a journal about gratitude or kindness helped people who were on waiting lists to receive psychological counseling.

The upshot of this research is that there are likely far-reaching applications of the skills targeted by positive psychology. As researchers move forward in understanding how we can foster human strengths and use them to save lives, clinicians and teachers can put these insights to use in real-world settings.

PEOPLE WITH A "GROWTH MINDSET" ARE MORE LIKELY TO OVERCOME BARRIERS TO EMPATHY.

Just as many people believe that you're either naturally happy or you're not, so many believe that you're either naturally empathic or you're not. The trouble with this "fixed mindset" about empathy is that the ability to sense the feelings or take the perspective of others is very sensitive to situational forces, such as when we are stressed or overwhelmed by other people's needs. Some research is even suggesting that stressed-out, hyper-connected Americans are becoming less and less empathic.

According to a recent paper (Schumann, Zak, & Dweck, 2014) published in the *Journal of Social Psychology,* our beliefs about empathy are critical to fostering it. Stanford University researchers recruited 75 participants, asking them to pick one of these two statements as being true: "In general, people cannot change how empathic a person they are." vs. "In general, people can change how empathic a person they are." Across five studies, the researchers then observed how the participants responded in situations where empathy was challenging but "crucial to positive social outcomes," such as pairing the participant with someone who had different political views.

In the final study, researchers told half of the participants that they had failed a diagnostic test of emotional understanding and that the other half succeeded. Then they gave participants a chance to go through exercises that might improve their empathy—theorizing that "participants induced to have a malleable, as opposed to fixed, theory of empathy would be more likely to capitalize on this opportunity to develop their empathic abilities."

This turned out to be true. People primed to see empathy as a skill—in other words, people given a "growth mindset" about empathy, seeing it as something one can build through practice—were more likely to "stretch themselves to overcome their limitations." What's more, across all of their studies, they found that people who believe empathy can be developed expended greater empathic effort in challenging contexts than did people who believe empathy is fixed, suggesting that our beliefs about ourselves are key to expanding empathy on both individual and societal levels.

This insight echoes a trend we highlighted in last year's list of top scientific insights: Anyone can cultivate empathic skills—even psychopaths. And in fact, another study (Hepper, Hart, & Sedikides, 2014) this year from the United Kingdom extended those findings to narcissists, finding that even they could be coached into taking another person's perspective.

TO GET PEOPLE TO TAKE ACTION AGAINST CLIMATE CHANGE, TALK TO THEM ABOUT BIRDS.
Imagine what might happen in the future if climate change goes unchecked. Are you more likely to take action to prevent that outcome if you feel like it is a threat to humans? Or are you more likely to reduce your carbon footprint if you fear for the safety of other animals, like birds? Well, according to a group

of scientists at Cornell University, birds may be the answer.

The researchers surveyed 3,546 people (largely bird watchers) to evaluate how their willingness to engage in climate-friendly actions might be affected by how the problem of climate change is described to them. Specifically, respondents were presented with these four statements and, after each, asked about their willingness to lessen their carbon footprint:

1. Climate change is a danger to people.
2. Climate change is a danger to birds.
3. If a large number of Americans do something small to reduce their use of fossil fuels, it would have a large impact on our national carbon footprint.
4. If a large number of Americans do something small to reduce their use of fossil fuels, it would have a large impact on our national carbon footprint—and be of benefit to future generations.

As expected, the findings revealed that the positive framing of the climate problem (numbers 3 and 4) increased people's willingness to take action. Numerous earlier studies have shown that positive messages—such as those that emphasize the collective impact of carbon-cutting measures—are generally more effective than fear-based messages. But responses to the two fear-based messages (numbers 1 and 2) revealed a surprise: Invoking a threat to humans led to no significant impact on the respondents' willingness to reduce their carbon footprint—while invoking a threat to birds led to the most significant change of all.

Why would a threat to birds provoke more willingness to act than a threat to humans? One theory suggests that threats to humans cause us to think about death, which activates defenses against the anxiety caused by confronting our own mortality. Researcher Janis Dickson says the findings do point to a potentially important lesson for educators and communicators: Combining a sense of empowerment (by reminding people of our collective impact) with [compassion] (for non-human others) can help cultivate the psychological resilience needed to overcome denial and inaction.

FEELINGS OF WELL-BEING MIGHT SPUR EXTRAORDINARY ACTS OF ALTRUISM.
What would motivate someone to donate a kidney to someone they have never met? A [study] published in the journal *Psychological Science* (Brethel-Haurwitz, & Marsh, 2014) looked at this act of extreme [altruism] in all 50 states, cross-referencing donations with data on each state's levels of "well-being," which refers to people's levels of life satisfaction, emotional health, physical health, healthy behavior (e.g., exercise, good diet), job satisfaction, and ability to meet their basic needs like food and safety. By analyzing

statewide data, the Georgetown University researchers hoped to find large-scale trends that might not be apparent from looking at individual cases.

Their efforts paid off. [Results] showed that states with high levels of well-being tended to have higher rates of "altruistic" kidney donation—kidney donation to a stranger. Indeed, the researchers found that even when controlling for key factors such as education, race, age, income, and religiosity, a state's level of well-being still significantly predicted donation rates. Furthermore, analyses combining states into larger geographical regions confirmed that as well-being increases, so do rates of kidney donation to strangers. And because altruistic kidney donation happens relatively rarely, the researchers were able to rule out the possibility that these altruistic acts caused widespread increases in happiness rather than the other way around.

So while prior research has suggested that performing altruistic acts fosters feelings of happiness, this important study adds a new twist: Feelings of happiness might actually spur extraordinary acts of altruism. This insight has real-world implications. [As the researchers write], "Policies that promote well-being may help to generate a virtuous circle, whereby increases in well-being promote altruism that, in turn, increases well-being. Such a cycle holds the promise of creating a 'sustainable happiness' with broad benefits for altruists, their beneficiaries, and society at large."

EXTREME ALTRUISM IS MOTIVATED BY INTUITION—OUR COMPASSIONATE INSTINCTS.

While the previous insight relied upon big-picture aggregate data to suggest how social context might influence altruistic acts, this year the same Georgetown University team that conducted that study went deeper into the individual human mind to understand the psychology of altruism. Past research has identified patterns of brain activity related to extreme anti-social behavior, but this new study (Marsh, *et.al.*, 2014) tried to locate the neural mechanisms that might support extreme pro-social tendencies.

The researcher team used brain imaging technology to map the brains of kidney donors, who make an extraordinary sacrifice for total strangers; they then compared these brain images with those of psychopaths and people who did not show extremes on either side of the pro-social divide. They found that the brains of extraordinary altruists had slightly larger right amygdalae—a brain area associated with a fearful response—and they reacted very strongly to fearful facial expressions—the exact opposite of psychopaths.

How might these different brain structures show up in behavior? Another research team, this one at Yale University, examined the testimony of Carnegie Hero Medal Recipients, who all risked their lives to save others. The researchers found that recipients' decisions to help were "overwhelmingly dominated by intuition" and "significantly more intuitive than a set of control statements describing deliberative decision-making." This remained true even when researchers took into account that the medal winners had enough time to think before they acted, suggesting that the gut-level decision overrode any deliberative process.

Taken together, these findings from Yale and Georgetown reveal how extreme, heroic acts of altruism might be motivated by deeply-rooted, even instinctive, psychological processes.

To what degree are these different brain structures—and the instincts that spring from them—shaped by nature or nurture? That's a question that research will need to tackle in 2015!

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● Balance, balance, balance! It's what we all want in our lives, right?
Debbie Ford suggests we pursue something else.

Dispelling the

Myth

of the Balanced Life

Balance. Isn't that what we all long for? Isn't that the goal we hope to attain at the end of all our hard work? The word itself conjures up images of centeredness, ease and effortless progress towards that which we desire. But is this goal attainable, or is it a mere fiction, a myth?

Photo by Mads Frederikson

57

Some of you may be familiar with the Life Wheel, a tool frequently used by life coaches, which outlines eight key areas of our lives — work and career, finances, physical and emotional health, primary relationship, family and friends, home and surroundings, fun and relaxation and spiritual development. The implication is that leading a balanced life requires us to divide our attention proportionally between each of these areas in order to achieve the balance we seek. The problem with this mindset is that it makes many of us shift into overdrive, frantically trying to keep all the balls in the air. As a result, we not only suffer the stress of spreading ourselves too thin, but we are often left feeling ineffective in any one area. While we may reach this lofty goal, sustaining it without harm to ourselves is a myth!

Dispelling the myth of the balanced life requires that we realize that rarely during the course of our lifespan will we have a week, a month or even a day when we give equal time to all facets of our lives. There always seems to be one or two areas grabbing for our attention while the others remain on the back burner, waiting for their day in the sun. This is the nature of life. There are times, after the birth of a child, for example, or when a parent falls ill, that our family requires the lion's share of our attention. There are other times when we must concentrate on work. Sometimes fun and relaxation are clearly the priority, and we shift our focus from other areas in order to take the rest we need.

I have always been a proponent of referring to one's own internal definitions of happiness rather than trying to conform to some external picture of a perfect life. Because each person has a different set of goals and desires, each of us has our own notion of what a balanced life looks like. A schedule that feels perfectly satisfactory for one person may throw another's totally out of whack. And, as we mature, our definition of balance naturally changes. As some goals are realized and brought to fruition, other desires are born, altering our internal picture of what makes for a balanced and happy life.

There are some essential questions each of us must ask ourselves in order to create a life we love that may or may not look balanced to anyone else; I call them "right questions." These questions can help you to arrange your life in a way that feels harmonious to you. Rather than asking, "Is this area of my life balanced or out of balance?" you could, in order to receive a more insightful answer, ask, "Do I feel empowered or disempowered in this area of my life? Are the choices I'm making in this area adding to my life force or are they robbing me of my energy? Are my daily actions taking me closer to a future that inspires me or are they keeping me stuck in the past?" These are questions that can actu-

> **" Many of us frantically try to keep all the balls in the air. "**

ally propel you towards a life that is in alignment with *your* goals and desires, rather than striving for a life that looks like an evenly distributed pie chart. And, if you find that the answers to these questions are not as you would like them to be, nevertheless, you will gain powerful new insight into what you need to do to change your circumstances.

Ultimately, I believe the key to finding that illusive feeling of balance that we all seek is to learn to enjoy what's in front of us, to give it our full attention and to make the choice to be nourished by whatever we are devoting ourselves to in the moment. If, for example, you're committed to growing a young business, you may be putting in 60-hour work weeks — a schedule that from the outside in may look totally overwhelming. But if you're thriving, if your work is feeding you, and if those 60 hours are taking you closer to your dreams, that passion will spread into other areas of your life.

> **" Seek to create an extraordinary life. "**

The eight sections depicted on the Life Wheel represent all the facets of our lives, any one of which may advance to center stage at any given moment. They are all equally important and delicious. Every area nourishes us in a different way. But it's like being at a buffet — you can only fit so much on your plate at any one time. So eat what's on your plate and don't torture yourself or rob yourself of the enjoyment of the moment by worrying about the rest.

For most of us, the balanced life is a fantasy that exists only in our minds. Striving to create it is like trying to reach a mirage off in the distance. Seeking to create an extraordinary life — one that uses all our unique talents and gifts — is a much more exciting, attainable and worthwhile endeavor.

We achieve extraordinary results when we define the areas where we have a true desire to shine — whether it's in the area of family, career, spirituality or something else. It's then, and only then, that we bring forth our full potential in that area. When we commit ourselves to excellence, to making a contribution, to not settling, to setting an example for others, and to taking the high road, we achieve an extraordinary life. And, in its magnificence, it will take on its own unique form of balance. ●

Debbie Ford is a #1 New York Times best-selling author of four books, including The Right Questions *(HarperCollins).*

DISENGAGING THE AUTOPILOT

Charles E. Smith Ph.D. © 2014

There are many entrepreneurial CEO's, executives, innovators and individuals in all walks of life, who have a character -- a way of being -- that lets them see the whole of a system as greater than the sum of its parts. They manage their emotions and opinions such that principles, values, reason and intuition often prevail. These people are predisposed towards inquiry and open to considering things that may be inconsistent with what they already know or believe. They experience themselves as fully connected to the world around them, not separate from it — they and the system are made of one whole cloth, even though this phenomenon is far too complex to explain. What stands out about these leaders, beyond their competence, is a state of mind that minimizes the use of force, and maximizes their intent to consider people more important than money much of the time.

At the same time, people all over the world report a sense of personal injustice and mismanagement by degrees in their lives, governments, and companies. Much of this experience comes from leaders and bureaucracies predisposed by culture history or to the use of force and measurement (while often espousing noble rhetoric), in an attempt to manage complexity through control and direction.

PRECEPTS FOR DISENGAGING THE AUTOPILOT

There is an Auto Pilot in every culture and in people's natural ways of surviving. It is this that has companies, groups, professions, healthcare systems, and individuals to do the same things over and over, no matter what. Much of this is helpful and serves a company, a team, or an economic or personal mission. Often, some of it is useful in parts of the system, yet undermines effectiveness and a sense of common humanity in other parts. The Auto Pilot is a machine with only one purpose: to keep things going the way they are, regardless of goals or intentions to the contrary.

But not always.

In 45 years of advising and coaching leaders in enabling fundamental change, I have seen dramatic examples of enlightened leaders coming to see that the Auto Pilot has absolute power over them and their company (or professional) culture when it is operating, and the heavy price they and the company pay for it. In those instances, enlightened leaders saw for themselves, and for others, that they really did have a choice to 'Disengage the Auto Pilot'.

In every one of these corporate, association and personal cases, the outcomes were spontaneous leadership, innovation, healing, justice and breakthrough results for the company or the project.

Such results were sustainable so long as leaders continued to adhere to certain Precepts or general rules that regulated their behavior or thought.

PRECEPTS

Precept One: Inquiry is a Sacred Imperative.

Inquiry is any process aimed at increasing knowledge, improving communication, resolving doubt, or solving a problem. In any field where Inquiry is Sacred, the greatest sins of all are 'Unnecessary Explanation' and 'Already Knowing'. There is a Force for Betterment in the world. The ancient Greeks called it "Sophia"-- the force of learning, of unknowing, of 'always questioning'. There is also an ever present Dark Side – let's call it "Explainata"-- the man or woman who always already knows.

Many people speak from a presumption that they already know.., and present what they have to say from that starting point. In most corporation, managers act (at least in public), as if whatever the boss says is right, whether they personally think so or not. In the same way, cultural rules or systemic imperatives can be found in any culture. Inquiry, with the aim of increasing knowledge, improving communication, resolving doubt, or solving a problem, in the face of these rules is at some point, illegitimate. Ultimately, people who ask forbidden questions are dismissed or attempts are made to reeducate them. The cost to the system is to be stuck with current problems and opportunities, even those that thwart the possibility of a better future.

The commitment to never-ending Inquiry enables never-ending sets of questions, which lead to more never-ending sets of questions that keep getting closer to solving underlying problems. Such Inquiry is worthy of respect, veneration, even worship. Even without elevating it to the level of a Sacred Imperative, this is critical to resolving many political, corporate, religious, class, environmental, international, and economic problems that are already a matter of life and death for some, and predictably for many in the future.

Precept Two: *"A man (or woman) goes to knowledge as they go to war: wide awake, with fear, with respect, and with absolute assurance. Going to knowledge or going to war in any other manner is a mistake, and whoever makes it might never live to regret it."*
(Carlos Castaneda, The Teachings of Don Juan: A Yaqui Way of Knowledge)

Precept Three: It's not possible to analyze your way into a moment of transformation.

Unlike 'change' which is an intended shift within an existing framework, transformation is a thorough or dramatic shift in form or appearance -- a metamorphosis, and always a quantum sea change in context, surprising, intuitive, energetic, and in the presence of what attracts. None of this is generated from linear thinking. You don't control what happens. The universe decides.

Precept Four: Business, social, legal, and personal conflicts clear up naturally when people's minds shift from a linear to a quantum logic.

In Peter Sellers' last film before he died, Being There, the great actor and comic ended with, *"Life is a State of Mind."*

"Linear logic is a process of thought following known cycles or a step-by-step progression where a response to a step must be elicited before another step is taken. Quantum logic is characterized by expansion in multiple directions, rather than in one direction, and based on the concept that there are multiple starting points from which one can apply logic to a problem." [Wikipedia] A quantum reality is sometimes called "Many-Worlds". It implies that all possible alternative histories and futures are real, each representing an actual "world" or "universe". It is a reality of infinite possibilities.

Elliott Maynard, in his recent remarkable book Brave New Mind, writes that *"The expansion of our traditional linear social consciousness into an advanced (form) of nonlinear thinking lets us consciously function within the quantum realm. We have the ability to shift from linear to quantum consciousness.., at will. This is accomplished by simply becoming aware of the shift from linear mode to the nonlinear quantum thinking mode. Since this quantum field functions holographicly with data existing outside the linear concepts of time, space and order, information can be accessed directly in something that is perfectly relevant in any specific situation or circumstance. Such quantum thinking is perfectly natural in more primitive or childlike mindsets.., and then we cultivate awareness of when we are operating nonlinearly."*

Maynard's Breakthrough insight is that, *"Planning to operate in Quantum thinking modalities starts when we switch on the Awareness that this state exists..,"* and we then cultivate awareness of when we are operating non-linearly.

Precept Five: Alignment, the phenomenon of shared commitment, is a competence that comes alive when you see yourself not only as a part of the whole, but also see the whole as greater than the sum of the parts.

The following note from a corporate executive describes her experience of this transformation: *"Our chat helped me a lot, to focus on me as simply a part of the whole. I had always thought of myself as the conductor of the symphony, but never realized that I might actually be in the pit playing bad notes and setting everyone off key. I*

really thought of myself as separate, but I'm not, nor do I want to be, because the "whole" is my life and I shouldn't be trying to "manage" it like some kind of spectator."

(Elizabeth Downes, PMO Realty)

<u>Precept Six</u>: Leadership for Transformation requires Creative Indifference as one aspect of a leader's Character.

People make boundaries all the time. When these come from a boss or an unspoken culture, most people keep their mouths shut or dilute the intensity of their speaking. Creativity is not unleashed and collective intelligence often gives way to collective stupidity. The beauty of "Creative Indifference" is that it takes you to a zero point in a conversation where you can see every dimension of the continuum between possible points of view. It allows for the freedom of choice, movement and thought that can bring the best out of yourself and other people.

In the simplest terms, Fritz Perls (founder of Gestalt Therapy), said that *".., by remaining alert in the center, we can acquire a creative ability of seeing both sides of an occurrence and of completing an incomplete half. By avoiding a one-sided outlook, we gain a much deeper insight to the structure and function of the situation. For example, the present is the ever-moving zero-point of the opposites; past and future, where creative indifference informs and balances the polar differentiation while not becoming it."*

(<u>Gestalt Therapy</u>. Perls, Hefferline, and Goodman,1994.)

<u>Precept Seven</u>: Personal Energy Expansion is the Bottom Line.

People's personal energy and vitality is the wind in the sails of business activity. There are more and more examples of successful companies recognizing this. Many inspired examples are apparent in those actively pursuing Conscious Capitalism, Business Social Responsibility, and Sustainable Development in broad social, environmental and economic terms, and bold technological innovation.

These companies are entering a quantum and energetic reality in which there are countless very small increments or parcels of energy. This means that opportunities for energy expansion are limitless, but only when you embrace the nature of the underlying reality, which is energetic rather than linear. Every unsuccessful project, group or personal relationship I've seen in 45 years of Organizational Development and Leadership Consulting has been marked by rapid or gradual decrease in people's vitality or energy.

Zoe Marae, a remarkable counselor and teacher in Concord, Massachusetts says, "*As personal energy expands, the world around you improves."* This is an easily testable hypothesis that works for me and seems to be a reliable predictor of success in others. It also points to the fact that responsibility for energy expansion is the senior leader's job, both personally and for their group(s).

In a sports context, Red Auerbach, legendary coach of the Boston Celtics, said that team spirit was his main job. Having chosen skilled players, his full attention was on maintaining, uplifting, and encouraging individual and team spirit, especially when he saw it diminish, whatever the cause. Victor Sanchez, a brilliant and socially conscious author, trainer, and coach extends this idea to systems as a whole. He says that, *"systems with the most available energy will prevail."*

From Apple Computers to Google, Whole Foods to championship sports teams, the principle fits. While this energetic logic makes intuitive sense, what I've seen going on in most of the organized world is that far more attention is being paid by senior leaders to bottom line and measurement, growth, product quality, and order and control than is being paid to energy expansion and team spirit. This accounts for why engagement scores are so consistently low. Scores don't go up when real attention continues to be paid to concrete, linear activity. What makes the real difference is people's vitality and energy.

The curious part is that leaders' public speaking usually honors the central importance of people's imagination and innovativeness. Yet, energy follows attention. In most places, the most powerful attention and recognition is paid to money and that which can be measured objectively. What ultimately makes a difference is ignored by comparison. Measurement, of course, is essential to material success and as the organizing force it can drive an increase in short term profit. But it cannot fix a leaky boat. Sadly, it seems that the more you measure, the more personal energy is suppressed.

Precept Eight: Quantum Escape Velocity is Always Available.

 Escape Velocity is the propulsion, energy, vitality, and staying power needed to break free of a massive object. To go to space, the massive object is the planet Earth and Escape Velocity is 17,500 miles per hour. In life and work, similar enormous gravitational pulls exist in culture, personal identity, and dominating relationships. In Quantum terms, there are countless ways, powerful and subtle, to mobilize Escape Velocity in different situations. There are techniques, technologies, interventions, tools, liberating structures, *(The Surprising Power of Liberating Structures, McCandless and Lipmanowics 2014)* conversations, rewards, innovations, acts of kindness, shifts in your way of being, and acts of courage or vulnerability. The list is endless, but what is common is that they all call for "uncharacteristic action"-- something not typical for you, your group or your company. The trick in choosing or inventing a way of achieving Escape Velocity is to know that "the therapy is always the opposite".

Whatever you or others are doing, or however you are being that doesn't work, try doing some form of the opposite. *The magic is in the act of uncharacteristic strategy or action.* One of many examples is illustrated by a division of a global food manufacturing and sales company that had crippling cost problems. A thrilling new culture and millions of dollars in savings were achieved in the moment when the leadership team achieved Escape Velocity by standing in front of the whole company and sharing their personal vulnerability and that

they truly needed everyone's help, ideas and support in figuring out what to do. The magic is always in baking an upside-down cake.

The Code Breaker in achieving Escape Velocity is in being able to see for yourself what lies beneath and is not obvious, that is holding you and others back from true alignment, from being in the same boat, from all working to win the same game together.

Precept Nine: People are more important than money.

Over the years, it's become increasingly apparent in the organized and bureaucratized world that money is more important than people. When people are considered resources, consumers or producers instead of human beings, it's much easier to treat them as objects to be used and discarded when they are no longer considered useful or necessary. Profit or efficiency as the bottom line are widely accepted and promoted in culture, economic theory, and public behavior of leaders especially in times of difficulty or crisis. The idea that money is more important than people is today a paradigm, even though most people don't think it's right because it's immoral as a policy and cruel as a practice. This seems to have been the common sense, always already way of operating a business often moderated by kindness, fairness and good will from leaders, customers and employees.

The new Precept is that people are more important than money. A CEO whose company is at the top of their industry said to me this week that business and moral success comes from putting people first, process second, and from that comes a lot of money.

My son works for a large corporation that is a joy to behold. They hire people based on their intelligence, ability to cooperate, independence of spirit and imagination and already aligned with the mission and noble, social purpose of the company. There are multiple bottom line including the success and well-being of employees, the company the communities they serve, and especially their customers. Almost all companies say this, but this one means it. The leaders stand for this unequivocally with good humor and convincing action. The leaders embrace the paradox and contradiction it takes to operate in the Quantum "many worlds." Much of their profit goes back to customers based on how much they spend.

I'm re-inspired by leaders and companies like these and in the possibility of them helping create a better country and a better world. I've seen many leaders, companies and politicians say they have such values and behave inconsistently. I've seen many create grand vision, noble purpose, great strategy and a culture that doesn't support it. Embedded in that culture is always the fact that money is more important than people.

In the future, the time has come for this to end.

# # #

I discovered a useful framework for quickly identifying Escape Velocity actions in references to *The Seven Rays of Divine Energy*, first introduced to Western culture in The Secret Doctrine, by H. P. Blavatsky in 1888. The philosophy has appeared in several religions and esoteric philosophies since at least the 6th century B.C., and proposes that, *".., all things and beings in the world—all forms of mind and matter—arise from combinations of seven fundamental forms of energy. Each form of energy carries particular qualities and tendencies for important cultural and personal requirements."*

For our purposes, the model offers a relevant basis for interventions that achieve Escape Velocity from dysfunctional company culture and limiting aspects of leadership, circumstances, and personal identity. When all or many of these forms of energy are flowing easily between people and between enabling processes in a system, chances are good that transformation or at least, improvement will happen. When one or more of these forms of energy forms is missing or weak, there is an energy hole in the company or team bucket.

When a leader or team member takes full responsibility for assuring that the weaker forms of energy are generated, Escape Velocity from the grip of culture and identity ignites. A quick summary of these seven energies follows:

1. Will and Power – This energy is the essence of power itself. It is the force of purpose, direction, centralization and oneness, of which the will is the keynote. It has the qualities of intensity, dynamism, quickness and dominance.

2. Caring and Connection – This energy is the source of relationship and the power that comes from connection, magnetism and alignment. It is the energy of wisdom, sensitivity and intuition.

3. Active Intelligence – This energy carries an underlying impulse towards respect for active mental, physical, emotional, spiritual and artistic activity.

4. Harmony through Conflict – This energy stands at the paradoxical point of harmony, bridging and mediating amidst conflict, pain and struggle. It carries the continuous opportunity for transformation.

5. Concrete Knowledge or Science – This is the energy of substance, knowledge and science. It leads to research, analysis, imagination and continuous inquiry.

6. Devotion and Idealism – This is the energy of dedication and service to others. It carries a single mindedness and intensity. It can bring loyalty and long term allegiance.

7. Organization and Ritual – The seeds of devotion and desire pour forth through this energy. It generates form, adherence, intensity and persistence.

How to Recognize When You Are Emotionally Abusing Yourself

TRUDY-ANN EWAN AUGUST 29, 2011 0

Recognizing emotional abuse is not always easy and as a result it has often times been overlooked because we have been programmed to focus on physical abuse. However, before physical abuse takes place a person or the parties involved have been emotionally abusing themselves and each other for some time. The emotional abuse is what happens first, then the verbal abuse, and then the physical abuse. While all three kinds of abuse are unacceptable the worst of all these abuse is the emotional abuse because it has to be solidly in effect in order for the other two to occur and to have any effect. A relationship either has two emotionally healthy individuals or two emotionally unhealthy individuals. A combination of one healthy person and one unhealthy person does not exist in a relationship. We have also been programmed to think that not only are men the ones who are the abusers but also if they are abusing their partner, then they are the scum of the earth, cruel and that their partner is the victim. However, that is not accurate. Women have also been the ones abusing men. Sadly, they are both victims. In light of recent events in the news regarding two well-known celebrities, domestic violence is once again in the limelight. Unfortunately, the two individuals involved are too young to understand the impact their childhood has had on them. This is why it is important as adults to grow ourselves internally before we begin to have children. Growing up around any kind of abuse results in children becoming abusive themselves whether to themselves or to others.   It is especially worse if the children themselves suffered sexual abuse, verbal abuse, emotional abuse and physical abuse. The abusive behavior stems from low self-esteem, feelings of unworthiness and a deep self-hatred. With all the toxic emotions churning around inside, left unresolved it will result in individuals either falling into a catatonic state of depression or they lash out to anyone. Instead of judging people who behave in a particular way, learn to understand that they maybe dealing with emotional turmoil, which they do not know how to handle. Unfortunately, it is difficult to know the extent of the effects until one is involved in a love relationship.

In the Western world, deep emotional wounds are not given much priority. The conception is that if it's not visible then it's not relevant nor does it exists. I remember being told to get over it because it's done and gone. As a result a large number of men and women are walking around with deep untended emotional wounds. What results are two people who are emotionally damaged and who do not know how to ask for help coming together in a relationship. They bring their damaged self into the relationship and because neither of them is addressing their deep emotional issues they take out their anger and frustrations on each other. Anger and frustration has many faces.   They are not necessarily expressed in the preconceived notion of what we may think anger and frustration looks like. Someone with deep unresolved anger and deep self-hatred may be very manipulative. He or she will go out of his or her way to get back at someone. They can also be extremely convincing even when they are clearly in the wrong. The partner who is on the receiving end is also suffering from deep self-hatred and that is how they were both called into each other's life. It is important to note that both individuals in the relationship can be manipulative. Another behavior is where one party deliberately holds back from doing something because he or she wants the other to come after them or in other words-chase after them. This would in effect prove that you care. Although this behavior is also manipulative it is stemming from feelings of insecurity. After the emotional behavior has the expected effect, the verbal abuse begins. When one partner is verbally abusive and is always getting loud and verbose, it is common for the other person to want to do everything in his or her power not to be the source of the upset. They know that anything can set this person off. When a relationship gets to this point, physical abuse is just around the corner. If you feel the need to slash tires, break windows on cars and scratch someone's car with a key or sleep with her girlfriend or his best friend and deliberately let her/him find out, having other women calling your house or you calling other women in front of your partner, then know and understand this – you are involved in an emotionally abusive relationship and is getting ready to upgrade to a verbal and physically abusive relationship.

If you feel that your partner is exhibiting abusive behaviours whether it's emotional, verbal or physical, what's happening is that you are looking into your own personalized mirror. This person is showing you your real self. Before you get angry, understand that while you may not exhibit the external behaviours of your partner the deep emotional issues that fuel his external behaviours are also your internal issues. Criticizing your partner will not help the situation because you will be inherently criticizing yourself. It is possible to avoid these situations or to get out of these situations. If you are already in a relationship and some of the issues are being presented, you first you have to be committed to working on yourself. Getting out cold turkey will not work. Matter-of-fact, if you have not made the commitment to work on yourself, you will not be strong enough to leave the situation. Unfortunately, the situation will only escalate. Keep this in mind and it should motivate you to begin working on you. Regardless of the type of relationship you are in, it is imperative to take time for yourself. Do not be completely dependent on your partner. Develop your own unique individuality before you enter into a relationship. There are times when we slip up and become consumed with our relationship. That is fine as long as you are aware of it.

How do you begin to work on yourself? Know that when you decide to change yourself from the inside, things, people and events will appear as if out of the blue to help you on your journey to a new and emotionally healthier you. You will start reading books and talking to other individuals who were once in your position. Begin by acknowledging the part you played in your relationship. Taking responsibility for your role not only eases the pain, but it is also the first step in becoming a mature adult. It will help you to become strong enough to take some time for yourself either by leaving the relationship or to begin addressing the issues with your partner. Any relationship can be turned around. Stop assigning blame. Both parties went into the relationship willingly. Seek to understand each other's background and that would help you in realizing why your partner behaved the way he or she did.

Understanding your background will also help you to understand how it contributed to your emotions and it would explain why and how you got involved with this individual in the first place. Practice doing loving things for you one step at a time. The first and most imperative loving thing to do is to forgive yourself. This is a must as you embark on the journey to self-healing. When you forgive yourself first you will be able to forgive the other person, because now you understand how the past has created the present for each of you. You can now choose to move ahead together or separately into adulthood.

In order for the healing process to begin you would need to tackle your emotional issues layer by layer. However, dealing with deep-rooted toxic emotions takes extreme patience, self-care, self-love and large doses of understanding. It will be difficult and sometimes overwhelming, but if you understand that it's a process and toxic emotions have to rise to the surface before you can begin to fill up on positive and healthy emotions then you will be able to weather the roller-coaster ride. You will get through it. It is best to take some time for yourself in order to begin your self-healing. Only when you are good and ready should you go back into that particular relationship with that individual. Bear in mind that your partner should also make a commitment to working on himself and they have taken the time to begin their healing journey. If during your healing process you have come to learn that you really did not have anything else in common with your partner except a wounded soul then by all means move on by yourself or into a new relationship.

Self-awareness is the key to handling any situation that you are involved it. It means to be aware of the issues you have and how they may be blocking you from having a healthy relationship. If you or anyone that you know is in a physically abusive relationship or you and your partner are physically abusing each other please seek some outside help because at that point you are not emotionally healthy enough to do it on your own. Love is the ingredient that makes you and your relationship healthy. If you are lacking love, your partner is also lacking it and therefore is unable to give you the correct dosage that you require. Becoming your own pharmacy. Prescribe your own dosage of love and take it every hour on the hour for the period of a lifetime and that will be the amount that comes back to you.

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A Friend is the Gift You Give Yourself

Rey Carr

When I started university, my mentor told me that the key to success as a student was to take whatever I was passionate about and construct my course schedule around it. In typically naive undergraduate fashion I struggled with the question, "What am I passionate about?" I posed this question to my mentor who responded in what I would later call a Zen-like fashion by saying, "Look all around you, your passion will be revealed." At the time I remember being more annoyed and confused than enlightened.

Eventually, as I opened my heart and mind to where I was in my life, I began to recognize my attraction to social interaction generally, and more particularly, the role of friendship. Many years later as I reviewed my mentor's advice, I realized that the focus of my professional career—coaching, mentoring, and peer assistance—were illustrations of taking my passion and building the 'course schedule' of my life.

THE POSITIVE POWER OF THE PEER GROUP

I have older brothers so I was born into a family of friends. My parents were what some people might call socialites. They loved to entertain and have their friends over to play cards or mah-jongg chat, or cruise the waters on my Dad's boat. I wasn't too involved in my parent's social swirl, but when I see the home movies that my Dad made from those early

years, his Chris-Craft boat is filled with friends and family.

As soon as I could walk and my parents would let me go by myself across the street to a large playground, Rossi Park, I spent virtually every daylight hour (and later several moonlit evenings) doing things with people I met at Rossi. As part of a contingent of young boys from different racial groups that used to meet, rain or shine, at Rossi to play whatever sport was in season, it is only in retrospect that I realize how powerful those early experiences have been in setting my soul on track.

On some days, we would go on adventures to other parts of the city, taking the city bus as a small group. On other days, we would travel by city bus to play sports teams at different parks. We spent most of our days together and later most of our nights together. Some members of this group went to the same schools I did, and we played on the school sports teams together or belonged to the same school clubs. We typically also visited each others' houses, shared meals, or practiced being polite to each others' parents.

Of course, we practiced a lot of other things as well. In retrospect, this is one of the most powerful values of the peer group. The ability and opportunity to try things out, to experiment with new behaviours, to see a friend's reaction, and to be a friend reacting.

Taking risks was an important part of growing. Such risks sometimes led to physical fights, arguments, running from the police, or getting into trouble with parents or teachers.

Friends Contribute to Resilience

Whatever the outcome, I learned that being a friend and having friends meant that I could stand or experience almost anything. It didn't act as a motivator to do something that went against my conscience or would result in danger to someone else, but it did mean that I could rely on and trust someone to be there for me when I needed support. Friends have acted as a catalyst to help me maintain resilience, which developmental coach Mike Jay (2006) defines as *"the power to persist when things do not work out at first, the capability to navigate ambiguity and uncertainty, the motivation to transcend common problems and barriers, and to collaboratively anticipate the future in sustainable ways."*

I have learned that the best way to gain friends is to be a friend. [Grey Owl](#) said: "A friend is a gift you give yourself." What I learned from my early days in Rossi Park was that friendship included experiencing things together, supporting each other, challenging each other to do one's best, and most of all, listening to each others' views, feelings, and thoughts. True friendship has a feeling of mutuality; we do for each other what each of us would like to have done for ourselves. Barbara Varenhorst (1983) really sparked that sense for me when she subtitled her book on peer helping, "Becoming the friend you've always wanted to have."

Sometimes I read in the newspaper about someone who has committed what appears to be a horrendous crime. That person also has a friend who is by their side. I often wonder, 'how could he or she remain friends with someone who did something like that?' But I know what that's like. I have never committed a crime, but I have been in adverse situations where a risk I took resulted in unwanted public consequences. Yet, my real friends gathered by my side and took the time to let me know they were there for me. In a way, being involved in such events can help to signal the depth of friendship you have with others.

Friendship is Different from Other Relationships

True friendship has some other qualities as well. I wouldn't necessarily call it extrasensory perception, but one of the additional qualities of friendship is knowing to some degree what the other person is thinking. Not continuous mind-reading, but a kind of 'mind-melding' or being on the same wave length that occurs when faced with external events.

"Friendship is the hardest thing in the world to explain. It's not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything."

~ Muhammad Ali ~
American former professional boxer and social activist
Mentored by Angelo Dundee
Mentor to Michel
[Biography](#) [Twitter](#)

When I was 12, a small group of my friends and I were out walking down a heavily tree-lined street pretty late at night. A car filled with older, tough looking kids pulled over, and the passenger leaned out the window. We all froze. He asked us for directions to a certain street. I told him how to get there, and they drove off. After a few seconds, we all looked at each other and realized the directions I had given him were wrong. Immediately, without saying anything to each other, we started to run in the direction of the closest house of a member of our little band. When we got there, we were out of breath, but we knew we had escaped being beaten-up by those older tough guys who were bound to return to find us after they learned we gave them faulty directions. Then we started laughing.

Now, after studying metaphysics, I would call this type of connection a spiritual merging. It is not the same thing as having the same opinions or viewpoints as another person. It is much deeper and more basic. I think when we are younger we may have easier or less guarded access to this kind of connection with others. Maybe as we grow older, various fears we carry with us interfere with our tuning in to the spirit of another person. Since studying the Course

in Miracles and reading the work of Gary Zukav (1990), I have a much greater understanding of spiritual wealth and abundance. I am also grateful to my friends for opening themselves up to me in this way.

Another quality I have come to appreciate in friendship is spontaneity. Although it is typical of most friends to make plans or dates with each other or call each other on the telephone to see if it is okay to come over, or to ask them over for a certain function or activity, what separates true friends from acquaintances, is the addition of the spontaneous get together. How many people do you know that you can just drop in on without calling first? When I am cycling around the city, there are various friends that I know I can show up at their place and always receive a warm welcome. My close friend and business partner, David, and I always joke about cycling by each other's place so we can drop-in and get free refills of bottled water.

One other thing I have noticed about real friends is that keeping such friends is both hard work and effortless at the same time. Over the years I have had a number of very close friends. But sometimes circumstances occur

"Luna had decorated her bedroom ceiling with five beautifully painted faces: Harry, Ron, Hermione, Ginny, and Neville. They were not moving as the portraits at Hogwarts moved, but there was a certain magic about them all the same: Harry thought they breathed. What appeared to be fine golden chains wove around the pictures, linking them together, but after examining them for a minute or so, Harry realized that the chains were actually one word, repeated a thousand times in golden ink: friends . . . friends . . . friends . . ."

~ J.K. Rowling~
British author and philanthropist
Biography   Twitter

where we can no longer see each other as often as we did previously. Maybe a marriage, new job, moving to a different city, all contribute to a change in how we lived out our friendship. What I have noticed is that even though we were very close at the time, when a time period intervenes (say a couple of years), and we get back together again (or even have a telephone conversation), it really takes me a while to warm up to or get back to the type of easy back and forth conversation we used to have. This feels very awkward and I have to work at making our friendship become as effortless as it used to be. I know other people that are able to just start up where they left off, without skipping a beat, as if there was no intervening time period. This does not seem possible for me.

I think another quality that stands out for me is the role that a sense of humour plays in friendship. I don't mean just joke telling or exchanging funny stories. I mean the kind of humour that shows a bond between people. The way that each person can laugh or use humour to help the other person face a challenge or deal with a difficult situation. At the same time I don't mean humour that interferes with really listening or puts down or belittles what a friend is going through. I mean the use of humour as a way to show I am with you, we are part of each other, we are in this together.

I can think of many examples of this kind of humour, and I can recall a connection to it from my earliest years. In 1955 my junior high, Roosevelt, was in the city baseball team playoffs and we were playing another junior high, Benjamin Franklin, a team from what was then known as the Black ghetto (or Fillmore District) of the city. Our team was a mix of ethnic and racial groups, including Black, Asian, Latino, and Anglo kids, and the Ben Franklin team was all Black. They were a tough-talking, no-nonsense team and we were a wise-cracking, prank-oriented team. Our team members had all decided to wear aviator sunglasses, the kind that have silvered lenses. Man, did we look cool.

We were in the zone and playing well, and we were a couple of runs ahead going into the seventh inning. But the tension was building. I was playing first base, and when one of the opposing team players drew a walk, he stood close to me and said, "You white boys might win the game, but we're going to win the punch-out after." It really shook me up.

I called a time-out and motioned to the other infielders and catcher to meet at the pitcher's mound. We looked like we were having a strategy conference, but as soon as the umpire came out to hear what we were saying, we broke it up and went back to our positions. I had told the other guys what the Ben Franklin

"A friend may be waiting behind a stranger's face."

~ Maya Angelou (1928-2014) ~
American author, poet, singer, actress, spiritual activist
Mentor to Oprah Winfrey
Biography Twitter

runner had told me. Our pitcher, who was Latino, and our catcher, who was Japanese, looked at the rest of us and said, "so how do you white boys plan on dealing with it?" It cracked us all up and definitely reduced my tension. When I got back to first base, I said to the Ben Franklin player, "I was just checking with Koko (the pitcher) as to whether we can stick around for the punch-out or whether we had to get to our dancing lessons right away after the game. He said we got time." The other player cracked a big grin, and if we had known about the high five then, we probably would have slapped each other.

Friendship is Brain Food

While the Beatles sang nearly 40 years ago: "I get by with a little help from my friends," neuroscience research is beginning to show that a strong network of friends and family can do more than just help us get by; it can help us live longer, recover from illness faster, function better, and keep our cognitive faculties intact longer. Brenda Patoine, writing in *Brain Work, The Neuroscience Newsletter* (July-August, 2006) reports on a study that revealed how social networks provide a 'protective reserve' capacity that can reduce the likelihood of manifesting Alzheimer's disease.

Another study in Baltimore, Maryland and 12 other cities showed that when older adults volunteered as mentors for young people, their cognitive health (problem-solving ability, memory and learning skill, and executive functioning) was boosted. Ms. Patoine concludes, *"Dozens of studies have correlated social connectedness with specific health outcomes, among them overall physical functioning, recovery from stroke or cardiovascular disease, and death by any cause."*

The Professionalization of Friendship

Some social critics (Putnam, 1996; Salerno, 2005) have argued that activities like coaching, mentoring, and peer support have shown increases in popularity because social networks and friendships have been eroded (McPherson, *et. al.,* 2006). The normal family and friends network historically available in the North America has been replaced by a number of professionalized relationships. People now have to pay to gain the friends they want in their lives. Some coaches are doubling up on this

"The dynamic of friendship is almost always underestimated as a constant force in human life: a diminishing circle of friends is the first terrible diagnostic of a life in deep trouble: of overwork, of too much emphasis on a professional identity, of forgetting who will be there when our armored personalities run into the inevitable natural disasters and vulnerabilities found in even the most average existence."

~ David Whyte ~
American poet and philosopher
Biography Twitter

trend by calling themselves 'mentor coaches.' And what was once a fee-free, volunteer activity called mentoring, has seen an increasing number of individuals calling themselves 'mentors' and charging a fee for their services.

I entered the realm of coaching, mentoring, and peer support because it seemed like a way to share what I'd experienced as the outcomes of friendship to an increased number of people in society. Yet, the practices I created in these areas were never meant to be a replacement for friendship. Instead, I had hoped they would strengthen the importance of friendship and stimulate the desire to develop and maintain friendships. When the results of my first major research project on the needs of adolescents (Carr, 1979) revealed that thousands of students across Canada ranked "making and keeping friends" as their top priority, I knew that we had to create a way for young people to learn how to effectively take control of the friendship process.

While there are (and should be) many similarities between friendship and the practices of coaching, mentoring, and peer support, friendship provides a unique contribution to our growth. I like the way Thomas Moore (1994) in his book *SoulMates,* describes how friendship is distinct. He says, *"We are all made up of many worlds and each friendship brings one or more of those worlds to life. One shares with a friend a unique way of looking at life and experiencing it, and so our friendships perform a kind of astrology of the soul, opening planetary worlds for us, to give our lives culture and meaning."*

As peers, mentors, and coaches we can offer friendliness and the attitudes and skills that go with it, but we need to always be working towards helping the people with whom we work to develop and strengthen their own relationships with real friends, not replacing them.

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"The glory of friendship is not in the outstretched hand, nor the kindly smile, nor the joy of companionship; it is in the spiritual inspiration that comes to me when I discover that someone else believes in me and is willing to trust me."

~ Ralph Waldo Emerson (1803-1882) ~
American Transcendentalist poet and philosopher
Mentor to Henry David Thoreau
Mentored by Levi Frisbie
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"There is nothing like puking with somebody to make you into old friends."

~ Sylvia Plath (1932-1963) ~
American poet and novelist
Mentored by Virginia Woolf
Biography Twitter

Leadership change ending blindness and igniting intention measuring and graphing change

Lory Lanese

After being a certified coach for 6 years while I performed a management role in a large corporation, I moved in a full-time leadership coaching and organizational effectiveness position within a large factory site that creates state of the art micro- processors.   In this new position, I started forming coaching partnerships with various senior and mid-level managers.   I asked one of the senior managers that I was coaching if I could observe him in action in a meeting. During the meeting, I was struck by the overwhelming mood of low energy and lack of smiles and laughter. There was no celebration of the small wins the team had achieved or appreciative statements during the meeting. (In my 25 years at the company I had not experienced this level of resignation) The team had been solving many difficult problems, and had much success but not enough recognition of the amazing things they accomplished. There were still many more problems to solve so the emotional state, the internal narrative. There is no light at the end of the tunnel. It's just our fate to work and work at never-ending problems. This was like watching the myth of Sisyphus in action.

The factory site had a culture that did not reflect its own desired state and the collective leadership behaviors did not reflect external research on best practices. A lack of trust and openness caused employees to be reluctant to ask their manager for help and to cling to behavior of self-preservation ("I'm going to watch out for myself and my own area"). In addition, a number of leaders radiated their own stress throughout the organization, generating a downward mood and state of feeling overwhelmed. My observation data revealed that often 70% of the leaders multitasked in critical forums, reducing engagement and positive leadership energy. Lead our People behaviors were insufficient with the dominant focus on task only and little focus on relationship. The common form of motivation was negative attention that research shows is three times the weight of positive, causing employees to use energy to avoid pain versus igniting possibilities. There was a general lack of encouragement, engaging the fire within that helps create a high performing team and individual productivity. The lack of desired behaviors were invisible to those immersed in the culture.

I started observing meetings to baseline what behaviors were occurring and what was missing. Since I had worked with engineers all of my career, I realized that they could connect to graphical representations of observations. This visible made what was perceived as soft and less tangible. At first I selected seven foundational behaviors, for four months, and then at a strategic meeting showed the staff graphs of their collective behavior.   The behaviors I chose were based on research in neuroscience, studies of human behavior and consequences along best known practices.   I tracked laughter as a representation of light up energy and positive energy being brought into the meeting. I tracked Open questions (what and how) that invite exploration, learning, reflection and dialog. I also tracked closed questions that were predominately being used and in a meeting felt more like presenters were being interrogated

so I could compare and contrast the change over time. I had encouraged the senior leader to begin meetings with recognition and to offer appreciative statements based on the research that at least a 5-to -1 Ratio of positive to negative statements will help to build relationships and high performing teams. I tracked asking for help and making offers, building mutual support and summarizing that demonstrated listening.   When I showed the staff the graphs, one engineering manager said out loud, "She graphed our behaviors". Along with showing the graphs I spoke about why these behaviors are important to high performing teams, organizations and their effects on human productivity and commitment.

The next step was to facilitate small group dialogs for the staff to determine what leadership behaviors they would commit to start doing or do more of.   In addition, I asked each one of the leaders to make a personal commitment. Using research around forming habits I asked them to commit to one or two the behaviors to build into new leadership habits.

The approach taken integrated the research on positive-to-negative ratios, neuroscience, building new habits and high performing teams, power of feedback and removing blind spots, leader mood, motivating and demotivating factors, using the millions of moments every day to inform the change starting tops down. The methodology was: (1) Define the desired culture in terms of observable behaviors (2) Obtain leadership commitment (3) Baseline current state (4) Engage in observation (open up blind spots) (5) Provide feedback at individual and organizational level (6) Provide reporting showing graphical leadership behavioral change (visible barometer charting change).

Results: Over the next two-half years, leaders developed new behavioral habits and maintained and grew them during tough challenges, such as dealing with a 30% reduction in full time employees and a 50% reduction in vendor experts supporting the highly specialized equipment while hitting all time highs for output and supporting new technology start-ups. This site provided over 40% of the company's revenue in 2014. One hundred percent of the committed leadership behaviors continued to improve and even *doubled* in some areas (e.g. challenging the status quo/candor) as measured by observations graphed. It took 18 months for the staff norm to change from closed to open questions. Open questions now dominate meetings with occasional reversal to closed questions under high stress, but then revert back to the new norm.

Open – Closed Questions

The mood of the leaders continued to become more positive and encouraging even during tough times.   In 2012 positive energy went from zero to bouncing around an average of 5. In 2013 the energy results doubled and in 2014 doubled again.

Positive Leadership Energy

The staff had taken the Leadership Practices Inventory survey at the end of 2013 then at the end of 2014. Scores from direct reports improved (10+% increase) across the five leadership categories. As reported by one of the vice presidents: "*This methodology resulted in a significant increase in trust and mutual support at the staff level. This was particularly evident as the factory moved into high output, the team demonstrated an increased ability to accept challenging goals and found ways to deliver them in a timely manner. The product priorities changed with significant pull-in requests. Even in this very intense environment, the energy level stayed high, with each manager willing to support what was needed. This would not have been possible earlier*." The culture now promotes asking for help, providing appreciation, candor and a learning environment. The bell shaped curve for percent of task/relationship focus between employees and managers shifted from predominately 100% task to a 10 to 20% increase in attention to relationships.

The methodology can be used by any organization committed to changing leadership behaviors to create the desired culture. This approach can result in substantial change within a 12-18 month period. This approach combines different human behavior research to help shift a staff of leaders with key parts being observing, providing feedback and making the less tangible more visible through graphic behavior change over time.

I learned as I went along on this journey with the staff. Below are a few observations and moments that illustrate what I discovered.

Some unexpected results in the beginning when I observed if there was a good amount of recognition at the beginning of the meeting then there were more appreciative statements. If there was fewer recognition then there was less appreciative statements they tracked together. Last year the habits became strong so I noticed recognition and appreciation now track independently of one another.

In one meeting when I observed the mood dropped the lowest I had experienced in a long time, I mentioned it to the vice president. He then went into the next meeting being intentional about the positive leadership energy he brought into that meeting which totally shifted the entire mood.

I have been struck by comments leaders make now that tell me they are better observers of themselves and others in a meeting. They will talk about changing their approach when they notice the body language going negative or about being intentionally with a specific behavior to help encourage a team that is struggling, reminding them of the confidence they had in their ability to solve challenging technical problems.

An executive shared with me that he had observed a manager asking closed questions and saw the impact that had on the person the manager was talking with, the employee moving into a defensive mood and withdrawing. The executive provided a little coaching to that manager on open questions. Then manager he had coached later reported when he asked open questions he noticed the difference it made in the dialog and reaction of the other person.

What a difference it is now to observe meetings and experience the increased leadership behaviors. The leadership continues to take it to new levels. I am honored that I have been on this journey with them and proud that they have embraced and continue to expand their leadership habits and increase their intentionality.

There are now many meetings, I leave with a big smile on my face.

By Stephen Kraus, PhD

Turning Goals into Lasting Life Changes

Five proven strategies for helping clients keep their commitments

Making resolutions has become a national pastime. Surveys show that each year, 40-50% of Americans plan to make resolutions — a figure that has roughly doubled over the past half-century.

Unfortunately, breaking resolutions has become a pastime as well. Over 80% of resolutions are broken, often quickly. For example, nearly half of Americans have made a commitment to lose weight; of those, 20% broke their commitment within a week, and over two-

To be more attractive to potential mates? To feel better about themselves? Regardless of what kind of change clients want to make, they will be more successful if you help them focus on what they really *want*, rather than on what they feel they *should* try to accomplish.

Clarifying their ultimate objectives will help clients stay motivated, and will help you keep them on track after setbacks. Research confirms the many benefits of visioning. People with a clear long-term

Olympic athletes face a similar challenge — the long-term ambition to win a gold medal is necessary but daunting. Sports psychologists have found that greater effort, confidence and persistence result when their clients focus on more near-term goals, such as performing well in their next practice session or an upcoming competition.

Help clients leverage this principle by helping them set, and mentally focus on, goals that are specific, challenging and relatively short-term. For clients striving to lose weight, for example, encourage them to focus less on their long-term resolution, and more on goals such as doing 100 minutes of cardio-vascular exercise each week, eating fruits or vegetables at least five times a day, and so on.

> "Help clients set and focus on goals that are specific, challenging and short-term."

thirds broke it within three months.

Fortunately, new research has revealed a wealth of practical techniques that coaches can use to help resolution-makers from becoming resolution-breakers.

1) Focus on the big question: Why?
Most goals are ambitious, such as "losing 50 pounds in the next year," but they aren't particularly motivating or inspiring. Lasting weight loss is more likely if clients focus on *why* they want to lose weight. To have more energy to play with their kids?

vision of what they want to accomplish are psychologically and physically healthier than others, and are up to six times more likely to successfully make life changes.

2) Help clients supplement their long-term vision with near-term goals
A compelling long-term vision is a great start toward keeping commitments, but it's not enough. Annual resolutions are typically too far in the future to be truly motivating, and so ambitious that they leave clients thinking, "How will I get there from here?"

3) Encourage clients to measure progress toward their goals
Measuring progress toward goals is a simple but powerful tool for success. Psychologists call it *self-monitoring*, and it has proven effective in enhancing performance in many areas of life.

Self-monitoring enhances performance for a variety of reasons, including the fact that it helps

> "Measuring progress toward goals is a **simple** but **powerful** tool for success."

clients avoid all-or-nothing thinking. Moving toward goals is a process that ebbs and flows, yet at times we all fall into this counterproductive habit. Thinking in black-or-white, success-or-failure terms is one of the biggest causes of the 'snowball effect' — letting a minor lapse snowball into a total relapse and complete collapse. People often give up after breaking their resolution, but self-monitoring helps clients view a day of weak progress as just that — one bad day that can be overcome with more focus and effort on the next day.

Of course, simply recording behavior itself tends to have modest effects that diminish over time. But it can be a powerful, performance-enhancing tool when combined with a clear sense of ultimate ambitions, motivating near-term goals, and rewards.

4) Help clients reward their progress
Perhaps the most fundamental law in all of psychology is the *law of effect*, which simply states that actions followed by rewards are strengthened and likely to recur. On the surface, it seems completely obvious, but in practice, most clients do just the opposite — overlooking their successes, and beating themselves up over minor setbacks.

The encouragement you provide as a coach is a powerful reward that should not be underestimated. But you can help clients take this principle further by helping them set up more formal rewards for their success, a process known as *contingency management*. Again, the research is compelling. Those who accomplish their goals or successfully make life changes are significantly more likely than others to use some kind of self-reinforcement strategy. Indeed, it has been proven effective in aiding weight loss, smoking cessation, writing productivity, kicking addictions, battling depression, boosting self-efficacy, and adhering to prescribed medical regimens.

Self-rewards can be as simple as clients setting a goal to be accomplished before their next session with you, and then rewarding themselves

with a smoothie, mini-shopping spree, nice dinner, or whatever other treat they might find motivating.

For an even more powerful approach, try encouraging clients to take their reward systems to the next level with a more formal process known as the *deposit-and-refund* technique. Suppose a client wants to lose ten pounds. He or she could write a check to a friend for $500 — that's the *deposit* part of the deposit-and-refund method. Then the friend agrees to *refund* the money at the rate of $50 per pound lost. (Obviously the client needs to choose a good friend who will return the money!) Have the client commit to spending the money on something he or she would truly enjoy. That's it! It is simple but powerful, and research shows it can facilitate last-ing weight loss, even after the formal reward period ends. (Be sure to avoid conflicts of interest by having a friend hold the money, not you! Clients should have no doubt that you want them to succeed).

5) Help clients create a plan for slips and setbacks

Those who keep their commitments for at least two years report an *average* of 14 slips or setbacks during that time. But they avoid the snowball effect, and view those setbacks as reasons to redouble their efforts rather than give up. Environmental cues often trigger setbacks. Encourage clients to cleanse their environments of tempting cues (e.g. encouraging a recovering alcoholic to remove all alcohol from his home, change his daily routine so he avoids walking past the neighborhood bar, and so on).

Research shows that the setbacks triggered by environmental cues tend to be relatively small and temporary in nature. In contrast, the big setbacks tend to be triggered by stress and negative emotions, so encourage clients to create a stress response plan. Have them fill in the blank: When I feel sad or stressed, I will deal with it productively by _____. Examples might include exercising, going to a movie, calling a friend, or calling you! This stress response plan will help clients avoid setbacks, and minimize the chances of the snowball effect when they do occur. •

Stephen Kraus, PhD, is an author, educator and consultant.

It's Lonely at the Top
The Benefits of a Peer Advisory Group to the CEO

Jon Warner

Whatever its type or size there is always one unique role in every organization—the General Manager or to use the best catch-all term, the Chief Executive officer or CEO. Although it also often is given several other different titles (such as President, Managing Director, Managing Partner, Executive Director, Solopreneur, and others) this "chief decision-maker" inevitably does not have direct peers that perform a similar role.

Although some decisions are inevitably made alone from time to time, CEOs of all kinds are often left to seek input, advice and support from a range of people who may have relevant experience to offer but have a very different perspective to the one held by the CEO. This may include board directors, external legal and financial advisors, executive coaches and even management consultants. Unfortunately, every one of the individuals occupying these roles has his or her own agenda to think about or to pursue in advising or supporting a CEO. In other words, any input from external advisers such as these is almost inevitably colored or influenced by their different role and what is expected of them in carrying it out effectively. For example, a board member can listen to the CEO and offer input, which may be relatively independent, but he or she is still a member of the board and has to judge whether or not the CEO is competent and performing as well as possible. This is not a good foundation for full disclosure to occur in either direction. The existence of this "other agenda" is equally true

of paid advisers (such as a lawyer, accountant, coach, consultant, etc.) who all have input to offer but within the realms of their particular expertise and objectives and so that they can retain the paid relationship for as long as possible in most cases. This is not to say that all of these roles don't play an important role in giving a wise CEO knowledge and options in making future decisions. However, it is to say that truly independent and "un-agendered" advice needs to come from sources other than these.

Rather than to operate in this relatively lonely way at the top, there is an effective alternative available to every CEO, no matter what the size or type of company that he or she may run. This is involvement in a peer advisory group. Such groups tend to take two broad forms:

> A group of CEOs from many different companies that is assembled by an external organization with experience in doing this. Groups such as Vistage, the Entrepreneurs Organization, Score and many others do this on an international basis and many others do so in local markets (see the chart at end of article).

> A group of CEOs from many different companies that is assembled privately, either by a "founding CEO" or by an appointed person who then often serves as the group's facilitator.

Both of these options lead to groups which are typically similar in style and therefore commonly have the following broad characteristics. They typically

- ✓ are between 10 and 18 people in terms of group size (12-15 most often);
- ✓ meet monthly for a half or full day;
- ✓ have a skilled group facilitator who helps the group to deal with important issues in a structured way;
- ✓ often have external expert speakers from time to time;
- ✓ sometimes (but by no means always) offer some support one-to-one coaching;
- ✓ hold each other accountable for what they agree to do or in terms of decisions made.

This last point above is perhaps the most important characteristic of all in that every person effectively acts as a peer level "witness" to a commitment. Having a dozen or more witnesses is clearly a powerful incentive to act for each person in the group and encourages everyone to try to follow through as promised, especially when they may be tempted to defer taking action, if left to their own devices.

In general terms, peer CEO advisory groups tackle a wide range of issues that may be challenging to individuals in the group. This may be many broad challenges such as lifting revenues, better controlling costs, finding new markets and customers, more effectively managing social media, obtaining new investment, etc. But in addition, a range of more specific challenges often come up such as hiring a key individual (a new CFO or Marketing VP for instance, separating from or even firing a senior member of staff or dealing with an unhealthy conflict situation in a business. Naturally, some of these issues involve the CEO him or herself and may involve learning some new approaches or ways to tackle a situation not encountered before. Not only can the facilitator of the peer advisory group help to steer the input that may be helpful on any of these kinds of challenges, but ensure that the wisdom of the assembled crowd is provided in helpful ways.

In summary, all CEOs of many stripes can benefit from peer advisory groups. These groups provide an invaluable external perspective that is as beneficial to the large company CEO in a national or even international organization as it is to the startup

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"Simply having mentors isn't enough. If you want your company to be among the best, you need a mentor who knows how to reach that level."

~ Rhett Morris ~
Director of Endeavor Insight
Biography   Twitter

entrepreneur with only a few people working for him or her. John F Kennedy is credited with the quotation, "A rising tide floats all boats." If the "tide" referred to here is knowledge, then a peer CEO advisory group helps to provide much more of it on a regular basis, and allow every individual to learn from others' successes and failures in a similar role in their business.

ABOUT THE AUTHOR

Dr. Jon Warner is a prolific author, management consultant and executive coach with over 25 years experience. He has an MBA and a PhD in Organizational Psychology.

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GROUP	MEMBERSHIP	SERVICES	ANNUAL FEE ($US)
American Small Business Coalition theasbc.org	370 U.S. government contractors around the world	Ten events monthly, focused on networking, professional development, and market intelligence. CEO's of larger companies can pay more and get one-on-one networking help and attend private meetings with other members and sometimes, government officials.	Up to $15,000
Breakfast Network breakfastnetwork.com	Entrepreneurs and professionals; all clients must be approved by founder	Hundreds of breakfast and cocktail meetings a year, as well as one-on-one meetings.	$8,000 and up
The Alternative Board TABBoards.com	USA- & Canada-based CEO's, entrepreneurs, business owners	Meet monthly for half-day in peer groups of 10-12 with facilitator using structured method. Members also receive monthly 1-2 hour coaching session.	$450 initial fee and $3,000/year
Business Round Table www.businessroundtable.ca	Open to entrepreneurs and those who have a financial interest in the business or are involved in the management of the business in Canada and the USA	Members meet once a month for about three hours. Each member signs a confidentiality agreement. Considered to be a group where members use guided mentoring to help each other.	Fees are not disclosed on the website, but are typically $1,000/year or $100/month (member choice)
Entrepreneurs' Organization eonetwork.org	Members must have reached $1 million in sales by...	Monthly peer meetings; smaller monthly group forums 8 to 12 peers.	$2,500-$3,000
Vistage International ...com TEC Canada tec-canada	Owners of companies... (formerly called TEC - the Executive Committee) located in ... different countries. In Canada the name is still TEC-Canada	In the most expensive programs, members attend monthly, full-day forums run by a paid facilitator, and up to 10 talks by Vistage speakers. At the lower fee level, the forums are shorter with fewer workshops.	$2,820-$13,000
Global Executive Forum Group globalexecforum.com	Executives, owners of non-competing industrial firms with minimum sales of $500,000	Monthly, facilitated, half-day meetings of 10 members followed by a speaker. Groups use structured learning exercises as well as discussions on specific issues of members. One-on-one meetings for 1-4 hours each quarter. Membership fee includes two people from a company. Virtual meetings are possible.	The fee is $6,000.
Ocular Forum boldvisionconsulting.com	Business owners, independent professionals...	Initially one full-day meeting. Groups limited to six members. Monthly, half-day meetings led by business coach. Each meeting includes brainstorming, business...	The fee is $2,314 for 12 months; $1,709 for six months

The complete list of all 36 external, fee-based Peer Coaching & Peer Mentoring CEO Groups is available from Peer Resources here.

HARVARD-YALE WRITTEN GOALS STUDY: FACT OR FICTION

MIKE MORRISON

Popular Press Headlines:

> **3% OF HARVARD MBAS MAKE TEN TIMES AS MUCH AS THE OTHER 97% COMBINED**
>
> **WHY 3% OF YALE MBAS MAKE TEN TIMES AS MUCH AS THE OTHER 97% COMBINED**

For a long time I have heard of the 1953 Harvard study or the 1979 Yale study on the effects of written goals of graduates on the long-term performance of people. Many coaching, training and personal development providers quote one or the other as the reason why we should each have written life and performance goals.

The study asked one question:

> *"Have you set clear, written goals for your future and made plans to accomplish them?"*

Often methods and strategies we use in business and our organizations are based on what we read. But can we trust everything we read? Is your organizational development or change process based on fact or fiction?

Many often quote the outcome of the study this way:

> There was a study done at Harvard between 1979 and 1989. Graduates of

the MBA program were asked "Have you set clear written goals for your future and made plans to accomplish them?" The results of that question were:
- Only 3% had written goals and plans
- 13% had goals but not in writing
- 84% had no specific goals at all

Ten years later Harvard interviewed the members of that class again and found:

1. The 13% who had goals but not in writing were earning on average twice as much as the 84% of those who had no goals at all
2. The 3% who had clear, written goals were earning on average 10 times as much as the other 97% of graduates all together. The only difference between the groups is the clarity of the goals they had for themselves.

OR

> In 1953 a team of researchers interviewed Yale's graduating seniors, asking them whether they had written down the specific goals that they wanted to achieve in life.
>
> Twenty years later the researchers tracked down the same cohort and found that the 3% of people who had specific goals all those years before had

accumulated more personal wealth than the other 97% of their classmates combined.

Now while there is evidence that people completing Harvard based MBAs do [out perform](#) others this is not linked to written goals per se.

REALLY?

I was intrigued by these often quoted findings, and in 2008 I started research onto the origins to find the original research data. Hundreds of hours and dozens of emails later the results were in—there was no such study at Harvard or Yale!

Indeed even Harvard administrators themselves say: It has been determined that no "goals study" of the Class of 1953 actually occurred. In recent years, we have received a number of requests for information on a reported study based on a survey administered to the Class of 1953 in their senior year and a follow-up study conducted ten years later. This study has been described as how one's goals at graduation related to success and annual incomes achieved during the period.

The secretary of the Class of 1953, who had served in that capacity for many years, did not know of [the study], nor did any of the fellow class members he questioned. In addition, a number of Yale administrators were consulted and the records of various offices were examined in an effort to document the reported study. There was no relevant record, nor did anyone recall the purported study of the Class of 1953, or any other class.

It seems that there were two early "reporters" of these studies—Mark McCormack (*What They Don't Teach You in the Harvard Business School*) & Brian Tracy (*Goals!*) who perpetuated the myth that these studies took place. Other self development gurus who have helped to perpetuate the myth include Zig Ziglar, Tony Robbins and Tom Bay in his book, *Look Within or Do Without.*

Followers of any of these well-known coaching gurus would have no reason to doubt them or question the research cited by them. An example of a coach referring to the written goals myth and supporting it by referring to Tom Bay's work is available [here](#).

If you run a Google or Bing search for "Yale written goals study" or "Harvard written goals study" you will find 1000s of references – none of them true!

So why is it still being perpetuated 15 years later? This can only be described as a myth or urban legend amongst life coaches, consultants and personal development/success gurus.

Any training or coaching provider that quotes this "research or study" places their own credibility in jeopardy. Referring to "findings" without any substantiated research limits how much credibility we can assign to their other products and services.

> *"It can be proven that most claimed research findings are false."*
>
> ~ John Ioannidis ~
> Professor of Medicine, Stanford University
> [Source](#)

Could the outcome of the non-existent written goals study be true even if there was no such study? In 2007, Professor Gail Matthews in the Psychology Department of Dominican University of California (not Yale or Harvard) did conduct a written goal study. Her study provided empirical evidence for the effectiveness of three coaching tools: accountability, commitment, and writing down one's goals.

This means that there now is a study demonstrating that writing one's goal enhances goal achievement. Although unlike the miss-quoted Yale or Harvard, her research was not a longitudinal study.

(This article was adapted from Mike Morrison's blog with his gracious permission.)

ABOUT THE AUTHOR

Mike Morrison has 25 years experience in HR/OD, and is an established interim manager, coach, business adviser, mentor, instructional designer and trainer. On occasions he writes, blogs, tweets and takes the odd day off.

His latest book is Organizational Development - Theory and Practice, He is the founder and director of RapidBI, a U.K.-based company that specializes in comprehensive business improvement review for use by coaches, consultants, and business advisers.

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"Type I and Type II errors are, respectively, when you allow a statistical test to convinces you of a false effect, and when you allow a statistical test to convince you to dismiss a true effect. Despite being fundamentally important concepts, they are terribly named. Who can ever remember which way around the two errors go? Well now I can, thanks to a comment from a friend I thought so useful I made it into a picture:"

Never confuse Type I and II errors again:

Just remember that the Boy Who Cried Wolf caused both Type I & II errors, in that order.

First everyone believed there was a wolf, when there wasn't. Next they believed there was no wolf, when there was.

Substitute "effect" for "wolf" and you're done.

Kudos to &davsiner for the thought. Illustration by Francis Barlow "De pastoris puero et agricola" (1687). Public Domain. Via wikimedia.org

~ Tom Stafford ~
Mind Hacks

The Good, the Bad and the Non-Billable:
The Reality of Coaching Lawyers

Anna Rappaport, J.D., PCC,

I love coaching lawyers because they tend to be smart, passionate about justice and generally receptive to logic and direct feedback. The following is my perspective on what makes lawyers different from many other professionals and how I approach coaching them. Though, first, I think it is important to emphasize the range of people in the legal profession. When people think about lawyers they often have an image of a smart, highly paid, aggressively adversarial courtroom litigator; but the reality is much more varied. Few lawyers spend much, if any, time in court. Many have quiet, understated personalities. Nonetheless, there are numerous characteristics common among lawyers and among law firms, which, as a coach, present both opportunities and challenges. In this article, I will focus on just three areas and how I approached them in my coaching practice.

Trained for one thing, then expected to do another.
American lawyers typically spend years working long hours, researching, writing, learning all the details of some very specialized area of law, becoming a true expert in that area; and then suddenly the requirements change and they are expected to switch gears and learn how to sell themselves and bring in their own clients. This would be challenging regardless of the profession, but for lawyers it is particularly difficult because the skills and mindset required to find and retain new clients differ completely from, and in some ways are diametrically opposed to, those needed to be an excellent attorney.

Lawyers are paid to be exceedingly detail oriented, never make mistakes, select the perfect words, find clever exceptions to rules, etc. The focus is on anticipating and protecting against problems. Performing the job as perfectly as possible is the way lawyers keep themselves and their clients safe. Yet, the perfectionism that is a core value of the legal profession is in opposition to qualities that make someone great at marketing and business development. Business development is about building relationships, connecting with

people, listening to them and helping them find solutions. If you are always trying to be perfect, it is a lot harder to listen well and create the authenticity and connection that are at the core of close human relationships.

Similarly, marketing is essentially trial and error. There are some things for which brainpower alone does not suffice, and marketing is one of them. It's like predicting the weather. There are so many factors that contribute to whether a particular message will resonate with people that it is impossible to be certain without giving it a shot. As they say in the tech industry, the key to success is not to never fail, but rather to "fail fast." This concept does not sit well with lawyers. A commitment to high quality is wonderful and serves the lawyers, their clients and society well in many ways, but NOT when it comes to marketing their services. As a result, most lawyers find transition from an associate to partner mindset extremely difficult. Nonetheless, in order for a lawyer to have a successful private practice, he must find a way to generate business. The more clients a lawyer has, the more money he will make, the more power within the firm and choices he will have.

My approach to coaching on business development

For years, I was aware that coaching lawyers on business development would be a sensible niche; and yet, I resisted marketing myself that way. First of all, I was trained as an ontological coach. I love focusing on deeper levels of inquiry, and the idea of constantly discussing how to have sales conversations seemed both painfully dull and well outside my expertise. In recent years, though, I have shifted my perspective.

First of all, I found a passion for this niche. I realized that lawyers really need the kind of assistance that I can provide, I got in touch with the qualities that make these clients great, and I became present to the larger value for society in serving these clients. There are many lawyers out there who are very kind, caring and committed to excellence. They want to be good bosses, serve their clients well and make a difference in their communities. Yet, these kinder, gentler, scrupulously honest lawyers are often the ones who have the most trouble with business development. They don't even like the word sales because they think it connotes manipulation and taking advantage of people. These are the type of high-

integrity, well-intentioned people whom we want to see in leadership positions in the law and in society at large. Once I found that I really liked and cared about these people, it became a lot easier to focus on this niche.

Second, I discovered that I **can** do the deeper level coaching that I love with these lawyers. It often just takes a little while to build up to it. Before I started working with this niche, most of the clients I attracted were already interested in creating insights and breakthroughs. From our first coaching session, they were already on board with personal exploration. Many of the lawyers I work with take some time to warm up to this type of inquiry. For example, a client may be trying to create a reputation in a specific area of the law and wants help with messaging. Our first few conversations will likely be fairly technical, writing an elevator pitch, figuring out how to approach potential clients or referral partners, evaluating the content of a website, etc. Although, to my way of thinking, much of this isn't really coaching, I have learned that it is a way for me to develop trust and credibility with the client. Their marketing efforts start yielding better results, and I am their partner in that process. Within a few sessions, we can often begin to address more fundamental issues like the context with which they view the world and how that is getting in their way.

Sometimes, though, it can take a lot longer to address the deeper issues. Sylvia* provides an example. She is the managing partner of a boutique international law firm. The majority of lawyers in small firms work on individual or small business issues, but in her case, she works with large multinational companies. I started working with her two years after she started the firm. She had a beautiful, elegant office space, a couple good associates and was trying to figure out how to expand. In our first session, we designed a project plan focused on getting her listed in the Legal 500, a well-respected website that lists the top law firms around the world. We met weekly and the sessions would generally focus on finding enough time for the project we created, managing staff, and her feelings of anxiety. Once she was able to start moving forward on the project we would also discuss progress, next steps, etc. Although she read books about management, she had no experience with personal growth, so working with underlying assumptions or other deeper level inquiries

didn't work very well. So, I followed her lead and let the conversations stay at what I saw as a fairly superficial level, but I also gradually introduced concepts like fact versus interpretation or the importance of authenticity to human connection. Her anxiety was a great access point for such conversations. Sometimes, I would introduce a concept or an exercise, but if she didn't seem receptive I would drop it and try again six months or a year later. We worked together for four years. There were times where I felt like a bad coach because I wasn't making the speed or degree of progress to which I was accustomed, but in her case the slow but steady approach paid off. She now has a thriving practice and a great relationship with the people in her life and most importantly, with herself.

No Time for Anything but Billable Hours

Another challenge lawyers face is a work culture based on the billable hour. Lawyers are among the most stressed out, exhausted and overworked professionals. Many factors contribute to this situation, but the billable hour is among the biggest. Law firms are based on the consultancy model. Lawyers individually analyze each client's unique circumstances and provide individually tailored solutions. This can be a valuable service to clients, but the downside is that there are no economies of scale. The more hours lawyers spend on a matter, the more they get paid. Therefore, unlike in many businesses, efficiency does not lead to greater profitability. Associates are valued almost exclusively based on how many hours they bill per year, assuming of course that their work quality meets certain standards. In this environment, any time that is not spent on billable work is often viewed as a waste of time**.** Even when an individual lawyer recognizes the value of spending time on exercise, sleep, improved communication skills, leadership or personal development, he is still swimming against the current since the overall culture devalues anything that is not direct billable hours.

As a result of this obsession with billing and the associated lack of interest in soft skills, the quality of human interaction in law firms is typically much lower than in other businesses. Examples of partners treating their colleagues and staff horribly is not the rule, but is much more common than in most other industries. I don't believe this is due to the innate character of lawyers but rather because lawyers don't have to communicate, cooperate or

integrate with others the way they would if it were a different type of business. In a regular commercial business, there is a strong interdependence and reliance on other parts of the organization. If the sales department is not communicating well with customer service or human resources, revenue and profits will be lost. By contrast, partners in law firms don't need each other in the same way. It is common for partners within a firm to have their own little fiefdoms and barely interact with others regarding the substance of their work.

My approach to the billable hour problems
When coaching lawyers, the biggest obstacle likely to make them want to quit is feeling like they don't have enough time. I address this by making sure they have a big goal and that we have agreed upon a rigorous coaching structure up front. Of course, this is valuable for any client, but I find it to be more critically important for lawyers since due to the time constrains, without a goal they are sufficiently invested in, the coaching will quickly fall to the wayside.

Mostly, I deal with the time management issues the same way I would deal with them with any other client. The structure of the profession doesn't change the basic fact that managing staff takes time and focus, but developing this skill pays off tremendously by yielding higher quality work, lower turnover, and reduced anxiety for the lawyer.

To help lawyers address some of the more intractable interoffice communication issues, I offer something that I call partnership coaching. It is essentially a cross between couples counseling, mediation and coaching. It can veer more to one or another modality depending on the relationship between the partners, their desired outcome and the nature of the conflict. For partnership coaching, it is essential that I be perceived as a neutral party, and therefore it doesn't work if I have a preexisting relationship with one partner but not the other. This offers an opportunity to work with other coaches. Regardless of how good we are at coaching people on communication issues, there are times when a facilitated discussion between the parties would serve everyone's interests. Whether another coach calls me in to work with their client or whether I see a need for individual coaching based

on the partnership coaching, there are inevitably opportunities to cooperate with other coaches.

Here is an example of how I use partnership coaching. When Josh and Andreas* approached me, they had not been speaking to each other for nearly four months, except in partner meetings. The anger, frustration, confusion and distrust was making them both miserable, and yet they were each unwilling to leave their ten-partner firm. Thus, although neither thought the situation was salvageable, as a last ditch effort they decided to try partnership coaching. After speaking with each of them for about an hour, it was clear to me that the problem could be resolved fairly easily because it centered on a misunderstanding rather than malevolent intent or a fundamental conflict of interest. Ultimately, they were both well intentioned, just unskilled in communication.

Given the nature of the conflict, I elected to use a facilitated dialogue format commonly used in couples counseling. Sometimes lawyers will resist something that seems "touchy feely," but in this case, they were sufficiently desperate for help that they were willing to talk about their feelings. Andres had recently joined the firm, bringing with him the billable hour obsession of his former firm. From that context, Josh's attempts at friendly conversation seemed deliberately manipulative and like attempts to "pull rank". Once they both understood the other's perspective, we were able to develop some strategies and practices for working together going forward. Last I heard, they were still partners and friends. The amazing thing is that this only took two hours of one-on-one conversations, and two ninety-minute joint sessions. Of course, not all problems can be worked out so quickly, but the thing I love about partnership coaching is how quickly it can improve the clients' quality of life.

Lawyers Feel the Need to be Right and Stay in Control
The final challenge that I will address is the tendency for lawyers to feel the need to be right as a way to stay in control. This comes about, in part, because the law attracts a lot of people with cautious, security-oriented personalities. My favorite college professor used to say that lawyers are like white-collar postal workers. He came from a working class

neighborhood where everyone wanted a job with the U.S. Postal Service because it paid relatively well and had job security. He was absolutely correct about lawyers. Many people go to law school because it seems like a safe choice; after all, it's a well-paid, respectable profession that doesn't require much math or passion for a particular subject matter. Thus, the legal profession attracts cautious, sensible people who are also smart enough and academically oriented enough to thrive in an intellectual environment. These traits are admirable and work well in many regards. However, when you combine the typical lawyer's need for stability and control with the tendency to use intelligence, knowledge and being right as the go-to tools for winning in life, you find a lot of lawyers who feel the need to stay in control by anticipating problems and using their big brains to outsmart the people around them.

Virtually everyone, regardless of profession, wants to be correct in their predictions and estimations, as ways to cope with and be successful in the world. However, lawyers approach this from an unusually negative and critical perspective. Martin Seligman, the father of positive psychology, describes the unique challenges of the legal mind in his book *Authentic Happiness*. He explains that lawyers tend to be pessimistic, meaning that they see "bad events as pervasive, permanent, and uncontrollable" in contrast to optimists who "sees them as local, temporary and changeable." Pessimism is maladaptive in most professions; in other words, pessimists get worse outcomes than optimists. The field of law is the exception. A pessimistic outlook is helpful in a profession where the goal is to anticipate all the possible things that could go wrong and protect against them. Nonetheless, such an outlook inevitably makes lawyers even more cautious, risk averse and dead set on being as "right" as possible.

My Approach to the Lawyer Personality
So, how does this need to be right and stay in control manifest in my lawyer clients? I find that litigators, in particular, are often very careful and protected in their response to coaching questions. They look at the questions like part of a chess match, trying to figure out where the question is going, what the angle is, etc. They are try to get the "right answer" and the idea of coaching being an inquiry to help them discover answers within

themselves is a very foreign concept. Even when I have a wonderful rapport with a client, I find this can occur. My approach is to address it directly. I point it out, normalize it, point to it being about control and then have an organic conversation based on their thoughts on the subject. As with all clients, loving them and thinking they are terrific creates the foundation that allows me to have such conversations with them.

Being smart is such a huge part of a lawyers' identity that this can make creating a partnership somewhat tricky. Many lawyers are insecure about their intelligence. They feel that their value is largely based on how smart they are, and as such there is a constant evaluation of their own intelligence relative to others. So it is not surprising that clients often test or compete with the coach. It's not deliberate or ill intentioned; rather it is just a default way of interacting. I find that this creates a great opportunity to address their beliefs about intelligence, value, and winning, among other fundamental principles. I introduce the concept that we all have default tools that we use to "win" in the world, but those tools don't actually serve us well in every situation. For example, being smarter than one's spouse and always having the better argument in a fight is not the road to a happy marriage. Sometimes other tools and approaches work better than intelligence and logic.

It's hard to get someone to put aside, even temporarily, a strategy that has worked well for them in the past. Being smarter and "righter" than everyone else was a highly effective strategy in college, in law school, and as an associate. I have found that the only way people will put aside something that has worked so well is to get painfully clear about how much harm it is doing now. Consider Joe*, who came to me originally because he was having trouble retaining clients. Joe had an impressive background. He had an Ivy League education, worked at a top law firm, and was fortunate enough to work in a highly specialized area of law. Consequently, Joe was able to find clients remarkably easily; but after they worked with him for a year or two they tended to leave. He was mystified and wanted me to help him fix this situation. Joe was the typical know-it-all. He came to me for answers and didn't like the fact that I kept asking him questions. To the degree that I did give him answers, he didn't like those either. He kept telling me what was wrong with my coaching. Needless to say, it was easy to understand why his clients were leaving him. I'm

pretty sure he wouldn't have continued if he hadn't paid for the six months of coaching up front and if his managing partner hadn't been asking him periodically how the coaching was going.

I addressed how he was relating to me head on. I told him that as his coach, I was fine with him exactly as he was, and that I could see his commitment to truth, honesty and excellence. I also said that in the interest of him understanding better how others may be feeling, I would share what my experience when he spoke in that tone and used that language. I said that I felt demeaned, disrespected, and angry, and that if his clients felt this way it made sense that they would be leaving. As with most people, he resisted the pain of understanding how much he was hurting the people around him, but after a little while he was able to see it. I think a lot of coaches let up and don't push clients to feel the pain they are causing others, since it is so uncomfortable. However, I know from experience that this is often a critical turning point that can motivate significant behavioral change, so I make sure they feel it rather than just seeing it intellectually. After a while, Joe was able to see how his know it all attitude was affecting his marriage and his relationships with his family as well as his work. By the end of that session the seriousness of it had started to sink in and we were on our way to a productive coaching engagement.

If you haven't coached many lawyers, you should certainly give it a try. There are numerous charming, witty and fun lawyers out there who could use support in their lives and their law practices. Furthermore, many are in positions of influence, and thus, helping them can have wide reverberations within society.

* Names and other details have been changed to protect client identities.

CREATING DESTINY: REVISITING THE CURRENT REALITY AND THE FUTURE VISION OF SIX COACHING EXPERTS FROM 2003

In the Spring of 2003, we published an article in *Compass Magazine* (16.1, pages 12-13—available to PRN members here), in which six coaches were asked to comment on five questions:

- What would you identify as the most essential factor(s) that have led to the increase in attention to coaching in business specifically and society in general?

- What is (are) the most significant issue(s) facing coaches today?

- What do you predict will be the most significant issue(s) in the coaching profession ten years from now?

- What would you recommend as a key resource for coaches to keep up with professional development?

- What else would you like to communicate to coaches?

As it has been 12 years since the publication of their comments, we thought it would be useful to revisit the coaches' assessment of the "most significant issue(s) facing coaches at the time" (2003), as well as their "predictions for the future."

The panel of six coaches included

Judy Feld, who at the time the original article was published, was President-Elect of the

International Coach Federation, and the co-author of *SmartMatch Alliances.* She is a certified coach and certified master coach with an international clientele, and was the co-founder of the Executive and Professional Coaching Program at the University of Texas at Dallas, which accepted its first cohort class in September, 2005. She currently serves as a founding Board member of the Graduate School Alliance for Executive Coaching. Contact information: Tel: (972) 931-6366; Email: judyfeld@coachnet.com; and www.coachnet.com.

Judy's viewpoint about the most significant issue(s) facing coaches in 2003:

"Serious professional coaches must distinguish themselves in terms of quality, credibility, and prestige. We are facing regulatory and cultural issues and challenges. We must come together globally, with the resources to increase the volume and frequency of multi-language communications."

Judy's prediction in 2003 about what the most significant issue facing coaches would be in 2013:

"In ten years we'll be living in a completely new world. Think of all that has transpired and been invented since 1992. No telling what we'll all be facing in 2012! Probably at the very least, 50 percent of those reading this article will have completely new careers."

Robert Hargrove was considered the "dean" of executive coaching in 2003 and continues to be rated as one of the most influential figures in business coaching. He is the author of *Masterful Coaching* and the *Masterful Coaching Fieldbook* (both listed at www.peer.ca/topcoachbks.html). His focus was and still is on inspiration, relationships and extraordinary results. He can be contacted at Masterful Coaching in Watertown, Massachusetts; Tel: (617) 739-3300; Email: robert.hargrove@masterfulcoaching.com; and www.masterfulcoaching.com.

Robert's viewpoint about the most significant issue(s) facing coaches in 2003:

> *"A coach really needs to have the right paradigm and methodology. They need to have an extraordinary coaching relationship with each client. The client really needs to be enrolled in coaching and the coach will know this by whether the client typically initiates the call to the coach or the coach always has to call the client. That's the acid test."*

Robert's prediction in 2003 about what the most significant issue facing coaches in 2013 would be:

> *"The most significant issue is whether coaching (and companies built around masterful coaching) will displace the existing big consulting firms.*

> *Will leaders with business challenges contact coaches or consulting firms?"*

C.J. Hayden is a Master Certified Coach, a prolific writer, and the author of the best-selling *Get Clients Now!* and *50 Ways Coaches Can Change the World.* She has more than 32 years experience in business management and was one of the founders of the International Coach Federation. Her focus is on entrepreneurship, marketing, life purpose, and getting unstuck. She can be contacted in San Francisco, California; Tel: (415) 981-8845; Email: contact@cjhayden.com; [cjhayden.com.](cjhayden.com)

CJ's viewpoint about the most significant issue(s) facing coaches in 2003:

> *"Not becoming the management fad of the week. Convincing people of our credibility and efficacy. Avoiding the hype of coaching as a get-rich-quick home business."*

CJ's prediction in 2003 about what the most significant issue facing coaches in 2013 would be:

> *"Financial planners took twenty years to become mainstream, and they had a lot more money behind them. We'll still be answering the question, 'What sport do you coach?' in ten years."*

Wendy Johnson, MA, CEC, CMC, was and still is the President and CEO of the Worldwide Association of Business Coaches.

~ The Six Coaching Experts ~					
Judy Feld	Robert Hargrove	CJ Hayden	Pat Williams	Julio Ollala	Wendy Johnson

Prior to taking leadership of the WABC, Wendy was President and founder of Johnson ExeC Group, an executive coaching and consulting firm that specialized in designing innovative coaching programs for senior executives, key performers and high-potential employees. Email: presidentceo@wabccoaches.com; www.wabccoaches.com.

Wendy's viewpoint about the most significant issue(s) facing coaches in 2003:

> *"Coach credibility, quality and market barriers. Common knowledge and practices must be developed, and barriers caused by misinformation and the negative impression of coaching as a fad must be eliminated."*

Wendy's prediction in 2003 about what the most significant issue facing coaches in 2013 would be:

> *"Standards and practice criteria will play key roles in refining, elevating, and self-regulating an emerging profession. Effectiveness and measurable results will become critical."*

Julio Olalla is the President of the Newfield Network, a leading international coach training organization. He has designed and delivered numerous programs for corporations and organizations throughout the world. His focus is on discourse that genuinely addresses the entire spectrum of human experience, wisdom for effective living, and personal and joyous transformation. He can be contacted at Newfield Network in Niwot, Colorado; Tel: (303) 449-6117; email: info@newfieldnetwork.com; www.newfieldnetwork.com

Julio's viewpoint about the most significant issue(s) facing coaches in 2003:

> *"The most significant issue we are facing today is the need to differentiate coaching from teaching, training, counseling, or advice-giving, and not to give in to the temptation to call coaching any practice that aims to help people to 'get results' without even questioning the 'results' themselves."*

Julio's prediction in 2003 about what the most significant issue facing coaches in 2013 would be:

> *"If coaching survives as a profession by doing its homework, that is, differentiating itself as a practice that addresses the epistemological crisis of our times as I mentioned before, its main challenge will be not to freeze itself in a new set of unquestioned assumptions themselves disguised as new Truths."*

"Coaching turns the way that we learn things upside down. For thousands of years learning has been primarily hierarchical: teacher to students, a relationship that can be easily exploited. Coaching is a non-hierarchical and a highly respectful relationship where the coach asks questions rather than supplies answers. The coach is there to bring forth the client's hidden brilliance. It is a beautiful, marvelous relationship."

~ Arjuna Addagh ~
Coach and author
Biography

Patrick Williams is a Master Certified Coach, psychologist, and was the founder of the Institute for Life Coach Training. He is the author of *Transpersonal Psychology and the Evolution of Consciousness*, co-author of *Therapist as Life Coach: Transforming Your Practice,* and co-author of *Becoming a Professional Life Coach: Lessons from the Institute for Life Coach Training (2nd Edition).* His focus is on innovative distance learning, partnerships with individuals who want to design and live an extraordinary life, and professional transformation. Tel: (970) 988-6086: Email: Pat@DrPatWilliams.com; www.LifeCoachTraining.com.

Pat's viewpoint about the most significant issue(s) facing coaches in 2003:

"The clarity and uniqueness of life coaching as a profession distinct from psychotherapy must become more recognized. The defensive reaction of some of the therapist organizations and governmental entities to subsume coaching into therapy must be met with the coaching profession's own regulatory approaches and credentialing recognized by the public. Coaching must be made available to all persons through agencies, foundations, schools, churches, etc so that it not be only a service for the wealthy and high powered professionals, but permeates society in its availability and efficacy."

Pat's prediction in 2003 about what the most significant issue facing coaches in 2013 would be:

"I believe the most significant issue will be the powerfulness of coaching and the outcomes that it has created individually and collectively. Life coaching as a field and profession will improve the quality of living on this planet for all of its inhabitants. Coaching has the power to impact decision makers and influencers in a very positive way, as well as shift the life strategy for millions of individuals."

While 12 years have passed since these six coaching experts described the current state of coaching and made predictions for the future, it appears that most of their 2003 current state descriptions are present in 2015. In addition, most of their predictions made 12 years ago have become part of the current state.

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"A new phenomenon may be about to hit the world of coaching: Flash Mob Coaching....Flash Mob Coaching gets a group (mob) of coaches out onto a city street to engage people passing by to experience a free, ten minute coaching session. One of the UK's first Flash Mob Coaching events took place in September during the International Coach Federation's international conference."

~ David E. Gray ~
Professor of Leadership and Organizational Behaviour University of Greenwich
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Ethics in Coaching, Contracting, and Confidentiality: Drawing Lines in the Sand:

By Suzi Pomerantz, MT., MCC and Jackie Eiting, MSW

Since many executives today confuse ethics (authentic leadership steeped in morals, values, and meaning) with compliance (Sarbanes-Oxley) or risk management (ethics training rather than culture development), it is no wonder executive coaches are increasingly faced with the ethical dilemma of how to address ethics with clients. Do we, as coaches, engage with our executive clients about ethical issues only once they've brought it up in a coaching session, or when we see an ethical quagmire of which the client may not be aware? We asked these questions and more to a select group of highly skilled, successful, experienced professionals. Among those we interviewed were top executive coaches, psychologists who are coaches, psychologists who are not coaches, and Human Resources executives at large, multinational corporations. As we suspected, several common themes emerged, including the topics that every executive coach and every person who hires an executive coach should discuss in the contracting phase. This article will highlight some of the themes we discovered, some of the types of ethical dilemmas faced by clients and coaches, and the eight things to clarify prior to every coaching engagement.

The toughest ethical dilemmas are never really black and white. In a similar fashion, as executive coaches, the lines we draw in the sand are not always obvious to our clients and the organizations they represent. We must make sure our individual clients and client organizations know where we stand regarding ethics and confidentiality. This requires candid, clear communication at the start of every coaching engagement and involves an inclusive process to bring corporate representation into the mix. To gain a better sense of how professionals view the key issues of coaching, ethics and confidentiality, we conducted a series of interviews with business leaders, psychologists, and executive coaches.

Coaches come to clients with a variety of backgrounds: some bring advanced psychology degrees and training while others rely on business education, experience, and expertise. This diversity of backgrounds is mirrored by the diversity of roles coaches play. Today, coaches are engaged for a myriad of business problems, including developing executives in their leadership ability and performance, helping executives understand their team (and vice versa), mentoring and motivating employees, and facilitating tough discussions. As the field of executive coaching changes to meet market demands, the lines between what coaching should or shouldn't cover become increasingly blurry. A common and consistent point of view among our respondents was "executive coaching should be limited to behaviors, attitudes and occurrences in the workplace". Most of our respondents saw coaching as a

behavioral intervention, being defined by the psychologists as, "a cognitive and behavioral, task-oriented endeavor" and ultimately focused on business results.

Key Questions for Coaches

As executive coaches, we must grapple with many questions about ethics in relation to coaching, including

- How do we reveal issues that our clients may or may not be addressing that skirt the edges of ethics?

- When do we engage with our executive clients about ethical issues…once they've raised the subject? When we know that they are aware of a dilemma but not addressing it? When we see a quagmire about which the client may not yet be aware?

- How do we set clear and reliable ground rules for confidentiality that protect both the rapport between coaches and their clients, and also support the organization's goals and needs?

- How do we determine when a client's issues and/or state of mind necessitate referral beyond our counsel to their internal sponsor, to an HR professional or to therapy?

- Do we face ethical dilemmas ourselves as coaches by either addressing or not addressing an ethical issue we observe with our clients? What are the typical ethical issues that executive coaches have dealt with in the coaching engagement?

- How do we define ethics for coaching and what is the range of ethical issues our executive clients face?

Ethics in Coaching

There are both formal and informal codes of ethical standards. Key findings in a 2003 national ethics study revealed that 88% of respondents from larger organizations said their organizations have written standards of ethical business conduct. Furthermore, 83% of respondents were positive about the extent to which employees in their organizations follow these ethical standards. They also indicated feeling pressure to compromise in meeting their organizations' ethical standards. In 2003, 52% of respondents said they felt at least some pressure, compared to 47% in 1997. On a more positive note, the misconduct that HR professionals say they observed in their organizations over the past year has declined from 53% in 1997 to 35% in 2003."[i]

So how are ethics relevant to coaching? Given the difficulty in defining ethics for coaches, we asked our interviewees about the range of dilemmas with ethical underpinnings their clients presented, as well as the ethical questions and issues they face as coaches. One respondent declared, "What's 'ethics'? It's all ethics!" The majority of the respondents, however, did not share this sentiment. Conversely, a more consistent theme was, "my clients just don't have ethical issues." In place of naming issues as "ethical" per se, coaching clients raise questions about difficult situations, thorny issues, dilemmas, or things they are losing sleep over. Although these types of topics are prominent, they are not labeled, categorized, or defined as "ethical" issues when discussed with the coach.

Clearly, business executives continually face ethical decisions. In our research, when we pursued the question, most respondents widened their interpretation of "ethical issues". They were able to generate numerous client examples of dilemmas or difficult situations with ethical relevance. So why didn't they call them ethical in the first place? One reason is semantics – they lack a consistent working definition of what ethical means. Many executives and coaches alike see ethics as compliance or risk management; a disconnect for those who view ethics as a behavioral intersection between integrity, honesty and accountability. Business ethics tend to be an objective set of guidelines based on laws, company policies, and accepted social mores versus personal ethics, considered more subjective and based on the executive's (or coach's) values, morals, and sense of integrity. Given today's headlines and the gross ethical breaches of executives at companies such as Enron, Adelphia, and WorldCom, executive coaches should consider both definitions within their domain of inquiry.

Executives and their coaches need to agree on a reasonable definition of ethics before coaching begins. For example, one coach we interviewed begins all engagements with a thorough inquiry into her client's core values and commitments to company, team and business. This strategy provides a broad grounding throughout the engagement, allowing her to pose questions addressing whether the client's behaviors, actions, attitudes and choices are consistent with those values and commitments. From her perspective, everything she deals with fits in the domain of ethics. Through her ethics-focused client intake strategy, she sets the foundation for coaching conversations to delve into the subject of ethics as needed.

Contracting

We all recognize the value in clarifying roles, agendas, expectations, and results at the onset of an engagement. Increasingly, coaches must intentionally do so in the context of ethics. Below we offer six ideas for the dialogue between the coach and the person hiring the coach that might take place during the contracting phase in order to raise client and organizational awareness about ethical coaching practices.

1. Often, the coach is not hired directly by the executive being coached. Identify an internal sponsor for the coaching engagement. An appropriate sponsor could be a boss, mentor, senior HR executive or other stakeholder for the performance of the client. Also find a day-to-day coach for your client from HR or elsewhere in the client company to support and complement the coaching you provide. Work in partnership with HR. Encourage the client to share the progress of the coaching engagement with HR and other company leaders.

2. Recognize that the expectations of the person hiring you may differ from the client's expectations…what does the client expect and what does the company expect? Contract for what you can meet regarding those expectations, and communicate to all parties where the coaching relationship is not designed to meet those expectations.

3. Set clear boundaries: define and set up a firewall regarding confidentiality and anonymity with the client, with the sponsor or HR representative, and with anyone else to whom you are accountable within the client

company or organization. Clarify the boundaries between what the company has a right or a business need to know and what is kept confidential. This is best worked out before the fact and not when the issue arises during the engagement. If the need arises to provide feedback to others in the same organization, share broad themes and patterns to protect confidentiality.

4. Explore how feedback about the coaching engagement will be requested and how it is expected to be delivered.

5. Craft a specific exit strategy so that when the coach leaves there is a clear internal support system for the client. Determine how the coach will manage the transition.

6. Distinguish coaching from therapy. Discuss when a referral to a psychologist would be necessary, when a referral to HR would be necessary and the process for both. Distinguish with the company and the client what falls inside the coaching context and what would necessitate a referral to an outside resource.

Confidentiality

The code of ethics for a psychologist's practice is very clear. The consequences of a breach can result in a loss of license. Executive coaches have several optional codes of ethics available, (ICF and WABC) but these are not linked to the potential removal from practice. Client companies have formal value statements or codes of conduct and mutual respect. Coaching companies have informal sets of ethical principals regarding confidentiality. Executive coaches need to be aware of what codes exist in the companies where they work.

As coaches, we are often privy to highly sensitive personal data and information about our clients' lives and business. As a result, it's no surprise that issues of confidentiality are a recurring issue for those interviewed. There are various ways that coaches interviewed deal with the issue of confidentiality. Psychologists view their professional code as the boundary they cannot violate. Most often they deal with the issue of confidentiality explicitly in the contracting stage. They view all dealings with the client as confidential with the exception of "abuse" (e.g., sexual abuse) or transgressions of a legal nature (e.g., fraud). For executive coaches who were also licensed psychologists, the line was clear between what was confidential to the client and to what information the company had access.

From the eyes of an HR leader, the view looks slightly different, "While I absolutely support the confidentiality between a coach and client, anything that negatively impacts the organization's goals, or someone in the company outside of that client, needs to be made available to the company". While this might be construed as jeopardizing the rapport and candor between the coach and the client, it has the client organization's best interests at heart.

So, how can coaches deal effectively with confidentiality in coaching engagements? There were several solutions offered by our research group. Several suggested engaging the client company's HR representative as an ongoing partner in the coaching engagement, or including a sponsor such as the client's supervisor or mentor. Several coaches advised counseling clients about politically smart communication skills as part of their repertoire. Lastly,

many interviewees had formal or informal groups of peers and professionals where they sought advice on the more difficult issues of confidentiality. Many found that case reviews and coaches working together on issues avoided isolation and broadened their approach to these and other dilemmas of coaching.

Referral

One of the richest and most fascinating themes in our research was the question of, "when do I refer a client to some other professional inside or outside their company?" There are times in coaching engagements when it becomes clear that the coach is beyond his or her capability or the defined boundary of the engagement. At this point, the coach often refers the client to an internal HR representative, or on to psychotherapy or counseling.

Coaches must be aware of the distinctions between coaching and therapy. Over the last few decades, psychology has evolved from a highly analytical to a more behavioral/cognitive practice. For some, what many psychologists do inside the therapy hour might look very much like "coaching' -- assigning tasks, asking clients to experiment with an uncharacteristic behavior, giving homework, practicing communications -- all very common techniques that coaches often use with business leaders.

Those who are both coaches and psychotherapists must draw extra lines in the sand. Being skilled practitioners, they are easily privy to sensitive and often personal information that clients might not share normally within the confines of work. Their job is to distinguish what impacts the business and business goals and refrain from providing clinical treatment. Those who are not therapists must have sufficient training to recognize when a referral to therapy is necessary and understand the limits of coaching as well as the limits of their capability to address certain issues. Client companies may assume that executive coaching is not therapy but seldom have mechanisms or explicit policies to manage the executive coaching engagement other than the reputations of those they hire.

In addition, it may become problematic for the executive coach to be a conduit for clients finding appropriate therapy. If a coach determines a client could benefit from therapy or counseling, a recommended approach is to encourage the client to use their company's available resources such as the Employee Assistance Plans. If there is not a company program or a client needs additional help in finding resources, only then should a coach make a referral from his or her own network. Coaches should consider referral when

- the client is clearly depressed or having significant marriage/family problems;
- the client has a problem with an addiction;
- the coach is beyond his or her own capability to address an issue;
- the issues clearly go beyond workplace concerns.

There were similarities in the responses about when to refer clients to Human Resources. There was clear consensus that coaches must refer back or at least engage the involvement of the internal HR expertise when

- the coach suspects sexual harassment;
- the coach suspects other kinds of severe workplace/ management abuse;
- the coach becomes aware of illegal conduct involving the client;
- the coach sees incidents where behavior infringes on the company's ethics policies.

Conclusions

We recommend a proactive approach, setting the stage in advance that ethical subjects will arise for discussion in the course of the coaching engagement. Do not wait, or expect a client or hiring party to initiate the conversation. One theme that emerged in our interviews is that it is easy to 'get sloppy' and not address the arena of ethics in the coaching process. It is critical to be clear before starting. Is there an expectation of first responsibility to the health and well being of the company above that of the executive client? Initiate an up-front discussion about the coach's role as a non-judgmental sounding board, particularly for difficult decisions and dilemmas. Discuss methodologies or approaches you will use when these difficult conversations arise (i.e., values-based, reflective approach) and make it clear to both the client and the company that if you sense that a client issue may have ethical implications, you will address it openly with the client. In summary, many of the issues of ethics and confidentiality can be dealt with through a proactive conversation generated by the executive coach in the beginning of the engagement.

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A Proactive Approach

1. **Identify an internal sponsor** for the coaching engagement.
2. **Engage an internal HR representative** as your contact and a day-to-day coach.
3. **Clarify the company's expectations and goals** for the coaching engagement and determine how these integrate with your clients' goals.
4. **Seek out and learn** the company's official ethics policies and codes of conduct.
5. **Seek out and know** the company's philosophy and policy regarding executive coaching.
6. **Make confidentiality boundaries explicit** in the contracting phase of the engagement.
7. **Design ongoing feedback and debriefing mechanisms** with sponsors, clients, and HR representatives.
8. **Have an exit strategy**; make it explicit in the contracting phase how the client will be supported after you leave.

Common Ethical Dilemmas Faced by Clients

- **Airing Performance Concerns**: Discomfort confronting performance problems leading to dishonest approach with employee
- **Sharing Sensitive Information**: In mergers and acquisitions, knowing what information to share with employees and when to share certain information
- **Sexual Misconduct**: Office affair with subordinate; office affairs in general
- **Addictive Behavior**: Substance abuse / gambling
- **Value Differences**: Value collisions between supervisors/subordinates
- **Appropriate Success Factors**: 'Cut-throat' behavior by peers
- **Responsible Individual Behavior**: An isolated manager in an expat situation/ loss of culturally accepted ethical norms

Common Ethical Dilemmas Faced by Coaches

- ❑ **Multiple clients in a company**; coach's potential confidentiality breach when privy to information known to one and not the other.
- ❑ **Client does not have the capability** to be successful in their role/job-- coach's responsibility to the company?
- ❑ **Client's boss wants more information** about the engagement-- coach's boundaries?
- ❑ **Coaching both boss and team**; boss wants to fire subordinate-- coach's loyalty to both clients/confidentiality boundaries?
- ❑ **Client wants to leave company**-- coach's responsibility to the company?
- ❑ **Client needs psychotherapy, not coaching--**how does coach know limits of boundaries and capability?
- ❑ **Dual relationships;** crossing boundary into a social relationship or referral relationships with client.
- ❑ **Use of e-mail;** what is coach's role in protecting client's confidentiality?
- ❑ **Sexual advances to coach;** or other inappropriate behavior, how does coach deal with it?.

Endnote

[i] SHRM/Ethics Resource Center 2003 Business Ethics Study¨ Society for Human Resource Management: 2003 Ethics Study

Coach Finding Services are the Chicken Soup of Coaching

Rey Carr

The coaching profession has grown dramatically around the world in the last few years. Estimates of the number of coaches vary widely. A 2012 International Coach Federation survey estimated that there were 47,500 coaches worldwide, despite a 2010 estimate from the U.K. that said "there are more than 100,000 coaches now practicing in Britain (Mitchelson, 2010). Peer Resources estimated that the total number of coaches worldwide was closer to 250,000 (Carr, 2015). An Internet search yields over 400,000 websites devoted to coaching in North America alone; and Peer Resources lists more than 650 coach training organizations.

The Rise of Coach Referral Services

Growth in the number of coaches has also led to a wide variety of coach qualifications, standards, training requirements, experience, certification and degrees. In addition there is no consensus as to industry standards, nor is there any coach licensing, certification, or registration requirement of a legal nature in any jurisdiction in North America.

While such rapid growth can be heralded as contributing to better choices and options, it has also become more difficult for members of the general public, business managers and executives, and even coaches themselves to sort out which criteria to use to select the right coach. For example, a recent Internet search yielded, close to 365 million individual coach websites offering an extensive array of services,

descriptions, and qualifications. However, just as the number of coaches and coach training organizations has grown, so also has a parallel industry: coach referral services. There are now approximately 52 million websites that appear when searching for "Find a Coach."

Four factors have led to the development of the coach referral systems. First, because the coaching industry is entirely self-regulated, a number of individuals have established coach referral services as a way to educate the public, pinpoint appropriate coach qualifications, and assist potential clients to find the best coach.

Second, a growing number of coaches include information about how to find a coach, but don't list coaches other than themselves on their website. One of the better sites that provide tips and ideas for finding a coach is maintained by Barry Zweibel, MCC at GottaGettaCoach.

Third, since many coaches and clients connect via telephone or email only and never engage in face-to-face sessions, coaches anywhere have the potential for working with clients anyplace. Neither the coach nor the client is limited to a specific geographic location, thus widely increasing the pool of coaches from which to choose.

A more controversial reason for the increase in the number of coach referral systems is that many coaches believe they can coach anyone

114

about anything. It is not unusual for a wide range of specialties to appear in a coach resume. While there may be some truth to this viewpoint, it may reduce the likelihood that an individual searching for a coach will learn that a different type of practitioner (such as a consultant, psychologist or counsellor) might be a more appropriate choice.

How Coach Referral Services Work

The philosophy behind coach referral is simple: the better the match between the client and the coach, the more likely the coaching will be successful. While almost everyone would agree that a "good match" is necessary for the development of a quality coaching relationship (Wycherley & Cox, 2008; Joo, 2005), the factors that constitute such a "good" pairing are more complex, difficult to identify, and may not be as important as other criteria (Boyce et.al., 2010; Bozer, 2015).

Most coach referral systems typically match client preferences and goals with coach qualifications and experience. But how this matching is accomplished and how the pool of potential coaches to be matched is determined varies widely.

Coach referral systems vary in the amount of client data they require before yielding the list of potential coaches. For example, some coach referral services require potential clients to enter a combination of personal data and coach requirements into an online form. Then with the click of a button a list of coach referrals is generated with descriptions of their qualifications and other details. In some cases users can speed up the process by selecting from a pre-determined set of coach characteristics, qualifications and specialties.

Other coach referral services only ask that the user enter keywords or phrases—and like a search engine—a list of coaches is generated. Typically no information is provided as to why certain coaches were matched with the client data requests. A few coach referral systems merely provide a static list of coaches and their qualifications and encourage users to scroll through the list and note down appropriate potential matches.

This computerized method of matching is quick and easy, and a potential client can browse coach lists indefinitely at no cost and in many cases anonymously. However, it can also yield too many options and is subject to coaches padding their system information with many more "keywords" in order to appear in a greater number of client searches.

"I think too many coaches are becoming 'expert-oriented.' They have an approach or a piece of advice they want to share regardless of the client's situation. Their coach listings read like a predetermined prescription. They pretend to listen. They think their role is to solve the client's problem using their tools. They overwhelm the client with talk. All too often client's don't have an opportunity to fully explore and articulate their circumstances. The interaction is all about the coach."

~ Rey Carr ~
CEO, Peer Resources and pioneer in peer coaching
Biography…..Twitter

Computerized matching also requires the potential client, who more than likely has little experience with coaching, to know and understand not only what he or she wants in a coach, but also which factors are most important in selecting a coach. Some sites assist with this dilemma by providing educational information about coach selection and readiness for coaching. However, in most cases this information is only about coaching and does not educate the potential client as to other options besides coaching.

An alternative to the computerized system exists that involves the potential client in a live, toll-free, no-cost, no-obligation telephone conversation with a coach referral consultant. The consultant engages in a personalized conversation with the client about possible goals, preferences, and other qualities. If, as a result of this discussion, the consultant and client conclude that coaching is appropriate, the service provides the client with a list and details of specific coaches who meet the client's preferences. *The idea underlying this type of service is that a good match requires more than can be achieved through simple computer data connected to a warehouse of coaches.*

Coach referral services vary in the extent of coach qualifications necessary to list each coach and the screening of the coaches in their database. Some sites have specific requirements and these requirements are clearly identified on the service website. A few sites mention that listed coaches must adhere to a code of ethics or professional conduct, but typically do not provide or describe any mechanism to monitor or enforce such a requirement.

Other sites have minimal requirements and provide no screening. In some cases, membership in a particular organization or current or graduate status from a particular coaching school is required. However, these two "requirements" can be somewhat misleading because screening for admission to the school or minimum standards for membership are neither described nor practiced. Only one coach referral service details the facts about the number of coaches who apply to list their service and the number the referral service actually accepts. (For a discussion regarding the increasingly contentious issue of certification, see the comments associated with our poll on certification.)

WHO PAYS?

Virtually all the coach referral systems do not charge clients for their matching service, and

> *"We know that there are thousands of coaches who are ready and willing to work with you. But, the truth is not everyone would be a good fit. Our premise is that you will enjoy greater results if you work with a coach with whom you are matched on several dimensions, versus a coach with whom you are not compatible. This is because when you work with a compatible coach, you are able to enjoy greater trust and safety, which is required for effective coaching."*
>
> ~ MyCoachMatch ~
> www.mycoachmatch.com

most do charge coaches a fee for being listed. Some services request that clients pay a fee to them for the coaching and they, in turn, will provide the fee to the coach. Others do not enter into any fee arrangement and merely act as a go-between to connect the client and coach, and no fees are involved for client-coach matching or coach listings. At least one service provides a money back guarantee.

While not directly part of the coach selection process, sites vary as to the degree of additional services they provide. From money back guarantees and follow-up monitoring, to a variety of articles about selecting a coach, to newsletters or other support documents, to simply a list-only format, the coach referral services provide a wide range of value added services. In addition, the services vary as to how much information they provide about who owns, runs or maintains the service.

ACCOUNTABILITY ISSUES AND UNVERIFIED CLAIMS

Coach referral services vary as to how much information they provide about who owns, runs or maintains the service. Contact information for an accountable service should go beyond an email address and include the mailing address, telephone number and business name of the service ownership. In this

way, potential clients and coaches have a better opportunity to determine the legitimacy and accountability of the service, as well as have more transparency in resolving possible conflicts or dissatisfactions.

As coaches become more Internet search engine literate, some referral services have responded by making claims about their rankings in search engines and their ability to manage search engine optimization (SEO). In this way they hope to attract potential coaches and distinguish themselves from the competition. However, in most cases their claims about their SEO status are vague and "buzzword" oriented.

Here is a sample of a typical, vague and undocumented statement issued by these services sent out as a marketing promotion:

Our directory service is growing like crazy. We have close to 250 coaches now - 200 new coaches in just over two months. This is giving us much better search engine results and the SEO snowball is starting to pick up speed. Every week our search traffic is growing and more and more coaches are getting clients. Establish yourself early in our directory and we'll be one more easy-to-set-up, low-maintenance, client-attracting feathers in your cap. Get more exposure and be placed closer to the top of the directory with one

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"I have listings on several coach finder databases and have only received several sincere inquiries. Most of the inquiries were solicitations from service providers (Virtual Assistants, lead generation, and such). The bottom line is they have not been a source of clients. I list myself mostly to appear in more places online."

~ Patricia Clason ~
Executive Coach & Founder, the Center for Creative Learning
Biography…..Twitter

of our affordable monthly plans, starting at ($xx. 00) a month. Or give it a try for free. Sign up in less than a minute. Learn more here at (xxx.com).

Accurate Information is Rare

In our review only one service, **The Coach Connection,** consistently placed at or near the top in search engine rankings. (Full disclosure: the owner of The Coach Connection is an Emeritus member of the Peer Resources Network.) For convenience our comparison table includes the Internet rankings based on the system used by Alexa, the most popular Internet ranking system. (Note: the Alexa ranking numbers in the chart at the end of this article indicate each site's ranking among all websites on the Internet not just those involved with coaching.)

Other Coach Client Matching Options

Although they do not fit the commercialized coach referral business model, a number of new referral groups focus on "pro-bono" or no-fee coaching. While the primary purpose of these sites is to provide coaching to those who may not be able to afford it, the sites are also eager to help the public learn about the value

of coaching. Typically these sites request information from visitors and then manually match the visitor with a potential coach or coaches. We have not included the pro-bono sites in our chart, but a good place to access several of these free coaching services is through the Coach Initiative.

Several coach training organizations have their own coach referral service. These are typically directories of their own graduates. For example, Coaching and Leadership International has a list of all the graduates of its Power Coach graduates. However, in our chart we have not included any of the many schools that provide this service. We have included The International Coach Directory, which is primarily for graduates of Coach U and Corporate Coach U because of its higher rankings on the Internet. (To learn more about the various coach training options and whether they provide a coach referral service visit our listings of all coach training organizations at http://www.peer.ca/coachingschools.html)

There are also many large organizations that provide coaches from within their own ranks. Some examples are the Center for Creative

"Life coaches are going to attract people with psychological distress and they should at the very minimum have training in mental health identification and first aid, and have appropriate referral networks to GPs, psychologists and psychiatrists in that case....With life coaching, at the very least you do need a background in counselling techniques and someone who is registered with a professional body."

~ Suzy Green ~
Clinical and coaching psychologist, founder Positivity Institute
Biography   Twitter

Leadership, Lee Hecht Harrison, Korn Ferry, Deloitte, The Work Institute, BlessingWhite, and many others.

Many people have commented that the coaching world is strongly influenced or dominated by coaches offering services to other coaches. While this criticism may be valid, another type of coach referral business is the coach-to-coach site, where coaches list their services and primarily hope to attract other coaches to purchase a product or service they have to offer. These sites are mostly run by entrepreneurs with marketing experience and typically connect coaches with one another for education, development, and revenue generation. We have not listed any of these services in our current review, but an example of this type of coach referral (to other coaches) is the Coach Exchange.

Does Size Matter?

With the growth of coaching there has been until now a fairly cooperative and friendly relationship between various coaching associations and organizations. Cracks in this veneer are beginning to show as Coach Referral Services (and they are not the only ones) begin to crow about the number of coaches included in their warehouse. A larger pool of coaches in a service can mean a higher likelihood of finding someone with the specific experience and qualifications sought by a potential client. But as Grey Owl has wryly pointed out, "No matter how much mayonnaise you put in chicken litter, it will not turn into chicken salad." Services that provide a large number of coach referral names often place the potential client in the position of the person who as the subject of a well-known story concluded: "there must be a pony in here somewhere."

Informal Research Outcomes

In 2007 in order to examine whether the number of coaches listed could improve the chances of gaining clients, we conducted a study of the value of the coach referral system (CRS) created by the International Coach Federation (ICF).

The ICF, which claims the largest number of member coaches (20,000+ as of 2015), also describes their CRS as a "benefit" of membership. With this perspective in mind we wanted to determine what actual benefit was gained by members who had their services listed and the degree to which the ICF service did yield clients for listed members.

The results of our study of 100 randomly selected coaches whose services were listed in the ICF CRS showed that the ICF system had

In 2009 Coutu & Kauffman said executive coaches can earn up to $3,500 an hour, but a more realistic figure supplied by Sherpa's 10th Executive Coaching Survey pegged the typical hourly rate for executive coaches at $350/per hour; $235/hour for business coaches; and $156/ hour for life coaches (Sherpa, 2015). Coaching revenue is estimated to be $2 billion dollars a year according to the International Coach Federation (Pomerantz, 2012; Drake 2013).

little value for members and only a few people (less than 5 percent) actually gained clients using that system. This is not a criticism of the ICF. Other coaching organizations (including the referral system we use in Peer Resources' Coach Directory) have similar 'warehouses' of their members. They all use the same basic computerized search model with pretty much the same minimal results.

Since that 2007 study several additional services have entered the field. Part of their business plan is to attract coaches to list their services on their blog or website. For the most part these newer services allow coaches to do more than just list their services. They can opt to provide articles, blog posts, or other details to accompany their listings. Generally, these services have at least two levels of engagement: the free level with certain features; and the paid level with more advanced features.

Preliminary examination of these services based on anecdotal assessments by participating coaches reveals that these services have limited value, and for the most part promise more than they actually deliver. Critics believe that these services, mostly developed by marketing specialists, have contributed to growing public cynicism, since they typically have virtually no requirements for listing and do not conduct verification assessments for claims about experience, training or credentials, etc.

But keep in mind, the ICF referral service, which does require ICF membership and certification, has also not been productive, for the most part, for member coaches. Therefore, whether there is verification of qualifications or even standards for listing does not seem to impact the likelihood of referrals.

There is a "Best" Coach/Client Matching Service

There is one exception to this lack of referral system effectiveness for coaches, and this particular model has shown consistent effectiveness for more than 14 years. That service is The Coach Connection. This service was the highest rated in our research and its ranking was considerably above the next best in line. Their model is quite different than all of the more recent services created and uses a high engagement, goal development, and personalized matching model. But before you rush off to apply to list your coaching services, you should know that to become a coach in their group requires an extensive interview and review of your experience, qualifications, and vision.

Chicken Soup Referral Listings

We introduced this topic by generically naming the organizations listed in the chart which follows this article, "Coach Referral Services." The popular understanding of this term would

The interest in coaching has increased primarily because the general public and business executives and managers have greatly expanded their search for ways to achieve a variety of personal, professional, spiritual and business goals. The high demand for coaches has been accompanied by a parallel growth in coach training organizations. In 1999, for example, there were less than a dozen established schools; in 2007 there were approximately 250; and in 2015 there are now more than 655 listed in Peer Resources' Training Organizations Directory.

lead one to believe that they are services that match clients with coaches. However, from a thorough examination of the data, the term "coach referral service" does not accurately represent the nature of what these services provide. Only two services can truly be called a "coach/client matching service," while others are more accurately described as "coach listing services" or "coach referral services."

Over time clients and coaches will be able to provide feedback as to which services work best to meet their needs. Our goal in developing the chart at the end of this article and its continuous updates is to help coaches exercise caution about which services to use to help them find their ideal clients. We also want to assist clients to determine which services will actually provide them with their ideal coach.

Most coaches probably perceive listing their services on one of these numerous coach referral sites as a 'no-brainer.' Partly because they are typically free and provide another place to have your 'brand' established. This can be considered the 'chicken-soup' approach, and seems like a safe bet. The key is to adjust your expectations as to what you think will happen as a result of your listing.

It's great if it does yield clients, but think of it more as a way to sharpen and refine your mission. Also think of it as a way to network with others and learn what they are doing.

GOVERNMENT INTERVENTION
The new Federal Trade Commission regulations in the U.S.A. may have an influence on these coach referral sites, because they focus on requiring these sites to be explicit about claims and be able to produce data about effectiveness (if claimed). So, if you're considering a listing on these warehouse referral systems be sure to contact the site owner and find out what data is available regarding the success of their referral system.

In addition, some sites may be including details of coaches who did not agree to be part of their warehouse listing. This practice has been called "unethical" or "inappropriate," and has been developed to boost the number of coaches in the warehouse. Regulations are ambiguous in EU countries regarding such involuntary (and often unknown) inclusion in such directories. From what I could discern from the governing body associated with Internet practice in the EU, it appears that opting-out is the predominant and accepted

"The idea that some people are 'uncoachable' stems from the myth that coaching is something we do TO others. It's not. It's a powerful performance and career change process that we do WITH others....This myth is propagated by a plethora of coaching books and training programs that naively assert that leaders simply need to engage in what really amounts to a series of interpersonal tricks designed to entice others into the coaching conversation."

~ Gregg Thompson ~
CEO Bluepoint Leadership
Biography.....Twitter

practice. In Canada and the USA, however, the laws concerning these directories require an opt-in approach.

(At the time of preparing this article, it was not possible to learn which jurisdiction would prevail legally if a North American-based coach was involuntarily listed in a U.K.-based directory.)

THE ACCURACY OF THIS INFORMATION

For the most part the data in the accompanying chart (displayed over six pages) was obtained from each service website, and in some cases, directly from the service providers. Should your experience in accessing any of the coach referral services listed here differ from the information provided in this table, please inform us as quickly as possible so that we can ensure that the data contained here is accurate and informative. All messages will be treated as confidential and please include your contact information.

(Editor's Note: This article on coach referral services was originally written in 2000. As of 2015, several of the coach referral services have gone out of business, have their domain names up for sale, or even worse, have allowed their domain names to be used to forward visitors to inappropriate websites. In essence, the marketplace is helping to shake out those services that had inadequate business plans, provided too little to both coaches and clients, or never quite understood what coaching was about. On a positive note, those still in business seem to strive to improve their offerings based on their actual experience with and feedback from coaches and clients.

Thanks to Renée Hasseldine of the CoachNetwork, Bill Dueease of The Coach Connection, Stephan Wiedner of noomii, Brian Underhill of Coach-Source, and Ann Jarvis from the International Coach Federation for their assistance in insuring the up-to-date and accurate nature of this article.)

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> **"Much time and money are wasted by organizations that fail to match clients and coaches. Although it can be time-consuming, getting the match right pays dividends and is the single most significant factor in predicting successful outcomes. The intangible success factor is the extent of personal chemistry between the coach and client. Finally, matching evaluation should be built into the coaching process, with both coaches and clients being given explicit permission to assess, and if necessary veto, their proposed partner. Time spent on the matching process is never wasted."**
>
> ~ Adrian Starkey ~
> Writing in *Training & Coaching Today* (July, 2006)

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> **"The majority of coach referral agencies have minimal success in providing coaches with clients. One reason for this is based on consistent research (Hernez-Broome & Boyce, 2011) that says when a person wants to find a coach, they typically ask within their network, use word-of-mouth, seek out those with a known reputation, or ask for a referral from a trusted source. Last on the list might include using the Internet and searching for a coach referral agency."**
>
> ~ Rey Carr ~
> Peer coach and mentor, co-founder of Peer Resources
> Mentored by Vincent Price, Mervyn Freedman, Jack Kennedy
> Biography…..Twitter

Coach Finding Services – Chart 1 of 7   ©Peer Resources

Characteristics	Referral or Matching Service	
	MyCoachMatch (Computer Matching)	**Find a Certified Coach** (Self Matching)
Coach Referral Service & (Type)		
Coach Qualities Required?	No. Must be over 18 and in the USA.	Yes–all coaches are trained and certified by the Center for Coaching Certification.
Coach Screening Required?	No.	
Client Interaction Process	Client can search by type of coach and location OR complete a set of questions to be matched with coaches. Client evaluates matches; determines which coach to contact.	Client can search the database or request that the site owners send three recommendations.
Fee to Use For Coach?	Fee is by donation.	No.
Fee to Use for Client?	No.	No.
What Each Service Provides	Computer generates number of coaches; or client searches for coaches in database; pay coach for coaching; no follow-up.	Clients can search through database of coaches.
Size of Database	1633	37
Initial Coaching Offer	Negotiated with each referral coach.	Negotiated with each referral coach.
Estimated Fee Paid by Client	Coaches have their fees included on computer profile.	Coaches typically do not have fees posted in their profiles.
Other Features on Site?	No.	No.
Alexa Internet Ranking	7,469,841 4/10	11,989,873 3/10
Contact Information	www.mycoachmatch.com 1.888.368.1309 email form on site Twitter Corey Quinn Interpersonal Intelligence, LLC 11693 San Vicente Blvd #513 Los Angeles, California 90049	www.findacertifiedcoach.com 1.800.278.1057 email form on site No address provided

Coach Finding Services – Chart 2 of 7 ©Peer Resources

Characteristics	Referral or Matching Service	
Coach Referral Service & (Type)	**CoachFinder** (Computer Matching)	**The Career Experts** (Computer Matching)
Coach Qualities Required?	No.	Yes—must be certified by a national organization and adhere to site's Code of Ethics.
Coach Screening Required?	No.	No.
Client Interaction Process	Client can search for specific coach, coach type, and country. Computer generates list. Certain coaches are featured.	Client can search by category, name and location. Choice can be made from "premium" members.
Fee to Use For Coach?	A free category expires after 30 days. A lifetime fee of GSP97.00 for enhanced listing.	Yes—a Basic-level fee of $US240/year or a Premium-level fee of $460.00/year. Special offer is available.
Fee to Use for Client?	No.	No.
What Each Service Provides	Computer generates number of coaches; pay coach for coaching; no follow-up.	Computer generates number of coaches for career coaching or resume writing; clients pay coach for coaching; no follow up.
Size of Database	15,900	Unknown.
Initial Coaching Offer	Negotiated with each referral coach.	Negotiated with each referral coach.
Estimated Fee Paid by Client	Unknown. Fees typically not listed in coach profile. Must contact coach for information.	Unknown. Fees typically not listed in coach profile. Must contact coach for information.
Other Features on Site?	Yes. Connection to International Coaching News. (Concern expressed that this site harvests and lists some coach names without their permission. Site coordinator would not confirm or deny this allegation.)	Yes. (Formerly known as certfiedcareercoaches.com)
Alexa Internet Ranking	18,725,295	973,847
Contact Information	www.coach-finder.com Tel: 0044 (0) 1305 769411 Email form on website Twitter Noble Manhattan Coaching Ltd. P.O Box 2142, Weymouth, Dorset DT3 5YS United Kingdom	www.thecareerexperts.com (743) 818-5528 mhebda@thecareerexperts.com Twitter Maria Hebda No street address provided Trenton, Michigan

Coach Finding Services – Chart 3 of 7   ©Peer Resources

Characteristics	Referral or Matching Service	
Coach Referral Service & (Type)	**CoachSource** (Personalized Matching)	**The International Coach Directory** (Computer referral)
Coach Qualities Required?	Extensive experience	Yes—must be a Coach U or Corporate Coach U student or graduate.
Coach Screening Required?	Specialist in leadership effectiveness coaching; experience coaching senior leaders; experience holding senior leadership position; client list of Fortune 500; advanced degree; independent practice or with firm for at least two years; references from senior leader coaching clients.	No.
Client Interaction Process	Interview of client by coordinator to determine needs after client completes extensive personal data and coach preferences form on site.	Client completes online form.
Fee to Use For Coach?	No.	US$375.00
Fee to Use for Client?	No.	No.
What Each Service Provides	Coordinator recommends leadership coaches; client interviews coach and pays coach for coaching; follow-up by client satisfaction survey.	Computer generates number of coaches; pay coach for coaching; no follow-up.
Size of Database	973 (as of July 2014) in 45 countries.	Unknown.
Initial Coaching Offer	Negotiated with each referral coach.	Negotiated with each referral coach.
Estimated Fee Paid by Client	$US350.00 and up per session.	Unknown.
Other Features on Site?	Yes;including coaching for coaches via CoachSource Connect.	No.
Alexa Internet Ranking	4,162,526 3/10	4,655,525 4/10
Contact Information	www.coachsource.com 1.408.490.0490 info@coachsource.com Twitter Dr. Brian Underhill 3801 Charter Park Court, Suite A San Jose, California 95136	www.findacoach.com/ No phone number provided info@findacoach.com No physical address or owner details provided.

Coach Finding Services – Chart 4 of 7 ©Peer Resources

Characteristics	Referral or Matching Service	
Coach Referral Service & (Type)	**The Coach Directory** (Keyword search or manual scan)	**ICF Member Directory** (Computer Referral)
Coach Qualities Required?	Yes: must be a member in good standing of an association that publishes a Code of Ethics.	No, but must be a member and certified by the ICF.
Coach Screening Required?	Yes.	No.
Client Interaction Process	Online keyword search. No monitoring.	Provide contact data and credential preference; can also send RFP to generated list of coaches; telephone help available.
Fee to Use For Coach?	No. Coaches who are members of the Peer Resources Network have their listings appear higher in list.	No, included with membership.
Fee to Use for Client?	No.	No. Must agree to conditions.
What Each Service Provides	Computer generates up to 190 coaches; pay coach for coaching; no follow-up.	Computer generates up to 100 coaches worldwide; pay coach for coaching directly; no follow-up.
Size of Database	691	1502
Initial Coaching Offer	Negotiated with each referral coach.	Negotiated with each referral coach.
Estimated Fee Paid by Client	$US150-650 per month.	$US150 and up per month.
Other Features on Site?	Yes.	Yes.
Alexa Internet Ranking	647,013	80,459
Contact Information	www.peer.ca/coaching.html 1.250.480.9698 coach@peer.ca Twitter Peer Resources 1052 Davie Street Victoria, BC V8S 4E3	www.coachfederation.org 1.888.423.3131 or 1.859.219.3580 icfoffice@coachfederation.org Twitter International Coach Federation 2365 Harrodsburg Road Suite, A325 Lexington, Kentucky 40504

Coach Finding Services – Chart 5 of 7 ©Peer Resources

Characteristics	Referral or Matching Service	
Coach Referral Service & (Type)	**The Coach Connection** (Personalized Matching)	**noomi** (Personalized Matching)
Coach Qualities Required?	Yes. List of personal and professional qualities detailed on site.	No.
Coach Screening Required?	All coaches rigorously screened to meet highest qualifications. Only about 182 coaches have been accepted out of 3,750 applicants.	All coaches interviewed; not all accepted.
Client Interaction Process	Cost free and sales free in-depth 'discovery' conversation to clarify situation, goals and to evaluate all possible ways to achieve goals, whether coaching or not.	Complete online form to describe goals, receive a list of up to three compatible coaches; consult with coach for 20 minutes at no cost, and hire suitable coach.
Fee to Use For Coach?	Yes—$399.95 one time initial fee only if accepted.	Yes. $US397/year with money-back guarantee.
Fee to Use for Client?	No.	No.
What Each Service Provides	Personal guide recommends three coaches; pay service for coaching; guide follows progress.	Personal guide recommends up to three coaches; pay service for coaching; consult for free with each possibility; pay coach for coaching.
Size of Coach Database	105 (3,750 have applied,)	1,853+
Initial Coaching Offer	Clients receive a minimum of six coaching sessions for $389.00 that includes a money-back guarantee.	Negotiated with each referral coach.
Estimated Fee Paid by Client	$300 to $495 for a group of 3 to 4 sessions of 30-60 minutes each. Plus short between session calls and unlimited e-mail support at no additional cost.	US$150 and up per month. A portion of this fee is paid to noomii as a commission.
Other Features on Site?	Yes.	Yes.
Alexa Internet Ranking	777,539	195,846
Contact Information	www.findyourcoach.com 1.239.415.1777 1.800.887.7214 coaches@findyourcoach.com Twitter 15861 Dorth Circle Fort Myers, FL 33908 Owned by Bill Dueease.	www.noomii.com 1.800.278.1057 email form on site Twitter No physical address provided; owned by PairCoach Enterprises Inc, Vancouver, Canada.

Coach Finding Services – Chart 6 of 7   ©Peer Resources

Characteristics	Referral or Matching Service	
Coach Referral Service & (Type)	**Life Coach Spotter** (Computer Matching)	**Click a LifeCoach** (Self Search)
Coach Qualities Required?	Yes. Coaches must have education, training, and experience (specifics not shown on site.)	Unknown.
Coach Screening Required?	Yes. Criteria not specified, but site staff use their own discretion.	Unknown. Coaches must submit credentials, have insurance, and be affiliated with a life coaching association.
Client Interaction Process	Client completes brief survey. Site selects and informs three coaches who then contact client by email. Client can interact with the three coaches at no cost to determine which coach to select.	Client searches through database.
Fee to Use For Coach?	Yes. Coaches do not pay to be part of the service, but pay a flat fee commission to contact a client.	Basic option is $29.95/yr; premium option is $59.00/yr.
Fee to Use for Client?	No.	No.
What Each Service Provides	Site recommends three coaches based on information provided by client form. Coaching is done by Skype, videochat or other online means.	A list of coaches with brief profiles, contact information, photo, and link to profile page.
Size of Coach Database	100+	94
Initial Coaching Offer	Negotiated with each referral coach.	Negotiated with each referral coach.
Estimated Fee Paid by Client	Site indicates that life coaches generally charge upwards of $70 per session.	Negotiated with each referral coach. Typically, between $75-$150 per session.
Other Features on Site?	Yes.	No. Appears to be NLP-oriented.
Alexa Internet Ranking	573,022	4,121,047
Contact Information	www.lifespotter.com 1.913.256.5433 Email contact form on site Twitter Tom Casano No street address provided New York, New York	www.clickalifecoach.com No phone number provided Email contact form on site Twitter (Unresponsive to enquiries for additional information) Paola Branas-Born & Thomas Born No street address provided Sydney, Australia

Coach Finding Services – Chart 7 of 7 ©Peer Resources

Characteristics	Referral or Matching Service	
Coach Referral Service & (Type)	**My Life Coach** (Personalized Matching)	**Find a Coach Online** (Self Search)
Coach Qualities Required?	Yes. Not detailed on site, but says must adhere to ethical guidelines (specific code not specified on site)	Unknown.
Coach Screening Required?	Yes. Coaches are known personally by site owner, and screened by site owner; criteria not specified.	Unknown.
Client Interaction Process	Client reviews database of potential coaches and request free initial session. Clients can also provide goal information and be matched by site owner.	Client searches through database.
Fee to Use For Coach?	No.	Unknown.
Fee to Use for Client?	No.	No.
What Each Service Provides	Client selects a coach from list or being matched by site owner; has free intro session. All coaching sessions are followed-up by site owner.	A list of coaches with brief profiles, contact information, photo, and link to profile page.
Size of Coach Database	15	38
Initial Coaching Offer	All coaches offer a free introductory session. Further fees negotiated with each referral coach.	Negotiated with each referral coach.
Estimated Fee Paid by Client	Coaching fees range from $150-500 per month.	Negotiated with each referral coach.
Other Features on Site?	Yes.	No.
Alexa Internet Ranking	1,464,254	11,589,018
Contact Information	www.mylifecoach.com help@mylifecoach.com No phone number provided Contact information on file with Peer Resources.	findacoachonline.com paula@w-s-team.com 1.410.707.7378 (Unresponsive to enquiries for additional information.) Paula Constantino Annapolis, Maryland 21401

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Gear Shift

When to refer a coaching client to a mental health professional

By Lynn Meinke, PCC

Have you ever wondered if a particular client might benefit from professional counseling or psychotherapy? Are you uncomfortable raising your concerns with the client? What indicators or patterns should you be looking for to know a referral is appropriate? These questions are important ones for any coach who wants to maintain best practices and honor the principles and ethics of the coaching profession.

In June 2002 a controversial article published in the *Harvard Business Review* suggested that many coaches — those who lack rigorous psychological training — do more harm than good because they downplay or simply ignore deep-seated psychological problems they don't understand. A number of psychotherapists have similarly argued that some coaches are practicing psychotherapy without a license. In fact, one state wanted coaches to register as non-licensed therapists. Thanks to the proactive leadership of the International Coach Federation, this state licensing board was educated about the philosophy, ethics and scope of practice for coaching and the need to register was dropped.

It is important that the coaching industry thoughtfully address these concerns. A clear response will solidly establish coaching as a unique profession anchored in learning and development. It will also differentiate coaching from the mental health field which has historically been anchored in the medical model of pathology. Therefore, it is imperative that the coaching industry ask itself the question, "Are psychologically naïve coaches at risk of practicing outside their field of expertise and possibly doing harm?" If they are, should coach training include instruction on how to recognize psychopathology or other situations that would best be served by the mental health industry? If the answer is yes, then it is important that coaches become educated about when and how to refer to a mental health professional. In this way, the coaching profession will demonstrate to the public and other helping professions that it is a profession distinct from the philosophy, skills and expertise of those in the mental health professions.

Educating coaches about the signs that would suggest a referral to a mental health professional has another equally important effect. This education will also increase a coach's sense of comfort and competence when working with heightened emotions. Moreover, this education can include instruction on how to maintain the coaching framework while dealing with these

Coaching vs. Therapy

difficult topics. This education will equip coaches with the skills and tools necessary to address these issues in the best manner possible. Thus, the coach's professionalism will be enhanced, clients will be better served, and the highest form of excellence established by the coaching profession will be upheld. Ultimately, this education will give coaches knowledge that will solidify best practices and assist in preventing coaches from practicing outside of their field of expertise.

In response to these questions and the evolving need to develop clear guidelines for making referrals, the following "Top 10 Indicators for Referring to a Mental Health Professional" were developed. To make these indicators even more useful, a number of ways of recognizing the behaviors in clients are suggested.

Top 10 Indicators to Refer to a Mental Health Professional

The appearance of any one of these indicators (except for #10 which must be dealt with immediately), does not necessarily indicate the immediate need for a referral to a mental health professional; everyone can experience a brief episode of any of the indicators. However, if you see that several indicators are emerging or that a pattern of several indicators is developing and that the client is not presenting as whole, competent, capable and resourceful, then it is time to begin discussing a referral to a mental health professional.

Your client:
1. Is exhibiting a decline in ability to experience pleasure or an increase in being sad, hopeless and helpless

- You notice that your client is not as upbeat as usual and there is a decline in talking about things that are enjoyable.
- She may talk much more frequently about how awful life is and that nothing can be done about it.
- The client may make comments such as "Why bother?" or "What's the use?"
- He may stop doing things he likes to do (examples: going to the movies, visiting with friends, or participating in athletic events).
- The client begins to talk about being unable to do anything that forwards her desires, or she stops talking about the future.
- The client is consistently unable to follow through with the actions he has set for himself.

2. Has intrusive thoughts or is unable to concentrate or focus

- You notice that your client is not able to focus on his goals or the topic of conversation.
- The client is unable to complete her action steps and isn't aware of what got in the way.
- The client tells you that unpleasant thoughts keep popping into her mind at inopportune moments and that she can't seem to get away from them.
- Your client tells you about recurring scary dreams that prevent him from focusing.
- Your client reports that she has so many thoughts swirling in her head and that she can't get them to slow down.

3. Experiences erratic sleep patterns or sleeps excessively

- Your client begins talking about not being able to get to sleep or how he wants to sleep all the time.
- Your client reports to you that she

can get to sleep but wakes up frequently and can't get back to sleep.

• Your client tells you that he needs to take frequent naps during the day, something he hasn't done before.

• Your client reports that she falls asleep at inopportune times or places.

4. Experiences eating problems

• Your client reports that she isn't hungry and just doesn't want to eat, or that she is restricting food or purposely not eating.

• Your client reports that he is eating all the time even when he is not hungry.

• Your client reports that she is not sitting down to eat with friends or family as she did in the past, or that she is secretly eating.

• Your client reports that he "throws up" after eating or that he compulsively exercises more than two hours a day and is not training for an athletic event.

5. Is feeling overly guilty

• Your client reports that he feels guilty most of the time and can't identify a rational cause.

• Your client states that she doesn't understand why she is still alive when others have had to suffer or die.

• Your client expresses an intractable belief that he is unworthy of having a satisfying life.

6. Has feelings of despair or hopelessness

• According to your client, life is awful and nothing can be done about it.

• Your client misses sessions or says she wants to quit coaching because life is not worth living or she doesn't deserve to get what she wants.

• Your client moves into excessive, recurrent negative thinking.

> **"Coaching [is] a unique profession anchored in learning and development… [whereas] the mental health field has historically been anchored in the medical model of pathology."**

• Your client says that he can't make a difference or that whatever he does doesn't matter.

• Your client has the attitude of "Why bother?"

7. Is being hyper-alert and/or excessively tired

• Your client reports that he can't relax or that he is jumping at the slightest noise.

• Your client reports that it feels like she always has to be on guard or is listening for any little sound that is out of the ordinary.

• Your client consistently comes to her coaching sessions tired and exhausted.

• Your client reports that he has no energy and can't get motivated to do anything.

• Your client states that she can't do her usual chores because she is so tired.

8. Has increased irritability or outbursts of anger

• Your client becomes increasingly belligerent or argumentative with you or other people.

• Your client reports that everyone or everything annoys her.

• Your client reports that other people are telling him how angry he has become.

• Your client states that she gets so upset she doesn't know what to do or that she feels like a pressure cooker and is ready to explode.

• Your client tells you about wanting to do things that would harm himself or others (examples: putting his fist through a window; wanting to punch someone; wanting to hit something with his car).

9. Has impulsive and risk-taking behavior

• Your client reports doing things (such as going on a buying spree) without thinking about the consequences of her behavior.

• Your client reports an increase in doing things that could be detrimental to himself or others (examples: increase in promiscuous sexual behavior; increase in alcohol or drug consumption; driving at excessively high speeds).

10. Has thoughts of death and/or suicide

• Your client begins talking a lot about death, not just a fear of dying.

• Your client alludes to the fact that dying would be appropriate for them.

• Your client becomes fascinated with what dying would be like.

• Your client talks about ways to die or

alludes to having a plan for dying.

• Whereas previously your client was engaging, personable and warm, now she is cold, distant and aloof. This is often a signal that the client has disengaged from living and is silently thinking or planning to commit suicide.

What you can do: Tell her what you are observing and ask her what is going on. Ask for specifics about what is happening for her. Don't abandon the client by saying you can't talk about the topic or by hanging up the phone. Instead, keep talking with the client and ask good coaching questions. You might ask the client what she would say to a

best friend if she was hearing what you are hearing.

Some specific questions you might ask your client if she is unclear about what is going on: "Do you want to die?" "Are you planning on dying?" "How would you die if you decided to?" "When are you planning on dying?"

If you have any indication that your client is planning on committing suicide, immediately refer them to an emergency room or call 911.

Tell your client that you care about her, are concerned for her, that you are taking what she says seriously and that she must get help immediately.

If the client balks at what you are saying, gets belligerent or more dis-

tant and you become more concerned about her, tell her you will break confidentiality because of your concern for her well-being and that you are calling 911. (You can call your local 911 and give them the address and phone number of your client, even if it is in another region, and they can contact the client's local 911 dispatcher).

As a coach, after such an episode, debrief with a mentor or trusted colleague.

Lynn Meinke, PCC, is a former psychotherapist who trains human development professionals in the art and science of life coaching with The Institute for Life Coach Training.

Border Line: Understanding the Relationship Between Therapy and Coaching

Patrick Williams, Ed.D., MCC

As the profession of life coaching evolves, it becomes more uniquely defined and described. Over the past decade, many coaches and psychologists have clarified its definition and role (Ellis, 2005; Williams and Davis, 2000; Stober and Grant, 2006; Williams and Menendez, 2007), and these distinctions continue to emerge. Increasingly, life coaching seems to be revealing itself as an evolutionary step beyond traditional therapy. Traditional therapy will not become extinct, but rather it will increasingly serve only those clients who need clinical services.

As the helping professions continue to evolve, more clarity will emerge regarding which helping professional is the *best fit* for a client's current concern. The distinctions between traditional therapy and coaching can be considered in four broad categories.

1. Past vs. future: Perspectives on the process. Therapy frequently focuses on the past and generally assumes the client has a problem that needs solving; coaching focuses on the future and assumes the client is whole and has the innate wisdom and tools to have a wonderful life.

2. Fix vs. create: Why clients come to see you. Clients generally seek a therapist as a resource to fix or eliminate their problem; clients seek a coach to assist them in getting more out of their lives or creating new possibilities in their lives.

3. Professional vs. collegial: Characteristics of the helper-client relationship. Therapy clients generally see the therapist as an expert who holds the answers and

techniques to fix their problems; coaching clients see the coach as a partner to support their growth and efforts to create an even better life than they have now.

4. Limited vs. open: How you generate new clients. Therapists are limited in the ways they can generate clients and how readily they can approach others about their services; coaches can be free and open about seeking clients and discussing their services.

Let's take a deeper look at each of these distinctions.

Past versus Future: Perspectives on the process

In general, therapy has historically dealt with the client's past and some pain or dysfunction. Traditional psychotherapy focuses on the root of the problem, the history, the family of origin, and other causal issues. The helper's role is to bring the client to an adequate present or reasonable level of functioning (taking the dysfunction into consideration).

Coaching, by contrast, works with an individual who is already adequately functioning and moves him to a higher level of functioning. From a theoretical perspective, coaching focuses on the future, barrier identification, goal setting, planning, and creative action. Coaching works actively with the conscious mind to facilitate the client to step into a preferred future while also living a fulfilling life in the present.

Now, some of you are reading this and thinking, "But I work in the future when I do therapy!" This may well be the case, particularly if you are trained and practice from a solution-focused perspective. However, if you are helping adequately functioning individuals move to higher levels of functioning by using coaching techniques, you probably aren't doing therapy, or at least not therapy as defined by most insurance companies. There are definitely some coach-like therapists — in fact, they are usually the individuals most comfortable with the therapist-to-coach transition.

Fix versus Create: Why clients come to see you

In most clinical practices, clients come with a presenting problem that they either want the therapist to solve or because someone else has sent them to get 'fixed.' Psychotherapists see many of the latter in marital therapy and child therapy.

Applying the traditional medical model of therapy, the therapist would likely undertake the following strategies:

Talk with the client about her personal and medical histories and previous mental health treatment.

Explore the history and duration of the problem.

Discuss why the client believes she might have this problem at this time in her life and continue to gather pertinent current and historical information.

Consult the most recent DSM (Diagnostic and Statistical Manual of Mental Disorders) or the ICD (International Classifications of Diseases), give the client a diagnosis, and develop a treatment plan.

If the client has insurance, the diagnosis hopefully is one that the insurance company will accept. If not, the therapist faces the common dilemma of deciding whether to assign a DSM diagnosis that will enable the client to get insurance reimbursement. Many therapists will do this simply to enable the client to get reimbursement — not because the diagnosis is in any way helpful (with the exception of training in a clinical program setting). This situation is the sad reality of managed care and the rigid application of the medical model to the helping professions, which is mostly the case in the United States.

Beyond this dilemma, the therapist must consider the client's perspective throughout this relationship. Clients assume that they will be *fixed* and will achieve emotional healing as a result of their relationship with a therapist; that is why they sought therapy in the first place. Coaching clients, on the other hand, seek a coach for a myriad of reasons, most of which relate to their future. New clients usually do not come because they have a major problem — certainly not a major psychological one. They are not coming with a

dysfunction and typically are not coming in pain. They might have a little general malaise because they want more out of life and don't know how to get it. Economists call this category of people the *worried well.* They don't need, or usually even desire, a diagnostic label. They don't have something broken that needs an expert to *fix.* They just want more out of some aspect of their life and assume that by working with a coach, they will achieve greater success in planning, setting goals, and creating the life of their dreams.

If a client with a major psychological problem comes to see a life coach, the appropriate action is to refer that client to a qualified therapist. Coaches need to be proficient at recognizing appropriate and inappropriate coaching clients, as well as the ethical guidelines of maintaining both a therapy and a coaching practice. As a general rule, it's important to keep miles between your coaching and therapy practices if you choose to have both. Additionally, once a person has been your coaching client, it's unwise to take him or her into your therapy practice. The reverse is mostly true as well, but a therapist may do coaching with a former therapy client as long as there is a ritual ending of the therapy relationship and the new coaching relationship is begun formally and clearly. Therapists who have added a coaching niche to their business also maintain a list of qualified therapists for referrals. Likewise, therapists some- times refer clients to life coaches when they have resolved their therapeutic issues and are ready to move forward with their life design and plans.

Professional versus Collegial: Characteristics of the helper-client relationship

The coaching relationship is egalitarian, collegial, and balanced, and has the flavor of an active partnership. Life coaches assume that clients hold the necessary knowledge and the solutions; the coach simply helps unlock their wisdom. Consider this dialogic difference between therapy and coaching clients.

Therapy client: "I just don't know what's the matter with me — I'm so depressed."

Coaching client: "I'm not sure where to go next; I want to have more time with my family, but I'm just not sure how to make it work and keep this job." Coaching clients often know where they want to go; coaches help them clarify goals and see their way more clearly. There is not a power differential per se in coaching. Good coaches make a conscious effort to keep the relationship balanced.

If you were to observe a coaching session, you would see that it is typically very open — often friendly, casual, and light. Life coaches laugh with their clients and, when appropriate, may even joke or gently tease. With caution, life coaches may feel comfortable sharing personal experiences that are pertinent to what the client is experiencing. Clients and coaches feel as though they know each other on a deeper level than may be the case in many other professional relationships, and many coaching clients report that they appreciate that openness.

At the same time, coaches are professionals and should act accordingly. The International Coach Federation's Code of Ethics delineates the high standards of professional behavior appropriate to the practice of life coaching. The collegial nature of the relationship between coach and client in no way lessens the importance of abiding by ethical and professional guidelines.

Limited versus Open: How you generate new clients
Therapists who add coaching to their business quickly notice the lack of stigma attached to attracting new coaching clients. Most people don't talk openly about the need to see a therapist, which makes it harder to create marketing efforts that are visible and relational. Identifying yourself as a professional coach in a social situation is much easier than stating you are a therapist. In contrast, it is much easier to build visible and supportive relationships with other professionals for referral to your coaching business, and it is also much easier to speak publicly and without stigma about what you do.

Transitioning from therapist to coach

Now that we've covered the major differences between therapy and coaching, let's examine some of the many transferable skills good therapists (and other trained helpers) bring to the life coaching relationship.

If you have been trained as a therapist or counselor, much of what you have learned will serve you well as a life coach. Listening skills, reframing, positive regard for the client, note taking, and process skills are just a few of the transferable skills. Additionally, you know how to conduct intake interviews and discuss difficult issues with clients, and have probably heard such a variety of stories in therapy that you won't be surprised by the issues that clients bring to coaching. If you are trained in solution-focused therapy, which uses a group of questions to focus the client's attention and awareness on what works rather than what is broken, you already have a valuable set of tools you can transfer to life coaching.

When Deb Davis, a colleague, teaches workshops, she describes changing therapeutic assumptions to the coaching perspective as analogous to resetting the default buttons on a computer. Therapists have been trained to function from a certain operating system. As you transition into the coaching perspective and operate from coaching assumptions, you'll need to reset the default buttons on your internal operating system so you can think and act like a coach rather than as a therapist. If you've ever traveled to a foreign country and had to adapt to driving on the other side of the road, you under- stand the necessary period of adjustment. You have all the basic skills but need to adjust the context in which you use them. With time, you acclimate to the new paradigm, and eventually it becomes second nature.

The coaching profession is evolving, and we are continually developing increasing awareness of the distinctions and similarities between therapy and coaching. Therapists are learning that they have many transferable skills and appropriate preparation that

serve them well as they transition from helping professionals to life coaches. However, the two relationships are also distinct in key ways, and some of the foundational assumptions that professionals have made as therapists are not appropriate in the life-coaching relationship. It is your obligation as a professional wanting to be a great life coach to recognize and modify or eliminate the assumptions and practices that may stand in the way of success for your coaching clients.

In summary, it is critical that therapists who transition to life coaching understand the distinctions between the two professions. It is equally important for people enrolled in coach-specific training to learn about these distinctions so they can stay in the coach role and not delve into therapy territory. Your previous training and experiences will dictate the extent to which you'll need to alter your professional mindset in order to acquire the coaching perspective. •

Patrick Williams, EdD, MCC, is Chief Energizing Officer of the Institute for Life Coach Training.

PROFESSIONAL COACHING AND THE DANGERS OF COACHING SUPERVISION

VIKKI BROCK

Let's face it, I am an American coach writing from the perspective of coach mentoring and supervision in the United States of America (USA) and as prescribed by the International Coach Federation (ICF). This perspective can be in sharp contrast to the European and UK perspectives where the major professional body appears to be the European Mentoring and Coaching Council (EMCC) followed by the Association of Coaches (AC).

HOW DO COACH MENTORING AND COACHING SUPERVISION RELATE?

To look more closely at the distinctions and similarities between mentoring for coaches and coaching supervision, I will use the ICF as an example. Since the mid-1990s, coaching has used "mentors" to assist coaches in growing their skills, building their businesses, developing their foundations, preparing for certification, and reflecting on experiences. On March 25, 2010, ICF (2010) defined a form of mentor coaching, for credentialing purposes only, specifically:

> *"For purposes of Credentialing, mentor coaching means an applicant being coached on their coaching skills rather than coaching on practice building, life balance, or other topics unrelated to the development of an applicant's coaching skill."*

This ICF definition applies primarily to credential applicants who have not been trained by an accredited coach training program, where the provision of observation and feedback to the coach in training would already been assessed. This specific form of mentoring is also required for renewal of the introductory Associate Credential Coach (ACC) credentials where a minimum of 60 hours of coach specific training is required.

Throughout the coaching profession, when credentials such as these are attained, coaches continue to mentor students and experienced coaches in the areas of credential preparation, professional and personal development, business development, and other areas (including reflective practice). In fact, until recently, in the USA the term "coaching supervision" had evolved into "mentoring for credential purposes only" as a way to distinguish it from more traditional forms of mentoring.

ICF (2012) further delineates mentor coaching from coaching supervision as:

> *"One area of confusion around the concept of coaching supervision is about the differences in terminology, between supervision and mentoring.*

(Currently, ICF defines Mentor Coaching as coaching for the development of one's coaching, rather than reflective practice, coaching for personal development or coaching for business development, although those aspects may happen very incidentally in the coaching for development of one's coaching.) Having a clear definition of coaching supervision is important to help differentiate coach supervision from Mentor Coaching as defined by the ICF."

As this is the case, the ICF definition defines a specific type of mentor coaching and is not inclusive of all 'mentor coaching' that is used for coach development. The proponents of coaching supervision argue on the other hand that this is the only form of mentor coaching and thus there is a need for "coaching supervision" to meet the other needs. The current policy outlined on the [ICF website](#) states:

"Coaching Supervision is distinct from Mentor Coaching for Credentialing."

There is no disagreement on this statement. However coaching supervision is NOT distinct from mentor coaching as defined within the profession. As early as 2005, Bachkirova,

Stevens and Willis (2005) stated "Coaching Supervision is a formal process of professional support which ensures continuing development of the coach and effectiveness of his/her coaching practice through interactive reflection, interpretative evaluation and the sharing of expertise." Hawkins (2009) describes the three elements of coaching supervision as:

1. Coaching the coach on their coaching
2. Mentoring the coach on their development in the profession
3. Providing an external perspective to ensure quality of practice.

The above definitions and elements describe some, but not all of what mentor coaching encompasses. Same for the ICF (2012) description of coaching supervision, which is only a portion of how mentor coaching is described: "Coaching Supervision is the interaction that occurs when a coach periodically brings his or her coaching work experiences to a coaching supervisor in order to engage in reflective dialogue and collaborative learning for the development and benefit of the coach and his or her clients." Mentor coaching includes credential preparation, professional and personal

> *"Coaching turns the way that we learn things upside down. For thousands of years learning has been primarily hierarchical: teacher to students, a relationship that can be easily exploited. Coaching is a non-hierarchical and a highly respectful relationship where the coach asks questions rather than supplies answers. The coach is there to bring forth the client's hidden brilliance. It is a beautiful, marvelous relationship."*
>
> ~ Arjuna Addagh ~
> Coach and author
> [Biography](#)

development, business development, and other areas (including reflective practice).

In 2012 ICF posted a position statement on Coaching Supervision (ICF, 2012) which constituted a significant change in the purpose of their credentialing programs. In 2014 (ICF, 2014) they then changed the long-standing policy on the way Continuing Coach Education (CCE) units could be used to allow serving as a coach mentor and/or supervisor to qualify for credential renewal. This new policy on CCEs appears to put the mentor/supervisor above the need for continuing education requirements, which is anomalous. ICF Assistant Executive Director George Rogers (G Rogers email September 26, 2014) confirmed that, at the July 2014 ICF Global Board meeting, the Board reviewed and "approved phase 1 of a proposal that had been developed by the ICF Australasia Supervision Task Force" (led by Tammy Turner, a certified coaching supervisor and graduate of the Coaching Supervision Academy).

Further, in a July 14, 2014 video-presentation (Goldvarg, 2014) recorded at Royal Roads University in Victoria, British Columbia, ICF Global President Damian Goldvarg (a newly-certified Coaching Supervisor at the time) clearly stated an intention to make Coaching Supervision mandatory for ICF credential renewal within three years. He later said he misspoke, and supports ICF website (ICF, 2014) which states:

> *"In the interest of providing some access to Coaching Supervision in a world which is not yet globally ready to offer sufficient numbers of specifically trained coaching supervisors for the demand that is anticipated, …"*

> *"The EMCC Code of Ethics requires that all members have regular supervision. It is described as:*
> * *normative—the supervisor accepts (or more accurately shares with the supervisee) responsibility for ensuring that the supervisee's work is professional and ethical, operating within whatever codes, laws and organisational norms apply;*
>
> * *formative—the supervisor acts to provide feedback or direction that will enable the supervisee to develop the skills, theoretical knowledge, personal attributes and so on that will mean the supervisee becomes an increasingly competent practitioner;*
>
> * *supportive (Proctor calls this restorative)—the supervisor is there to listen, support, confront the supervisee when the inevitable personal issues, doubts and insecurities arise – and when client issues are 'picked up' by the supervisee"*
>
> ~ Robert Garvey ~
> Professor of Business Education
> York St. John University
> Source

There appears to be a conflict of interest given that the former ICF Global Board President and the leader of the task force upon which the board based their recent coaching supervision changes are both certified coaching supervisors advocating a specific approach related their own qualifications. Additionally, it appears that the form of supervision used as the inspiration for this approach is derived from clinical psychology/therapy, which involves supervision all the time for all coaches. It does not make sense that coaches should be facing the same or more stringent, longer-term supervision requirements that are required of registered clinical psychologists (Lisa Mallett, 2015).

Supervision is the 'new' term for what mentoring has always been. Requiring mentoring (or supervision) for students and coaches going for certification is beneficial for their growth and development. However, surely it is not something to be controlled or mandated by professional associations.

CHRONOLOGY OF COACHING SUPERVISION

Coaching supervision has its roots in the model of supervision used in the therapeutic disciplines of psychology and social work. It operates from this borrowed therapeutic model, and is a technique unsupported by evidence-based research within the coaching field. The "Coaching Supervision" agenda appears to be predominantly driven by certain (some) coaching psychologists/psychotherapists, coaching supervision training providers, coaching supervisors, and coaching supervision associations publicly dedicated to making Coaching Supervision a mandatory standard of practice in the coaching. In fact, the EMCC requires coaching supervision to become a member.

"I agree [with other comments on this [ICF blog]] that the use of the words Supervision and Mentoring feel arbitrary and contrary to what we have been doing as ICF credentialed coaches/coach trainers as well as compared to the broader definitions out in the worlds we work in.

Mentoring in both the coaching and leadership worlds has always been about a more experienced professional guiding someone new to a field or aspect of business. Mentoring can be about helping people master particular skills. It is also about exploring context where the skills are applied. To narrow the focus to only skill-building feels awkward.

Supervision has always been about overseeing skill application and is narrowly defined through observation and feedback. I would think this word would clearly question the overlap coaching has with therapy. I agree with Patrick [Williams] that 'Consultation' would be a better word."

~ Marcia Reynolds ~
Former President of the ICF, executive coach, author, and hiker
[Biography]

Coaching supervision first appeared in early 2000 in the UK during the same period the coaching psychology sub-discipline of psychology was formed. Evidence of a "coaching supervision" agenda abounds. The ICF, for example, is being advised on the subject of coaching supervision by individuals who are certified coaching supervisors, who have graduated from the Coaching Supervision Academy, and have an interest in seeing coaching supervision become a mandatory requirement.

A Dublin university, offering a coaching supervision training program (UCD, 2014), states that:

> *"Supervision of coaching is increasing in demand as professional bodies such as the EMCC, AC and ICF are making it a requirement for ethical practice and necessary for individual accreditation. Organisations are also insisting that coaches they take on have in place proper supervision arrangements."*

These claims are not yet true for the ICF and it is not clear what evidence has been used as the bases of these marketing messages. This kind of misinformation muddies the waters.

Implications (Unintended Consequences) for Coaching's Future

What is happening here is "Professional bodies claim that supervision, as one of their rules, reassures potential clients or sponsors and ensures quality control. (Garvey, 2014). The coaching supervision movement is spreading globally through a concentrated marketing effort. These coaching supervision proponents are lobbying coaching professional associations, coaches, and prospective employers of coaches to embrace coaching supervision (or "non-clinical supervision" that stems from a therapeutic model).

This agenda has far-reaching and negative implications on a multitude of fronts. This trend now threatens to:

- ☑ Blur the carefully drawn lines/distinctions the ICF has drawn between the type of coaching practice covered by ICF credentials and related, but different forms of practice such as psychotherapy;
- ☑ Place the coaching industry at risk of broad government intervention via increased regulation and possible licensure;

"The reason why we need a supervisor is because we need another person who can notice what we are unaware of, and we need them to do that in a way that means we become more self-aware, so that the supervision process is developing our own super-vision, or meta-perspective. To achieve this, the super-vision of the supervisor may of course be needed but this is an enabling rather than an outcome objective."

~ Julie Hay ~
British co-founder of the EMCC, author, therapist
[Contact]

☑ Create onerous and expensive burdens for all coaches, especially for those coaches who are self- employed, independent business people who would have to pay for the cost of their own supervision; and

☑ Ultimately control the coaching industry through effecting changes that could eventually limit the supply of coaching professionals, thereby creating higher incomes for those who influence and control both how many, and who, would be allowed to enter the profession.

A key risk associated with the Coaching Supervision agenda is the blurring of carefully drawn distinctions the ICF has made between the coaching that is credentialed by the ICF, and forms of practice applied in other parts of the world where there are differences in the regulatory frameworks for mental health services where the blurring of these boundaries is less of an issue. As this is the case, the psychology, or therapy based models of "supervision" activity are highly inappropriate for widespread application or adoption across the coaching industry. It is important to bear in mind that the framing of the service being supplied is not therapeutic in nature and where providers do not supply

services to vulnerable client populations. I believe that coaching services focused on clients who are "creative, resourceful and whole" (ICF, 2000) according to the mandate of the ICF, do not require the same type of supervision that is applied within a clinical context.

CONSIDERATIONS THAT NEED TO BE MADE BEFORE CLINICAL MODELS ARE IMPORTED

It is also the case that the application of clinical models of supervision should not be conducted without careful consideration of the type of practice and context. As Jeff Auerbach, PhD Psychology, MCC, President of College of Executive Coaching and Past ICF Vice-President, states (email dated February 18, 2015):

> *With over 500,000 mental health professionals in the US (versus approximately 20,000 coaches) I think "supervision" in a helping type of field equals the type of supervision where the supervisor assumes legal responsibility. I think it is rather naïve for coaches to think that they can redefine "supervision" to mean something other than how it is commonly used in the other helping fields. Having two licenses in helping*

"By its very nature, coaching makes considerable demands upon coaches who may become over-involved, ignore some important point or have undermining doubts about their own abilities. It is difficult, if not sometimes impossible, to be objective about one's coaching and the opportunity to discuss the coaching work in confidence with a suitable person is invaluable. Good coaching also requires the coach to relate practice to theory and theory to practice. Supervision can help the coach to evolve practice and in this sense is one aspect of continued training. "

~ New Zealand School of Coaching~
Source

professions myself and having had over 6,000 hours of "supervision" pre-licensure, I find that the type of supervision that most mental health professionals go through is actually very similar, if not identical, to what one of the major coaching supervisor authors, Erik de Haan (2012), describes in Supervision In Action: A Relational Approach To Coaching And Consulting.*"*

The Wiley International Handbook of Clinical Supervision (Watkins and Milne, 2014) cites research conclusions from the past 15 years (three studies) showing that not all state clinical supervision can clearly demonstrate quantitative, empirical benefits—not to the supervisor from their supervision training, not to the coaching supervisee, and not to the supervisee's clients. Further, supervision is being questioned for the therapy field in Canada: On the one hand, supervision is central to a clinician or counselors' learning and practice. On the other, the contribution it makes to a client's wellbeing is assumed and is not always tested. Matching the practice with evidence within the specific context of application is clearly important. So, if there were to be appropriate application, then there would need to be a compelling raft of

evidence based practice and research to assess the efficacy of the models applied to the type of coaching championed by the ICF.

Recent coaching research by de Haan & Page (2013) finds that the relationship, rather than technique, most affects the success of the client engagement. Linda Page, Ph.D., MCC, and President of the Adler School of Professional Studies in Toronto, continues (email dated February 28, 2015) by asking for 'due diligence' and relying on valid data to "know about the different elements of supervision [and mentoring], how they are experienced by coaches, and what the outcome is of those experiences."

The trend within coaching to require supervision for all coaches is, therefore, misguided and fraught with dangers for the entire profession. From the earliest days, coaching has been a self-regulated profession, successfully fighting off attempts to regulate it by government and outside professional entities. Mentor coaching, in its broad definition, has provided and continues to provide the reflective opportunities that are purported to be provided by coaching supervision.

> *"The CIPD (2006) issued a comprehensive report on coaching supervision. This report showed that the majority of coaches and those who provided coaching within organisations agreed that all coaches should have regular supervision. However, the report found that in practice less than half of coaches had any coaching supervision and less than a quarter of organisations which used internal coaches provided access to any form of supervision."*
>
> ~ Kim Morgan & Geoff Watts ~
> Coaches
> Quote from contribution on ICF Blog
> Biography

THE WISDOM OF OPENING PANDORA'S BOX

Finally, adopting clinical forms of supervision, using the language that applies to regulated areas of clinical practice in the USA holds significant risks for the coaching profession, as represented by the ICF. Whether or not coaching is the *de-facto* practice of psychotherapy becomes less clear if practices applied to the legal control of therapeutic practice become mandated for all coaches. From the creation of the first credentialing program in the mid-1990s efforts have been made to keep the distinctions between these types of practice clear and to "reinforce professional coaching as a distinct and self-regulating profession." (ICF, 2005)

Dr. Auerbach (email dated February 18, 2015) consulted with Eric Harris, JD who believed that:

> *"A US court would see coaching supervision, because of the similarities in the methods of the supervision process in the mental health fields, and in the similarities between coaching and counselling, as a form of consultation that would align with what is commonly known as the type of supervision that licensed mental health professionals experience, which is defined by the American Psychological Association as the supervisor having authority and legal liability. In the mental health fields this legal liability of the supervisor leads to many people not wanting to take on the responsibility of supervising others, hence causing a serious difficulty for aspiring professionals to get their required supervision."*

Linda Page identifies a type of psychological supervision that she calls "developmental supervision", which is very relevant to coaches. However, in an email dated February 28, 2015, she states "I believe this is the type of supervision that is captured by the 'mentor coach' designation."

Coaching supervisors stand to make a great deal of money from providing coaching supervision. In a profession that has seen many trained and certified coaches unable to make a

"This whole idea of supervision is misguided. Who supervises the supervisors? Is this another monetized certification? I train all coaches and myself to 'consult' with trusted well trained and experienced colleagues regarding their clients and themselves. I suggest we call this process Coaching Consultation and then require 20 hours or so as part of continuing education..."

~ Patrick Williams ~
Pioneer of coaching
Excerpt of comment of ICF Blog
Biography
Twitter

149

living, since the global financial crises, this added requirement may cause even more coaches to leave the field. Some argue that supervision (and mentoring) is actually exploitive of coaches and coaching, representing a form of 'pyramid model' and reinforcing the unfortunate perception that the industry's growth is in part coaches making money from coaching other coaches who may be required to hire/pay these coaching mentors and supervisors (Carr, 2012). I say, let the market be the deciding factor—the reputation and work of effective coaches will speak for themselves, and clients will continue to be well served.

Taking Action

We need to be sensitive to the notion that professional regulation is changing, and that it is not the same in all countries. Here I have presented a North American-based perspective of coaching supervision, where government regulation is unlikely, provided that the scope and practice of coaching as defined by the ICF is not compromised. This culture shift in the coach profession to more control by professional associations through mandated supervisory practices, may lead to coaches voting with their feet.

The future of coaching as defined by the ICF can be best supported by fewer rules and requirements from professional associations and more humanism (or as Bob Garvey (2014) says, less "neofeudalistic surveillance" and more ethical and democratic way of being). Bottom line: mandatory coaching supervision doesn't make any sense for coaches who are professionally credentialed by the ICF (and more specifically in North America).

How about using a critical friendship approach rather than supervision? Or, as the Association of Corporate Executive Coaches (ACEC) calls it "Rapid Cycle Peer-to-Peer Coaching" (CB Bowman email February 28, 2015), similar to a workable system pioneered by [Reciprocoach Coordinator Dr. Kerryn Griffiths.](#) What this means is a collaborative approach where coaches call on peers and/or friends when facing a challenge or want support (like writing an article, reflecting on a client situation, or exploring an issue). Mature and experienced coaches have a strong support network that provides critical friendship. For those who are training to be coaches, the existing mentoring model (which provides all of what coaching supervision purports to provide) is a solid model that is

> *"...the community of practice is deeply divided with regard to beliefs about the relevance, value and forms of coaching supervision that are most appropriate for coach-mentors. There is also some ambivalence to the role played by various professional bodies seeking both to serve and control the market space."*
>
> ~ Pauline Willis ~
> U.K. editor of AMED's *e-Organizations & People* journal
> (Above quote is an excerpt from the editor's comments about Garvey's 2014 article)
> [Twitter](#)

accepted and achieves the desired results. Perhaps we would be wise to adopt an evaluation based approach associated with our current forms of support before adopting clinically focused models that may have no relevance to the coaching we practice.

There is a growing awareness in North America that the special interest group composed of Coaching Supervision training providers, Coaching Supervisor practitioners, and two professional coach associations—all based in psychological and psychotherapy models which require "supervision" for trainees—is now dangerously confusing the distinctions between the practice of coaching and therapeutic disciplines.

Senior experienced coaches and others are concerned about the dangers of this trend toward coaching supervision. We want to keep the defined boundaries between coaching and therapeutic disciplines by:

- ☑ Maintaining the traditional inclusive definition of coach mentoring
- ☑ Recognizing the value of critical friendship also known as peer-to-peer coaching or coach consultation
- ☑ Eliminating or restricting coaching supervision to training and credential purposes only

This will ensure that coaching, as it is has been defined within the ICF, remains a self-regulating profession with strong professional associations that accredit coach specific training programs and credential coaches that meet stringent educational and practice standards. Then, as with most professions, let the marketplace decide who is effective and who is not.

If you are concerned about this disturbing trend, 1) take the time to determine valid facts through due diligence and 2) make your voice heard with your professional associations. The International Coach Federation (ICF), European Mentoring and Coaching Council (EMCC), and Association for Coaches (AC) are international bodies operating in markets with different regulatory approaches. All have blanket policies in place regarding coaching supervision. If they do not fit the way your practice is framed, as is the case for the ICF in the USA, then make your voice heard, before it is too late.

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"It might be helpful to include a broader historical perspective on coaching supervision. Taking some findings from Vikki Brock's book, Sourcebook of Coaching History, and Leni Wildflower's The Hidden History of Coaching, it's important to note that coaching in both the U.K. and Australia were developed primarily by people who were actively involved in psychology, a profession with a long history of supervision. European and Australian coaching associations have long been dominated by psychologists who have taken on the coaching mantle.

In the U.S., in contrast, coaching was developed by persons who were more associated with the human potential movement, and had backgrounds as varied as accounting, business, and self-help, none of which are known for being associated with supervision. The pioneers who established the ICF were self-taught coaches who also came from varied backgrounds and did include at least one psychologist who was dedicated to helping other psychologists become involved in coaching. In addition, the early leaders of the ICF relied heavily on peer interaction and support to help each other strengthen their coaching practice and the early ICF conferences were dedicated to this principle. Further, the emphasis was on outcomes or results, and very little attention was paid to credentialing, accreditation, or supervision. It seems ironic that today so much ICF attention is being paid to structures, modalities and professionalization, and so little to those outcomes and results that make coaching unique among the helping professions."

~ Rey Carr ~
Level III Certified Peer Coach & Consultant, Peer Bulletin Editor, and Grandpa
Biography

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About the Author

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(This article was originally published in Spring 2015 issue of e-Organizations & People, *a journal of the AMED, an educational charity, and is published here in a modified version with the gracious permission of the author.)*

Further Reading

The editors of the AMED journal want Peer Resources Network members to know that they will be able to download the entire Spring 2015 issue free [here](#). They encourage readers to make a voluntary donation by clicking on their Donate button on the inside cover of the magazine.)

Further Dialogue

To increase global dialogue about this issue, there are now at least three places where active discussions about this article and other contributions to the discussion about coaching supervision are taking place: The Library of Professional Coaching, Google+ and in the blog of the International Coach Federation (ICF) on this topic. To comment on this article or view other comments about this supervision issue, go to the [LPC](#), [Google+](#), or [ICF blog](#).)

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"Here Be Dragons": Exploring the Terrain of Professional Coaching Research

William Carrier and William Bergquist

When the New World was explored and settled, a host of nations and peoples found different things—forests, deserts, wintry northlands, flatlands and microclimates (not that they called them microclimates back then). Many times settlers wouldn't range far and, even for explorers who never stopped, it could take decades to travel a region well. They'd share their discoveries and document them, mapping the New World much as the Old World had been charted. Where, once, "Here be dragons" was written, slowly but surely, the edge of what was known was extended.

Much as early explorers and cartographers did for the land, many of our coaching colleagues are in the process of redefining the boundaries of coaching. We've been sailing from an old world of Personnel—where "here be dragons," might have included the dangers of anything actually personal showing up at work—to a new world of self- and organizational leadership, integrated and with integrity.

As individual coaches, we learn well what works for us—we settle our certain tracts and explore the regions nearby—but there are only so many clients we can see in a day, a year, a decade; there are only so many opportunities and problems and solutions we can discover, explore and document with our clients. We build our own maps of what works and for whom through personal experiences. Many of us learn the area in which we work so well that we become guides for others. In some cases, we share our understanding, and, collectively, it creates a clearer picture of the place our profession has settled.

We have so many pioneers and singular settlers, however, and so many people who are busy building forts and tilling souls, that our documentation remains vastly incomplete. The terrain of our work from our collective perspective remains largely unknown…and so we remain uncertain: are there still dragons out there?

The State-of-the-Art in Return on Investment (ROI) in Coaching

Rey Carr

Return on investment or "ROI" is often considered a "bottom-line" concern when it comes to business coaching. Sometimes known as "coaching effectiveness," ROI is often discussed as if it is the key metric to determine value, impact, or effectiveness of coaching. ROI typically measures the impact on the target group (clients) and the organization (stakeholders, colleagues, productivity, and other factors). It is often used as a way of measuring total benefits rather than just the benefit to the direct recipient of coaching (the client).

Regardless of the importance placed on ROI, many researchers have noted how infrequently it is actually used in a business setting. Coaching experts believe this lack of attention to ROI stems from many factors including (1) difficulty of measuring more intangible outcomes; (2) reluctance to quantify an essentially qualitative interaction; (3) a strong reliance on verbally reported outcomes, based on the belief system of clients that a significant change has taken place and therefore additional metrics are not necessary; and (4) reluctance to accept ROI as a valid construct, and instead proposing alternative metrics such as a learning contract or a return on value (ROV) calculation.

An additional factor that may reduce the motivation for calculating ROI for coaching in business is the availability of existing ROI studies. A few pioneering studies, known as the "MetrixGlobal" and "Manchester" studies, quoted by literally hundreds of sources, have been used extensively to illustrate the benefits of business coaching in general. The results of these often quoted studies have been generalized to all businesses that use coaches; consequently, very few individual practitioners or businesses may believe there is a need for further documentation of ROI within their particular organization.

The typical formula for calculating ROI is based on (1) a calculation in dollars of the

Simple ROI Calculation

$$\frac{\text{Dollar Value of Benefits Achieved} - \text{Dollar Cost of Intevention}}{\text{Dollar Cost of Intervention}} \times 100$$

cost of a coaching intervention; (2) subtracted from a calculation in dollars of the benefits achieved; (3) with the resulting amount multiplied by 100; and (4) that total divided by the calculation of the cost of the coaching intervention. The resulting calculation is expressed as a percentage.

Additional Resources on Coaching ROI

In the resources that follow we have identified the best websites, articles, and books (or book chapters) that discuss coaching's return on investment. We also include, where possible, links to the original studies or sources, including the most often cited references on ROI.

This list was updated in 2011, and the astute reader may recognize that few references appear current and are often based on the "classic" studies reported almost 10 years ago. This gap may reflect the idea expressed above of a waning attention to ROI. However, it may also reflect the fact that many individual practitioners have developed their own method for demonstrating ROI, and have placed the information on their own websites.

These more individualized approaches to ROI typically use client testimonials, descriptions of outcomes of their particular coaching intervention, or other self-developed metrics. In addition, with the extensive number of books on coaching or executive or business coaching that have been published in the last 10 years, many authors have commented on ROI within their own publications rather than publishing independent articles about ROI.

The sources that appear in this list are meant to help coaches and others (1) develop a general understanding of ROI concepts and issues; (2) gain familiarity with the most popular or most frequently quoted studies; and (3) save time seeking out the best of the best as well as the most up-to-date information on coaching ROI

Books or Book Chapters on Coaching ROI

Anderson, D. and Anderson, M. (2004). *Coaching that counts: Harnessing the power of leadership coaching to deliver strategic value.* Oxford, UK: Butterworth-Heinemann.

This book, authored by a husband and wife team, answers three of the big questions now being asked about leadership coaching: (1) What do leaders experience through the process of coaching? (2) What needs to be done to manage coaching as a strategic initiative? and (3) How does coaching add value for individuals and organizations?

Merrill Anderson, internationally recognized as the leading evaluator of corporate coaching initiatives, and Dianna Anderson, a Master Certified Coach, build on their collective years of experience, insight and research to provide a practical, user-friendly exploration of leadership coaching. The first section of their book presents an empirically-based client-centered model of coaching that clearly reveals what coaches and their clients need to do to achieve transformational change.

The fact that this model is empirically-based is important, because it has face validity and resonates with the reader's

experience. The model reveals the underlying dynamics that make leadership coaching such a powerful development tool, including the process of translating ever deepening insight into meaningful action.

The second section speaks to those who manage large scale coaching initiatives. In this section the authors clearly demonstrate the steps that need to be taken to ensure that coaching programs deliver strategic value. In the third section the authors address the value that coaching delivers to the bottom-line. They provide practical, real-world tools and methods that enable the reader to demonstrate the ROI of a coaching initiative.

The authors also provide a powerful business case for leadership coaching, based on the latest ROI studies of coaching that the authors have conducted. (This summary is adapted with permission from the February, 2005 issue of Linkage Incorporated's *Link & Learn*. (This book can be purchased from Amazon.com, or Amazon.ca, or Amazon.co.uk)

Homan, M., and Miller, L.J. (*2008*). *Coaching in organizations: Best coaching practices from The Ken Blanchard Companies.* Hoboken, New Jersey: Wiley.

Written by two master certified business coaches and leaders in the business coaching field, the book examines the history of and trends in coaching, provides details on how to establish a coach-friendly work environment, analyzes coaching process, and reviews the advantages of both internal and external coaching assignments.

Chapter Four of this book provides an overview of different ways of measuring ROI. The authors understand ROI as a way to learn whether coaching and the development of people on a deep personal level is a best use of investment dollars. They reinforce the idea that ROI must begin with the clarity and specificity of goals; in other words, ROI must "start with the end in sight." In addition to providing ideas about alternatives to ROI, the authors also show how to calculate ROI. (This book can be purchased through Amazon.com, Amazon.ca, or Amazon.co.uk)

Morgan, H., Harkins, P., and Goldsmith, M. (Eds.). (2003). *Profiles in Coaching: The 2004 Handbook of Best Practices in Leadership Coaching.* Burlington, MA: Linkage, Inc.

The content of this book is the result of interviews with 50 thought leaders and well-known coaching practitioners who responded to questions such as "What is your philosophy of coaching?" "What is your approach?" "What capabilities make you successful?" and "What type of a client makes the coaching engagement work?"

Analysis of their responses provides a state-of-the-art summary of where coaching is today, including how to select the right coach and maximize the impact of the coaching engagement; five distinct categories of business-oriented coaching currently used by senior leaders and top organizations; case studies of best practice organizations developing internal coaching or leader-as-coach capabilities; research on the ROI of coaching debate; and checklists, assessments, tips, and tools.

For those that responded to the initial Linkage survey that preceded the book, the

results from the survey are described and analyzed in Chapter 9 of this book. (Available from used book sellers via Amazon.com)

Phillips, J.J., and Phillips, P.P. (2010). *Measuring the success of coaching in organizations.*

Details about this book from two experts in ROI are not yet available but should appear soon on their ROI Institute website.

Websites Featuring Coaching ROI

Many websites mention coaching ROI as a way of promoting their own coaching services. The four listed in this section are more focused on providing illumination of the ROI concept and general information about ROI.

1. Performance Mastery. Compiled by Dan Johnson, this site includes brief summaries of the "classic studies" such as Manchester and Metrix Global LLC, as well as information about coaching and sales; coaching combined with training; and the value of coaching at work.

2. Graduate School of Master Coaches. This site provides a definition of ROI along with a few examples and case studies.

3. Facilitator. Simplifies many different formulas for ROI and translates them into useful tools and techniques for coaches, trainers, and peer and mentor program leaders.

4. Research Portal of The International Coach Federation (ICF). A compilation of articles from sources other than the ICF.

The Classic ROI Studies

The two most cited studies, neither of which was included in a peer-reviewed publication, and often referred to as "pioneering" articles on coaching ROI are:

Anderson, M.C. (2001). *Executive briefing: Case study on the return on investment of executive coaching* (Known as "The MetrixGlobal study"). (Retrieved November 6, 2010 from Wendy Hearn Coaching).

> This study was designed for a Fortune 500 firm and a coaching group to determine the business benefits and return on investment of coaching. Thirty of forty-three leadership development executives within the firm returned a two-part questionnaire (one part conducted by e-mail and the second part conducted via telephone).

> Overall results revealed that coaching had a significant to very significant benefit on nine business measures. Although specifics are not mentioned, the study author concludes that coaching produced a 529 percent return on investment and significant intangible benefits. When employee retention was included as a benefit overall ROI increased to 788 percent.

"All the strength you need to achieve anything is within you."

~ Sara Henderson (1936-2005)~
Australian writer and outback station manager
Biography

SARA HENDERSON

Outback Wisdom
SARA LOOKS AT LIFE

McGovern, J., Lindemann, M., Vergara, M., Murphy, S., Barber, L., and Warrenfeltz, R. (2001). Maximizing the impact of executive coaching: Behavioral change, organizational outcomes, and return on investment. *The Manchester Review, 6,* 1, 1-9. (Known as "The Manchester Study"). (Retrieved November 6, 2010 as a PDF from the ICF)

This study revealed strong evidence of the effectiveness of executive coaching, demonstrated across all five levels of evaluation, beginning with participants' reactions: 86 percent of participants and 74 percent of stakeholders were "very satisfied" or "extremely satisfied."

Seventy-three percent of participants considered that they had achieved their goals "very effectively" or "extremely effectively," as did 54 percent of stakeholders.There were only 12 cases where participants reported not sustaining at least one of their developmental priorities. Relationships improved by 77 percent; teamwork improved by 67 percent; job satisfaction went up by 61 percent; productivity improved by 54 percent; and quality improved by 48 percent.

Return on investment showed a value of $100,000 for the sample, or 5.7 times the initial estimate. Some estimates were as high as $1 million, $5 million, or even $25 million. The authors caution to select coaches with care, provide strong organizational support, and measure and communicate the impact to reproduce similar results in other organizations.

Best Articles about Coaching ROI

With a Google search yielding more than 5.5 million hits on the term "coaching roi" it's a daunting task to select the best articles or even to know which ones can be trusted. In addition, most coaches use the term ROI on their websites to promote their own coaching services or products. There is nothing inherently wrong with this type of marketing, and in many cases their explanations and examples of ROI can be instructive and educational.

We've selected articles (and listed them in alphabetical order by author) based on the following six criteria (1)the credibility of the author and source; (2) accessibility to the article; (3) the quality of the writing; (4) the emphasis on the detailing the concept of ROI and the de-emphasis on promoting self-interest; (5) the willingness of the author to identify potential problems or difficulties associated with ROI; and (6) the degree to

"Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow know what you truly want to become."

~ Steve Jobs (1955-2011) ~
Co-founder of Apple Computers, visionary and creative genius
Mentor to Mark Zuckerberg & many others
Biography & Remembrances

which the author proposes innovative solutions or alternatives to ROI.

We've included brief annotations for most of the articles listed to provide more of a summary of what is included in the article. For those articles without annotation, we thought that the title was sufficient to explain the content.

Battley, S. (u.d.). Coaching ROI: 'Wow' your clients with real results. *Management Consulting News.* (Retrieved November 6, 2010
from www.managementconsultingnews.com/articles/battley_coaching_roi.php)
   Reinforces the importance of using ROI to make a business case for coaching and provides a few ideas on what elements in a coaching interaction for ROI.

Benedict, S.L. (April/May, 2005). Wellness coaching: A life coach's collaborative approach to integrative healthcare. *Integrative Medicine: A Clinician's Journal, 4,* 2.
   Personal interviews with leading professional coaches and allied healthcare organizations led the author to conclude that a consensus has been reached showing coaching to be an ongoing relationship that focuses on

clients taking forward action toward realizing their visions, goals, and desires.

Interviews with wellness coaches and quantitative outcome studies clearly show increased return on investment (ROI) using coaching, as well as improved wellness. This return was especially present for weight loss and cardiac risk reduction. The author believes that the benefits of life/wellness coaching are being increasingly recognized throughout the US healthcare system, particularly within complementary and alternative medicine and integrative practices. Conventional practitioners are still uncertain about what coaching is and where it might fit within their profession.

The author calls for more research and outcome studies to further validate the benefits of coaching to the healthcare system, and states that a more health-conscious and vocal public will lead to a wider use of coaching in the healthcare profession.

Bolch, M. (May, 2001). Proactive coaching. *Training, 38,* 5, 58+.
   The author provides examples of how coaching has become welcomed in the world of business executives. Rather than being seen as a corrective measure for people in trouble, coaching is perceived

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"What we say and what we do ultimately comes back to us so let us own our responsibility, place it in our hands, and carry it with dignity and strength."

~ Gloria Anzaldúa (1942-2004) ~
American writer poet, mentor program director, and scholar
Mentor to Kleya Forte-Escamilla, Egla J. Martinez and others
Biography

as a way to develop potential, build a team atmosphere, re-start a stalled career, help people with blind spots, and inspire company loyalty.

The author suggests that most coaches who are successful provide a personal touch, that in addition to email or phone contact includes face-to-face contact. While fees vary widely, hourly rates of $200(US) to $500(US) are common and most experienced coaches charge a day rate of $2500(US) to $3500(US).

Two sidebars included with the article focus on how coaching provided a return on investment (ROI) and what to look for when searching for a top coach (integrity, fit and form, training, relevant experience, individual vs. group practice, references, measuring progress, and cost). The author also suggests that four factors contribute to a successful coaching engagement: a motivated client, organizational support, tracking progress, and maintaining dynamics.

Bowery-Ireland, B. (2007). The ROI of business coaching revisited: Self-directed learning—the real ROI. *Business Coaching Worldwide, 3*, 3. (Retrieved November 6, 2010 from www.wabccoaches.com/bcw/pdf/2007_v3_i3.pdf)

Chief Learning Officer. (April 3, 2006). Survey: Coaching can have financial impact in the millions. *Chief Learning Officer*. (Retrieved April 27, 2006 from www.clomedia.com/common/newscenter/newsdisplay.cfm?id=5024).

This article quotes a study by TRIAD, a Cleveland-based independent research group, that estimated that the impact of coaching can be in the million dollar range and that ROI was in the 10 to 1 range with long-term returns even higher.

The TRIAD study showed that as a result of coaching there was less attrition of top performers, the creation of a positive work environment, increased salary levels, and reduction in erosion of customer-based revenue.

The article also details five factors for finding a good coach: check a coach's credentials; determine the relevance of a coach's professional experience; find out if the coach is associated with a trusted organization; determine if the coach is willing to do an interview to see if there is a fit; and find out the degree to which the coach lets you as the client set the agenda.

Gaskill, C. (November 12, 2007). Trade secrets: Measuring the impact of coaching. (Retrieved November 6, 2010

"There is all the difference in the world between having something to say and having to say something."

~ John Dewey (1859-1952) ~
Psychologist, educator, and social critic
Mentored by H.A. Torry & George Morris
Mentor to Robert Bruce Raup, Sidney Hook, Max Eastman, and others
Biography

Coaching ROI…(continued)

from www.personneltoday.com/articles/2008/07/22/46692/coaching-roi-measure-for-measurings-sake.html)

Giannantonio, C. (u.d.). Coaching provides return on investment. *Ezine Articles.* (Retrieved November 6, 2010 from www.ezinearticles.com/?Coaching-Provides-Return-on-Investment&id=1213698)

Hattiangadi, A.U. (April 10, 2000). Upgrading workplace skills: Businesses' $300 billion annual investment. *Contemporary Issues in Employment and Workplace Policy*. Washington, DC: Employment Policy Foundation. Retrieved March 1, 2003 from www.epf.org).
   The private sector makes a substantial contribution to upgrading the skills of the US workforce. Using data on private sector GDP, direct training costs, and average annual hours spent in work and training, the Employment Policy Foundation estimates annual total training costs to firms of between $2,625 and $3,442 per worker–between $78,750 and $103,260 over a 30-year career. In aggregate terms, this means annual training expenditures by firms of $284.7 billion to $373.3 billion–more than the total annual spending of colleges and universities combined.

   This article lays a strong foundation for the use of mentoring and coaching as low cost interventions and can act as a basis for determining return on investment (ROI).

Hodges, G. (March 27, 2009). The ROI of executive coaching. *Article Alley* (Retrieved November 6, 2010 from www.articlealley.com/article_837152_15.html)

London, J. (December 14, 2007). Pinning down coaching ROI. *Trendwatcher,* 390. (Retrieved November 6, 2010 from www.i4cp.com/trendwatchers/2007/12/14/pinning-down-coaching-roi)

Marcus, M. (2008). Executive onboard coaching: A winning strategy for your organization and high-potential talent. *Link&Learn eNewsletter*. (Retrieved May 6, 2008 from http://tinyurl.com/3olyhm).
   A relatively new subset of executive coaching, "onboard coaching" focuses on working with "high potential talent" when they are making a transition within

"If you find it in your heart to care for somebody else, you will have succeeded."

~ Maya Angelou ~
Poet, author, educator, and civil rights activist
Mentor to Oprah Winfrey
Mentored by Langston Hughes
Biography

or to a company. The author identifies seven key objectives to make onboard coaching a strategic activity: identify skills, evaluate present talent, accelerate the match between the executive and new role; develop collaborative relationships; gain understanding of both formal and informal structures; deliver results early; and support the new leader with success tactics and strategies.

The author also recommends the importance on focusing on ROV (return on value) as well as ROI (return on investment), and identifies six examples of ROV. To initiate onboarding within an organization the author suggests ideas as to how to establish the groundwork for success. (The author is a Certified Masterful Coach and the President of Break Through Consulting.)

Morin, T. (September-October, 2004). Calculating ROI from executive coaching. (Retrieved November 6, 2010 from www.wjmassoc.com/executive-coaching/roi-executive-coaching-on-boarding/)

Parrot, K. (2008). *Executive coaching: A market research report*. Cambridge, Massachusetts: Dialogos.
  This excellent report updates the report published in 2005 by Peer Resources (*Coaching Statistics, facts, guesses, conventional wisdom, and the state of the industry*). The report examines (1) coaching industry outlook and economics, including fee structures; (2) coaching outcomes and results, including impact studies and ROI; (3) organizations that support and educate coaches; and (4) how and for what services coaches are chosen by organizations.

A chart included with the report provides details on 27 coaching service provides, comparing them on criteria such as size, coach experience and background; products and services offered; type of approach used; process used for contracting and engagement; and other details.

Phillips, J.J. (2005). Business coaching ROI: A real life example. *Business Coaching Worldwide, 1*, 3. (Retrieved November 6, 2010 from www.wabccoaches.com/bcw/2005_v1_i3/roi.html)

Phillips, J.J. (2007). Measuring the ROI of a coaching intervention, part 2. (Retrieved November 6, 2010 from www.media.roiinstitute.net/articles/pdf/2008/01/04/Coaching_Intervention_2_of_2_PIJournal.pdf)

Schlosser, B., Steinbrenner, D., Kumata, E, and Hunt, J. (2007). The coaching impact study: Measuring the value of executive coaching. *International Journal of Coaching in Organizations, 4,* 3, 8-26. (Retrieved November 6, 2010 from www.cambriaconsulting.com/wp-content/uploads/2007/06/coaching_impact.pdf)

Sparrow, S. (July 2008). Coaching ROI: Measure for measuring's sake. *Personnel Today* [Online]. (Retrieved November 6, 2010 from www.personneltoday.com/articles/2008/07/22/46692/coaching-roi-measure-for-measurings-sake.html)

Tobin, Daniel R. (1998). The fallacy of ROI calculations. [Online].

> Dr. Tobin, one of the leading authorities on learning strategies in corporations points out the problems with calculations of ROI including whether ROI can ever really calculate powerful intangible factors, whether it actually includes the real reasons change occurred, and other problems. What makes this article unique is that Dr. Tobin has considerable experience in providing ROI calculations and formulas to corporations. In addition he specifies an alternative, which he calls the Learning Contract, that may have more power to detail change than ROI.

Wilson, C. (March, 2004). Coaching and coach training in the workplace. *Industrial and Commercial Training, 36,* 3, 96-98.

> The author focuses on coaching and how the workplace is changing from authoritarian bosses and jobs for life towards self directed learning and portfolio careers. Outlines how the Virgin Empire was built using a coaching culture and provides case histories of the implementation of coaching and coach training in the workplace. Provides some facts and figures about Return On Investment (ROI), and why companies introduce coaching. Concludes with a look into the future.

PostScript: Using ROI in Other Areas

If you've made it this far, we hope you've identified the common themes and principles associated with ROI. While we emphasized ROI in coaching, virtually all the general principles, calculations, cautions, and alternatives can be applied to mentoring as well as peer assistance. An example of using ROI principals in mentoring can be found in Chapter 6 of *Strategies for Success in Mentoring: A Handbook for Mentors and Proteges* published by the Association of Professional Engineers, Geologists and Geophysicists of Alberta (APEGGA).

> *"Experience taught me a few things. One is to listen to your gut, no matter how good something sounds on paper. The second is that you're generally better off sticking with what you know. And the third is that sometimes your best investments are the ones you don't make."*
>
> ~ Donald Trump ~
> American financier, author, and business person
> Mentored by George Ross and Fred Trump
> Biography

Evidence-Based Coaching: Does the Evidence Make Any Difference?

William Bergquist

We carry in our heads and hearts, basic notions about how to plan for effective strategies that makes best use of the evidence collected regarding any field of professional practice. Some of these "models," or "strategies," are rather simpleminded, such as those based on carrot and stick assumptions: make use of the evidence to formulate the best possible practice and then threaten to take away some source of security or status, or promise to provide more of what the target of your change efforts wants. Some are more elaborate. Basically, however, four very different assumptions about what leads people or organizations to embrace and make use of the evidence collected regarding any professional practice are represented by four rather different change strategies. They are the Rational Planning, Human Problem-Solving, Social Interaction and Political approaches.

The first three emerge from the seminal scholarship of Ronald Havelock and his associates many years ago at the University of Michigan's Center for Research on the Utilization of Scientific Knowledge. They observed that all utilization strategies emphasize one of three particular aspects of the basic communication act: I create a message which I deliver in such a way that the receiver (myself, someone else or a whole organization) accepts it and acts on it. One set of strategies, which Havelock called Research, Development and Diffusion (R&D), and which I call *Rational Planning*, concentrates mainly on developing a terrific message. A second set, called *Problem-Solving* by Havelock, focuses upon how the receiver comes to feel the need for and then the willingness to accept the evidence. The third set, called *Social Interaction* or Communication of Innovations, has been offered by Everett Rogers and other Diffusion of Innovation researchers. It emphasizes the process and factors by which the evidence gains the attention and acceptance of the receiver and focuses on the social act of communicating new notions. The fourth set, *Political*, was added to the list by my colleague. Jack Lindquist (1978). This set dwells on this same part of the communication act as the Problem-Solving model, but with quite different assumptions about how to generate change.

Havelock and later theorists see effective improvement of professional practices as a combination of these four approaches. But the separate models are well worth elaborating, for they represent strong differences in the ways evidence is treated. I will briefly describe each of the first three and then spend a bit more

time on the fourth approach (which is usually of particular value to those seeking to influence a specific professional practice).

THE RATIONAL APPROACH

This approach is based on assumptions regarding rationality which lead to heavy investment in basic and applied research and to considerable investment in the formulation, testing and packaging of innovations based on research. This is the approach that seems to underlie most of the current attempts to use evidence in the attempt to improve professional practices—at least during the early stages of the improvement process. Havelock identifies five basic assumptions which underlie the Research and Development strategy. First, the R&D model suggests that dissemination and utilization should be a rational sequence of activities which moves from research to development to packaging before dissemination takes place. Second, this model assumes that there has to be planning, and planning on a massive scale. It is not enough that we simply have all these activities of research and development; they have to be coordinated; there has to be a relationship between them; and they have to make sense in a logical sequence that may go back years in the evolution of one particular message to be disseminated.

Third, there has to be a division of labor and a separation of roles and functions, an obvious prerequisite in all complex activities of modern society, but one that we sometimes ignore. Fourth, it assumes a more or less clearly defined target audience, a specified passive consumer, who will accept the innovation if it is delivered on the right channel, in the right way, and at the right time. Extensive scientific evaluation is needed to assure that this happens. Evaluation is to occur at every stage of development and dissemination. Fifth, this perspective accepts the fact of high initial development cost prior to any dissemination activity, because it anticipates an even higher gain in the long run—in terms of efficiency, quality, and capacity to reach a mass audiences. We can see around us plenty of examples of the rational change model. Cars and planes and other material "products" are made and sold that way. Many federal government agencies have employed rational assumptions in supporting the research and development of various programs ranging from agriculture to education, and from Internet technology to defense. Evidence-based medicine and psychotherapy would seem to have been founded on this set of assumptions.

Professional practice improvement is often supported by encouraging individual practitioners, professional associations or government agencies to formulate proposals based on the best reason and evidence available. Review bodies, whether based in governance or professional certification bodies, then judge these proposals and the underlying evidence and decide for or against ostensibly on the basis of rational considerations. Although we (and the behavioral economists) know all too well that good reason

and sound evidence are not the only grounds on which decisions are made, the formal system, the one that serves as a foundation for the professionalization of a specific field, stresses the rational model. We formally act as if we all approach improvement of professional practice rationally. This is particularly the case in newly emerging professional practices—that embrace a culture of what Parsons calls "cognitive rationality." The leaders of these professional fields find it hard to admit other approaches.

Certainly, there should be participation by those whose attitudes and behaviors are aligned with the rational model, but this should not be the sole source of building a case for specific professional practices in coaching or any other field. Research conducted over many years has found the rational model inadequate in several respects as a way to go about the introduction of change in human attitudes and behaviors. In the main, criticism has focused on the isolation of R&D from its audience—the stakeholders, the people who supposedly are going to use these new fangled ideas or behaviors as providers or clients. Rational systems may be good ways to research and develop new ideas regarding professional practices, but they do not explain all the motivations and activities by which specific professional practices get used by either the providers or recipients.

The dynamics of local implementation are especially critical to the actual use of evidence. Individuals and institutions do not operate simply as rational systems thoughtfully accepting orthodox practices--let alone buying the latest innovations. If evidence and the recommendations based on evidence threaten individual or institutional security and status, it is in trouble no matter how elegant its reason. Informal systems of communications and social status may be far more potent than formal communications in persuading providers and recipients of professional practices whether or not to embrace a specific practice. Certainly reason and evidence are part of the improvement equation. You will not get very far off lousy evidence and flimsy reason. But an adequate strategy for ensuring that evidence in a field such as professional coaching must include much more than clear and compelling reason.

THE RESOLUTION OF HUMAN PROBLEMS APPROACH

Parsons and Platt (1973) noted many years ago that the acceptance of evidence and institutionalization of a change is imbedded in the non rational layers of motivation among the people potentially impacted by the change initiative. Their insights seem to still be valid—as portrayed in the work of many contemporary behavioral economists (e.g. Ariely, 2008; Kahneman,2011).Change will not occur simply through the presentation of rational arguments regarding the advantages of this change. People are not the issue—rather it is the need of these people for dependency or autonomy that is the issue. Or it is the

167

intensity of anxiety experienced by these people as they face the challenge of change. There is, in short, a psychological dimension to change to which the Rational approach does not do justice. Rational planning does form part of the equation, but underlying interests, habits, fears and prejudices compose the bulk of the iceberg. We often pretend that the essential aspects of planned change are out in the open, in our plans and public discussions. We know better. And if we seek a strategy for intentional change which will actually work, then we need to get at these hidden sources of resistance. Human Problem-Solving approaches offer some assistance.

The general strategy is familiar enough to most people: the review of evidence and acceptance of change is a process of solving problems. Something is not going right, so we diagnose the problem, set some objectives, find a solution, make a decision, implement it and evaluate its worth. Simple. It really is the Rational approach—but not if the problem is my need to have control, your fear of a change which may endanger your security, or our general distrust of one another. Then, say advocates of Human Problem-Solving strategies, we need skillful interventions. We need someone or some process which can help us confront and reduce these hidden obstacles to change. Intervention may come in the form of leadership training. It may involve building an effective problem-solving team. It may focus on the department or on the relationship of the whole organization to its environment. Some intervention tactics, such as organization development or appreciative inquiry are quite psychological in their focus. Others, such as various survey feedback interventions, are more sociological. But all aim to help us deal with the human resistances to change which we may otherwise avoid.

The Human Relations School of business administration, from Elton Mayo and Chester Barnard in the thirties to Rensis Likert and Chris Argyris in the second half of the 20th Century, to the appreciative inquiry movement and many organizational coaching strategies in the 2lst Century, has used this strategy extensively in efforts to improve the functioning of businesses and industry. In his synthesis of the literature in this field, Havelock identifies five basic tenets of this approach. First, the user world (the, person who is to adopt a new idea or practice) is the only sensible place from which to begin to consider utilization. Second, knowledge utilization must include a diagnostic phase where user need is considered and translated into a problem statement. Third, the role of the outsider is primarily to serve as catalyst, collaborator, or consultant on how to plan change and bring about the solution. Fourth, internal knowledge retrieval and the marshalling of internal resource should be given at least equal emphasis with external retrieval. Finally, self-initiation by the user or client system creates the best motivational climate for lasting change.

There frequently also is an assumption that collaboration and openness rather than competition and closedness are preferred ways to behavior. In keeping with the founding values of this approach (articulated by Kurt Lewin) consensus is sought over majority rule or authoritative decree. Those who must carry out the charge need to own it as their solution to their concerns. Trust between the persons attempting change and the people who are to be changed is deemed crucial to genuine change. In all these assumptions, you can see the influence of humanistic psychology. Essentially, applied behavioral science takes a clinical model and applies it to groups and organizations.

This strategy for change has been far more controversial in many organizations over the past four decades than R&D or Social Interaction, if for no other reason than that it probes sources of resistance we prefer to leave buried. Also, because it focuses at least part of its attention on our emotional needs, it conflicts with the assumption of "cognitive rationality" that Parsons and Platt claim is so prevalent in many contemporary societies. We would like to think we are "above all that." Even if we are rather irrational at times, we dare not admit it. Do bankers admit they sometimes lose things? Are banks not only too big to fail but also too important to appear irrational? There is little space for the recognition of irrationality in a world that is not flat and information-based—as Thomas Friedman (2007, 2008) proposed—but curved and dangerous—as David Smick (2008) counter-proposed. Still, applied behavioral science has been with us for over a half century. If Parsons and Platt (and the behavioral economists) are right, we will not get very far toward effective strategies for change unless we face the human barriers to change which human problem-solving interventions confront.

THE POLITICAL APPROACH

If we follow the Rational model, the route to influence and change is to build and argue an impressive case. The Social strategy takes that case, puts it on terms attractive to its audience, personally introduces it to Innovators and Opinion Leaders. It then communicates through them to their various reference groups. The Human Problem-Solving path releases the resistance to change within us and makes change our solution to our concerns. All well and good. There is much to learn from the experts in these two general schools of thought. But what if our "enemies" block the road, blind to our eloquent presentations and determined to let no "touchy-feely" intervention (such as coaching) get into their locked closet of fears, prejudices and selfish desires? Not a few upper level managers, corporate executives and blue ribbon task forces have been characterized as such obstructionists by those who want to turn their heads in a new direction.

The most common answer is political power. Build coalitions among influential persons and groups. Then seek an authoritative decision which requires others to comply with the new idea, employ the new

behavior, or use the innovative product. Here is the way political processes usually work. First, some range of gnawing concerns (some "wants") arises. Things are not as they should be for some persons in a community. Unless these various wants are felt strongly by influential people, and the people who hold them bring together various subgroups, no change is likely. People are usually upset about something or other but not sufficiently so to press authorities into a decision. But if the gap, if the discontent, is great enough a "demand" may well be in the offing. Then, if those concerned feel they can make authorities take notice and have confidence that a more desirable state of affairs is possible, they take action.

Once a demand is made, it must gain access to the formal decision-making system if it is to become a change in policy or program. Key here is a sympathetic "gate-keeper," a person or group who can put the demand on the authorities' agenda. Without a supportive gatekeeper, demanders must be powerful enough to break the gate down and be willing to take that risk. Committee and task-force chairpersons and upper level managers and members of the C-suite can play gate-keeping roles concerning demands for policy change. Once on the agenda, the demand gets deliberated. It is studied and debated, often modified or changed, usually by an executive or some committee. If it survives this buffeting, it emerges as a formulated proposal for change which then gets reviewed, modified, revised, reduced and in general worked over by all the persons or groups concerned about its potential impact on their vested interests.

Will this new program, product or process (such as coaching) gain our department more attention, more autonomy, more status, more funding? Or is this program, product or process likely to have the opposite impact? Is it likely to attract more believers and customers or are we likely to create disbelievers and lose customers? Usually, coalitions of interest will form pro and con. Compromises are made to get some decision through. Much of the debate may focus on the proposal's soundness of reason and evidence, but savvy observers know that the issue is who gets what coveted "goodies." Important to the survival of change proposals in this river of nibbling piranhas are the persistent efforts of highly influential "issue sponsors" who are determined to carry the change through. Without such determined advocates, the status quo powers will defeat any change attempt.

In most organizations, change proposals can take the short route if the demander is a president or CEO who goes ahead and exercises formal authority to set policy or it may take the long route by moving up the hierarchy or through layer upon layer of committees. In either case, the outcome is not yet change. It is an authoritative decision to change. Now emerges the problem of making it stick. Usually, an executive instructs organizational units and individuals to carry out the new idea or behavior. Unfortunately (or fortunately) the Political model breaks down in implementation unless that executive can force units and individuals to comply, identify whether or not they are complying, and get rid of non-compliants. The

formal authorities turn out not to be the real authorities. Departments and employees (accountants, engineers, information technologists, etc.) in many contemporary organizations have considerable autonomy—illustrated brilliantly in the "Dilbert" cartoons of Scott Adams. If these autonomous "experts" do not like a new policy or program, they often can avoid serious implementation and, meanwhile, build a new coalition to get the policy rescinded or program dropped. The process is not one of open collaboration seeking consensus. It is instead a constant struggle for control. Losers of today's battles do not give up. They mount a new demand.

If vested interests and power were everything involved in planned change, an effective political strategy would be all one would need. But reason and evidence are sometimes heeded even by those whose vested interests are somewhat challenged and who have the power to ignore rational persuasion. Social dynamics are at work, and the more the change agent knows about how to make them work, the better. Often, it is more effective to seek to reduce resistance to change by human relations strategies than to try to overwhelm that resistance by force. If motivation researchers are correct that we all have the need for achievement and affiliation, as well as for power, then we need a change strategy which speaks to all three motivations, not just to power.

THE SOCIAL INTERACTION APPROACH

We live in social networks. One network may connect us to professional colleagues; another unites us with family and friends. Through these connections we get news and views about what's happening in the world around us. We can gain security, status and esteem from these informal systems, just as we can from formal organizations. Some researchers maintain that these contacts are essential to change, for new ideas get communicated and validated through social networks; Everett Rogers is most frequently identified with this school of thought. Agricultural Extension agencies are the change agent units which best represent this approach in contrast with research and development centers. We also find this approach being used by many wise and experienced communication consultants. It should be in the tool kit used by anyone seeking to change an organization—or install an evidence-based coaching program.

Everett Rogers (along with his Diffusion of Innovation colleagues) find that most empirical studies of innovation identify a few consistent types of "potential adopters" and a few specific stages in the adoption of new ideas, practices or objects. In every organization or community, there will be a few *Innovators*, eager to try new things and usually uncomfortable with the status quo (which in turn is uncomfortable with them). These have also been called by Sally Kuhlenschmidt (2010), the "explorers" who boldly go where no one else has gone before (to borrow from the intro to "Star Trek") and map out the newly discovered territory. They are the innovative thought-leaders and daring practice-leaders in organizations.

A second group, somewhat larger than the first but still rarely more than twelve to fifteen percent of the outfit, is labeled the *Early Adopters*. They usually are quite cosmopolitan in contacts and open to new ideas, though not as eager as the Innovators. Keeping with Kuhlenschmidt's metaphor, these are the pioneers who "venture West" after the explorers map out the territory. These men and women are willing to try out any new idea—at least as a pilot test—often because in other areas they are themselves the innovators.

Following in sequence of adoption is the *Early Majority*, making up perhaps a third of the population; these are the cautious followers of the Earlier Adopters. These are the settlers in the new territory. They want some proof or at least some stability before making a commitment. How do I know that this product will work? Can you assure me that this service will be effective and of value to me? Do we have any evidence that coaching really works?

Another third then comes along—the skeptical *Late Majority*—which wants overwhelming evidence that this new practice is possible, effective and rewarded before it ventures a try. We would suggest that these are the burghers, who only move into a town or city after it is formally established. The "band-wagon" effect is often evident—as is Malcolm Gladwell's (2000) "tipping point". Employees will embrace the new product and engage the new services only after they see most other people around them already committed.

Finally, about fifteen percent of most systems will be made up of *Laggards*, who probably will resist change until everyone else is already doing the next new thing. These are the people who never move or move only after they are forced to do so (because of deteriorating financial conditions, political exile or related external pressures). In some cases, the laggards are the former innovators who got "burned out" by the failure of others to accept their plan. They now view other innovators as threatening to their own self-esteem: "If I can't do it, I certainly don't want anyone else to do it!"

Each successive group needs substantially stronger persuasion in order to change or at least accept a new program, product or process (such as coaching). While change messages delivered through impersonal channels (books, articles, formal addresses, Internet essays, or written proposals) can persuade Innovators and Early Adopters, as well as increase awareness generally, later adopters need more personal communication and contact in order to be willing to change. Although it can take a short time for a change to move from one category of adopters to another (especially since the world became "flat"), several years is more common for new behaviors to be firmly established and several decades for new major ideas and perspectives to be anchored in a society. Clearly, the change advocate who thinks she can gain acceptance and use of new human behaviors or ideas by impersonal communication over a short

period of time to a whole organization is in for bitter disappointment unless the group can be coerced and carefully controlled—and this is rarely the case today (at least in most technologically-advanced and autonomy-oriented societies).

Innovation diffusion researchers find that the best route into an organization or community is through *Opinion Leaders*, those persons (or institutions) to whom others turn for advice. Hovland and Weiss noted many years ago that the most persuasive communicators are those whose expertise, experience, or social role establish them as credible sources of the information presented. Harvard has been an institutional opinion-leader on almost anything—as are Yale, Stanford, the University of California and many other major universities. Today, with the dominance of the Internet as a source of information, there is much less a centralization of opinion-leadership. If Freedman (2007, 2008) is right about the world becoming "flat" then opinion-leadership becomes diffuse and constantly changing (and often isolated and reinforced in small opinion enclaves). Smick's (2008) curved world also seems viable (and quite dangerous) with regard to opinion-leadership.

Social interaction researchers also find that certain attributes of innovations besides impressive reason and evidence influence their adoption. Does the innovation have clear relative advantages for our particular situation, whether those advantages are better ability to meet institutional objectives, reduced costs, higher status or greater enjoyment? Is the innovation compatible with our values, our structure, our skills and styles? Is the innovation divisible so that we can adopt only the parts we like, or adopt in some easy sequence, rather than buying the whole change at once? Is the new thing simple to understand and do? Does it involve low risk and low uncertainty? Can we observe it and try it out so we know better what we are getting into? Whether it's a consultant's recommendation or an internally-generated proposal to modify a production process, these ingredients will be important. Yet it is difficult to assess the relative advantages of specific innovations. They often clash with traditional organization-wide values and structures. Often, a whole, complex proposal is laid on the leadership team at once, with little promise that it will reap positive rewards. And such proposals are usually paper descriptions, not visible experiences which members of the organization can see and try before accepting. It is small wonder that significant, planned change is such a rare occurrence in many organizations.

For the past three decades, this model of innovation diffusion has guided the thinking and perspectives of many people who are involved in change initiatives of all kinds (ranging from water purification systems to the distribution and use of contraceptive devices to the introduction of new digital technologies in a "flat world"). While popular with certain people, the diffusion of innovation model and research, ironically, has not itself diffused very successfully—until Malcolm Gladwell's *Tipping Point* (Gladwell, 2000) was published (offering a

somewhat condensed and some would say distorted version of Rogers' diffusion model). I propose to do some diffusion of Rogers' model (hopefully without major distortion) by applying it in a preliminary way to the challenge of making evidence more influential with regard to professional coaching. I will borrow extensively from Sally Kuhlenschmidt's (2010) alternative terminology in offering my preliminary analysis.

The Innovators/Explorers

I would suggest that there are several kinds of innovators/explorers who either preceded or entered at critical moments in the early history of professional coaching (see Brock, 2014). Some of the preceding innovators were major thought-leaders of their era. Such visionaries as Thomas Leonard, Laura Whitworth and John Whitmore exemplify this explorer category in the field of professional coaching. A second cluster of innovators is composed of those who are the practice-leaders. They innovate not primarily with new ideas, but rather with new programs and new strategies. These are the people who establishing the first corporate coaching programs and those who built the first, thriving coaching practices. These innovators/explorers (whether thought leaders or practice leaders in any professional field) typically have made very little use of available evidence in forging into the wilderness. As the explorers they are making the maps rather than following the maps. Even if they have maps, they probably won't use them because they don't trust what is being provided and because (if they are candid) they would using prefer to strike out on their own as renegades and seekers of individual distinction and autonomy.

Early Adopters/Pioneers

As Kuhlenschmidt's term suggests, these people are the ones who are willing to "venture West" after the explorers map out the territory. The Early Adopters are willing to embrace or at least try out a new idea – often because in other areas they have themselves been innovators. As a result of their own past experiences, these pioneers do not need much convincing. They will try out a new idea or procedure, find its faults, assist in its improvement, and tell the world that it has great potential. I think of my colleagues, Agnes Mura and John Lazar who both played a major role in founding the *International Journal of Coaching in Organization* (Lazar being the co-owner and publisher) and the *International Consortium for Coaching in Organizations*.

In many instances, the early adopters are the "make or break" folks. If they don't support or try out the new idea, then no one else is likely to get on board the covered wagon (or train) as it "heads West." There seem to be several different types of early adopters. First there are the funders. They pay for the wagon or train (and often the wagon master/facilitator). In coaching, they are often the corporate leaders who first make personal use of a coach or support pilot coaching programs in their own organization. While funding sources were very important during the early stages of any innovation, there was a second cluster of men and women who are invaluable in moving this innovation to early adoption. These are the sponsors. In coaching, we can look to organizations such as the

Conference Board and the American Society for Training and Development (now called the Association for Talent Development).

Closely related to this second cluster are those women and men who actively promote the innovation. These promoters neither had the money (funders) nor the formal institution position of authority (sponsors) to bring about early adoption of faculty development. However, they were like Johnny Appleseed—moving across the land planting seeds. A third cluster of people who help move innovations to early adoption are those who bring order to the innovation and identify how best to administer these innovations. These are the early managers who take over from the often-disorganized innovators. Seymour Sarason (1972) identified the critical role played by these managers when describing the creation of new settings. The founders, first managers and early board members of the International Coaching Federation (ICF) come to mind.

Early Majority/Settlers

Members of the Early Majority are much more selective than the Early Adopters. They want some proof before making a commitment. How do I know that this product will work? Can you assure me that this service will be effective and of value to me? Do we have any evidence that this product or service is worth the money we will have to spend in order to bring it to market? In populating the American West, these are the settlers who wait until they know that there is something to settle into. They wait for reports from the pioneers and check to see if these reports are accurate. They look to the Lewis and Clarks to provide credible accounts of the "true" West. This is where evidence-based coaching finds it's "sweet spot."

What are the ingredients that make an innovation "respectable"? What evidence is credible? Four ingredients stand out: (1) building a base of research evidence and interdisciplinary scholarship that is diverse and broad-based, (2) constructing solid administrative support, (3) building upon newly-emerging institutional norms and values and (4) establishing a profession to guide the further development of the field. I will briefly comment on each of these ingredients. First, as Rodgers has noted, there has to be some compelling evidence of both a qualitative and quantitative nature that is based on reputable research. This research must to be complimented by solid scholarship that is based in several disciplines. This scholarship must, in turn, be both theoretically-sound and practical.

Second, an innovation is much more likely to be embraced by the Early Majority and is more likely to be sustained if it is well-managed. There is another element that is just as important: the program should be carefully and systematically crafted so that services are being provided in response to a diverse set of concerns and needs. Third, the acceptance of a new product or service is often predicated in part on the interplay of this innovation

with newly-emerging norms and values in the organization. In the case of coaching, this might mean linking these initiatives to norms of sustainability, empowerment or entrepreneurship.

Fourth, the Early Majority often look to the establishment of a profession if they specifically are considering the acceptance of a new type of human service initiative. Many years ago, Bledstein (1976) proposed that the American society is deeply enmeshed in a culture of professionalism. By extension, other Western societies are also moving toward a culture in which professional credentials are replacing social-economic class structures as the defining criterion for social stratification. Organizations such as ICF, the Graduate School Alliance for Education in Coaching and the Association of Coaching Training Organizations are all helping to build a coaching profession.

Late Majority/Burghers

Kuhlenschmidt doesn't offer a term for this fourth diffusion category, perhaps because we don't have a readily accessible name for the people who move into a town or city after it is formally established. In Europe the term "burgher" was used to identify a person who resided in a formally chartered town. I will use this European term because I think it conveys the essence of Rogers' Late Majority. These people only embrace an innovative idea after it has been fully certified and accepted as a legitimate idea or operation. In Western America, these are the folks who only move in when the town is "well-established"—with the requisite schools, paved roads, general store and church. Gladwell uses the term "tipping point" when describing this broad-based acceptance of an idea that has been legitimized. The term "band-wagon" is also appropriate in that the acceptance of a product or service by the Late Majority often means a substantial increase in the number of people using this product or service.

While the "band-wagon" phenomenon can initially be very gratifying to someone who has been laboring for many years to get a new product or service accepted, it can also create major problems—because this new product or service is typically not fully understood by the late majority and is often misused. This can lead to "casualties." For instance, jogging may become an "in-thing"; however, Late Majority joggers are likely to injure themselves because they do not properly prepare for this new form of exercise. The band wagon can also lead to failure and anger: "why doesn't this darn thing work". Alternatively, uncritical Late Majority acceptance of a new product or service can lead to neglect or inefficiency. The newly-purchased desk-top computer, for instance, may either sit on the desk unused or be used only as a glorified typewriter or expensive play station.

In many cases we find burghers entering the scene when there is a stable source of funding. This often is a chicken-and-egg phenomenon. There is greater funding because more people are involved, and more people (Late

Majority) are involved because there is greater funding. Given the financial instability found in many of our contemporary institutions, we may find a retreat in the funding of innovative programs and a subsequent retreat in the number of participants. The "burghers" may return to safer financial ground (the chartered town).

Several Late Majority-related strategies can be identified. We can suggest the use of surveys, focus groups, and advisory committees. In each of these instances, it is not so important that one make use of the data gathered from these initiatives; rather these research tools are engaged as marketing tools. Participants in the survey, focus group or advisory committee get the sense that they are not alone—other people are involved. Furthermore, since they are being asked for their opinion, this activity must be legitimate and main stream: if it was not legitimate then they wouldn't be among those being asked. Psychologists have counseled us for many years that cognitive dissonance is created if people participate in something that they don't value. Once they agree to participate, these men and women must support (at least minimally) the activity in order to restore cognitive equilibrium. An effective innovative program should target several populations, with different communication strategies being used for each of them. One of these populations can be the Late Majority and cognitive dissonance-based marketing can be an effective leverage point for this constituency. Web sites regarding the innovation can link interested parties to book reviews, institutional policies and timely information about events and resources (all of these being attractive to many in the Late Majority).

At a more fundamental level, a new innovation will become an accepted practice if it is associated with other traditions, values and activities that are already widely-accepted and respected by the Late Majority. A critical role is being played at an early stage in the life of any innovation by women and men who linked this innovation to established products and services. The field of coaching should now take advantage of its heritage by reminding people (late majority) that coaching has grown out of several well-established human service professions—such as career counseling, financial planning and pastoral counseling (including the Catholic confessional!)

Laggards/Stay-At-Homers
What about those folks who remain back home? They won't move West under any conditions. They can't be convinced, bribed or cajoled. In many instances, they are actively engaged in efforts to discourage the wide-spread adoption of an innovation. They might be silent at first; however, once the innovation begins to pick up steam and threatens to be accepted by the Early and Late Majority, they may become quite vocal.

In many instances, the objections of the Laggard (and the frequent misunderstanding of the Laggard) can be attributed to their differing perspective regarding the innovation. The Laggards often come from subcultures other

than our own (as someone who labels them "laggard"). They view the new innovative program as representative of a subculture that is alien to the one they prefer. Managerial "fads" are illustrative. Critics and skeptics regarding professional coaching as a "fad" might be considered Laggards by those who are promoting coaching practices, and firmly believe it will not soon fade away. We can best address these sources of opposition through taking an appreciative approach—recognizing that these alternative perspectives are valuable and that a 21st Century institution needs all of these perspectives if it is to remain viable. The generative and dialogic tools of Appreciative Inquiry are appropriate, as are the tools of polarity management (which I will present when detailing plans for making effective use of evidence).

There is yet another source of Laggard opposition to a new product or service. Their objections, in many instances, don't arise from the flaws and threats associated with the innovation—after all we all appear to be Laggards with regard to certain new ideas that we consider ill-advised or over-sold. For many true Laggards, the issue is much more personal: these are men and women who were innovators themselves many years ago and were unsuccessful or burned-out with regard to this innovation. They advocated a major reform, but never saw this reform enacted. They championed the use of a major new technology, only to see their colleagues casually dismiss this technology as a gimmick. They devoted many hours to design of a new program that was thrown out only four years after being installed in their institution. If a new professional practice such as coaching is successful than what does this say about the Laggard's own past failure(s) as an innovator? If nothing else, an important lesson can be learned from the passionate objections voiced by Laggards: when we isolate or dismiss an innovator, then we not only lose this person's ideas and potential leadership. We also create a Laggard who can be a persistent enemy of innovation for many years to come.

So what should we do about those Laggards who oppose an innovation for these very personal (and usually undisclosed) reasons? We can try to isolate them, but this is rarely effective. Alternatively, we can bring in Laggards as historian and advisor: "What can we learn from you about what happened many years ago? What can you teach us? If you were to plan for the successful enactment of this program to improve professional practices what would you do?" Yes, this is a co-option strategy. Laggards will see right through it if this request isn't legitimate and if one doesn't seriously consider the advice they offer and listen patiently to the stories they wish to convey. There are certain repeated patterns (fractals) that are found in most institutions. We can identify these patterns with the assistance of our colleagues, who happen to be Laggards, and can effectively leverage these patterns to our advantage and to the advantage of our institution.

COMBINING STRATEGIES

Is it possible to entertain the notion that humans are rational, social creatures who want to solve their hidden problems but also want to protect and enhance their vested interests? If we make such an assumption, we must combine our strategies for change—as did Jack Lindquist (1978) in *Strategies for Change*. Rational research and planning is not enough—nor is connecting innovations to opinion leaders in all the right ways. Nor is skilled intervention to diagnose human needs and to reduce resistance—nor is the most effective political maneuvering. We must do it all.

Planned change starts with a "felt need" on the potential user's part, on the part of the person, group or organization which might change. Something is wrong; something needs improvement. A diagnosis is conducted and a problem statement emerges. Then there is a search and retrieval of alternate solutions both inside and outside the user system. Some solution for the local situation then is developed and approved. Application follows. Often this implementation raises another need which starts the cycle all over again.

In essence, all effective change projects involve a basic act of communication—an interactive process, with all parties involved as sources and receivers of change messages and with all focused on solving the receiver's problem. In such a model, all of the problem-solvers (including those that are external to the organization) would employ rational planning, the R&D model, probably with the help of experts in research or development. All would exchange messages through social networks, perhaps with the assistance of skilled linking agents. All parties would confront and resolve human barriers to change, and an applied behavioral science interventionist could be of valuable assistance there. All parties would use, or run against, power and authority, and a political strategist would come in handy.

SUMMARY

What brings about changes in attitudes and behaviors? Some believe that humans are essentially rational, so reason and evidence should do the trick. Intentional change, therefore, takes the form of a rational sequence of activities to produce a change message based in theory and research, then developed and tested empirically and logically and finally accepted because of its sound evidence and reason. Research and Development centers, institutional research and planning offices and formal governance systems are designed to operate as if change is mainly a rational process. At the heart of any evidence-based initiative in coaching (or any other field) is this assumption about rationality. Highly effective coaches know this.

Others find that humans are social creatures. New attitudes and behaviors, though they may be developed by rational processes, raise awareness, interest, trial and eventual adoption through a process of social interaction and persuasion in which opinion leaders and reference groups are influences perhaps as significant as the rational soundness of the change message itself. Intentional change under these assumptions puts time and skill into linking innovative ideas, practices or products to "potential adopters" through social networks. Professional associations, information clearinghouses, learning resources centers, conferences, workshops and extension agencies use this strategy. Furthermore, social interaction resides at the heart of the professional coaching enterprise itself. Highly successful coaches know this.

Still others feel that the main obstacles to change are not impressive messages nor social influences. Psychological barriers are the problem. What is needed is the skilled intervention of human relations consultation in order to diagnose and facilitate the reduction of those barriers. Yet another group maintains we are political animals at base, busy protecting and strengthening our vested interests. In order to accomplish change, we need to build powerful coalitions among interests and obtain authoritative decisions which will be enforced by requiring people to change their attitudes and behaviors. That strategy is visible in the informal governance process and in administrative policies regarding program and personnel priorities. Professional coaches who are able to sustain their practice for many years know this—and many failed coaches are naïve about these political processes.

All of these assumptions hold true, probably in varying degrees depending on the issue, the situation and the people involved. It would seem that one of the most important roles to be played by a professional coach is to help her client appreciate the value inherent in each of these change strategies and find a way to effectively implement and interweave these strategies on behalf of her organization and those being served by her organization. Similarly, one of the major challenges facing the field of coaching is to move beyond a simplistic, rationalistic approach to the use of evidence, and instead embrace and engage a much more complex, nuanced and multi-strategy approach—such as we have advanced in this essay.

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By Otto Laske, PhD

Why Does Your Maturity Matter?

How developmental theory impacts your coaching competence

Coaches and clients are adults who have achieved a certain stage of maturity, both in their thinking and their emotional life. In coaching, this fact has up to now rarely been seen as significant, or else has been taken for granted. But if we consider that there are validated empirical theories of how adults mature in their thinking and emotional intelligence over the life span, this fact takes on greater significance.

Essentially, it means that the higher stage of maturity a coach has reached, the greater is his or her potential to

> **"If the coach functions at a lower stage of maturity than the client, ethical issues can arise."**

help clients. Of course, this only holds to the extent that the coach has learned to recognize and take into account the client's own developmental stage. It also means that if the coach functions at a lower stage of

maturity than the client, ethical issues can arise since in that case the coach may arrest or delay, and thus harm, the client's mental growth.

Stages of development

When you think back five or ten years in your own life, you'll find that you are able to do things today that you were incapable of doing or thinking earlier in your life, including seeing ethical conflicts clearly. You thus already have an intuition of what 'adult development' is.

For some thirty years now, research has clearly shown that between ages 25 and 100, adults' emotions and thinking pass through a number of developmental stages and/or phases.

These stages/phases have more to do with development than with learning; they are discontinuous and concern the state of your *consciousness* in thinking about yourself and your relationship to the world.

A developmental stage is simply a specific mode of functioning in the social world that is determined by how an individual makes meaning of his/her experiences. Some important considerations regard-

ing developmental stages are:
- You can't go to stage X if you haven't been at stage X-1.
- Making a developmental shift to stage X is a *discontinuous* process.
- Learning and development differ, the former depending on available developmental potential.

From the work of R. Kegan (1982; also Laske, 2006), we can distinguish three main adult stages — 3, 4, and 5. Stages are not well predicted by either age or education. (However, age is a 'boundary variable,' in that you wouldn't expect a 20-year old to be at stage 5.) At each of these stages, individuals have *starkly different world views*, define themselves differently, and therefore have different goals.

Stage 3 — 'other-dependent'
Individuals define themselves by

the external and internalized expectations of others.

Stage 4 — 'self-authoring'
Individuals act from their own authentic value system.

Stage 5 — 'self-aware'
Individuals no longer define themselves by their personality, career, achievements, life history, or indeed any particular part of themselves. They are rather "in the flow," able to use others as midwives of their own development.

So, what does it mean?
To make what I've said about stages clearer, below you'll find a table that establishes comparisons between the coach's and the client's developmental stages. If you are presently making meaning of your life at a

stage *below* your client, you will miss much of what your client is saying since you have not learned to "listen developmentally."

> "The higher the stage of maturity a coach has reached, the greater is his or her potential to help clients."

As a consequence, you will misconstrue what you hear the client say in terms of your *own* present developmental stage, and this may be disorienting, or even harmful, to your client (who knows his/her developmental stage as little as you).

What will result from this fact is

an ethical situation best described as *the blind leading the blind*.

Practically it means that the coaching relationship is likely to be counterproductive or even harmful to the client since you cannot match the client's meaning making.

Outside of making behavioral changes (e.g., skills), you would be reinforcing the client's developmental risk. If both you and your client are at stage 3, you will unknowingly keep the client there although his/her developmental potential to go to stage 4 may be greater than your own.

You may ask yourself what the difference is between behavioral outcomes and developmental outcomes, and how they relate. The difference is easily described. Behavioral outcomes represent a snapshot (of the past more than the present) that can-

Coach-Client Relationships

Developmental Stage of Coach	Developmental Stage of Client	Predictable Coaching Outcome
S-3	S-3	Behaviorally productive dependent on client's developmental potential; no developmental shifts.
S-3	S-4	*Strictly behavioral changes; likelihood of developmental harm being done to the client by arresting or delaying his/her adult development beyond S-4.*
S-3	S-5	*Same, except that harm to the client can be considerable.*
S-4	S-3	Behaviorally and developmentally positive depending on the client's developmental potential.
S-4	S-4	Behaviorally positive, but no developmental shift of client to a higher stage.
S-4	S-5	*Behaviorally neutral, but developmentally harmful to the client.*
S-5	S-3	Developmentally boosting, but behavioral effects of coaching may be transitory due to over-stretching client's level of meaning making.
S-5	S-4	Developmentally mutual; behaviorally effective depending on client's developmental potential.
S-5	S-5/4 or higher	*Developmentally mutual, but fraught with developmental risk for both.*

TYPOLOGY OF COACH-CLIENT RELATIONSHIPS (MEASURING HIDDEN DIMENSIONS, 2006, P. 237)

not be made the basis of predictions. Developmental outcomes, whether of social-emotional stage or cognitive potential, point to the future of the individual. (The reliance on snapshots for predictions is the cause of many derailments, as is well known.)

How the two outcomes relate is best described by saying that we can view behavioral outcomes through a developmental lens. Then, rather than just describing outcomes, we can actually explain them to the client since we know the developmental root of the outcome in question. For us as coaches that means we can arrive at interpretations of the behavior concerned that are helpful for the client if we know how to give

feedback at the particular developmental stage s(he) is at.

Your maturity vs. your client's maturity
Imagine your client is a Director of Sales in a global company, and expects you to clarify with her

issues of company integrity in dealing with other countries that she is deeply concerned about. These issues play out in her meetings with

directors from the international branches of her U.S. company.

Imagine also that you presently define yourself at stage 3, in contrast to your client, who — although younger — has matured to stage 4. Consequently, while you define yourself by peers, community and

convention, your client is anchored in her own autonomous value system, able to stand back from conventions and expectations of others,

> ## "If you don't know your developmental stage, and the client does not know hers either, you are in an ethical muddle."

and is highly reflective of her own unique self-positioning.

In this case, you may not be able to assist her, given that your maturity levels differ sharply. You will necessarily misconstrue her concerns, interpreting them from your own, less developed value system and self-concept. You may even do her harm by holding her back developmentally, and moreover may re-ignite developmental risks the client has already overcome (such as regressing to a lower stage). See row no. 2 of the table.

What does it have to do with ethics?
Coaches typically don't know their adult-developmental level, in terms of either their emotional or thinking maturity. Many coaches don't realize their lack of insight in this regard. However, I consider knowing one's developmental level to be an ethical obligation of every coach.

As good as your intentions may be, if you don't know your developmental stage, and the client does not know hers either, you are in an ethical muddle. You owe it to your client to refer her to a more mature coach, not because of lack of expertise or pragmatic issues, but because you cannot guarantee not to do her harm.

However, the muddle is easy to clear up. You can opt for a developmental assessment that puts you in the picture as to how you present-ly make meaning of your experiences. (Through semi-structured interviews, stage can be precisely assessed.) This gives you better insight into which clients you can productively work with, and also sensitizes you to your own developmental potential. •

Resources:
Kegan, R. (1982). *The evolving self.* Harvard University Press.
Laske, O. (2006). *Measuring Hidden Dimensions*

Dr. Laske is an internationally known developmental coach and coach trainer working in English and German. He is the founder and director of the Interdevelopmental Institute.

The Neuroscience of Coaching and Stress

Ann Betz

Stress is, if not one of the main reasons people come to coaching, certainly is something that comes up with almost every client. I once heard the amazing (and now deceased) Dr. Paul Pearsall speak at an ICF Conference about having a balanced, healthy unstressed heart. His conclusion—it is perhaps impossible in today's world unless you live on a remote South Sea island.

In neuroscience, we use the term "emotional regulation" for what is basically the ability to deal with stress. And as I read through the literature, it dawned on me that this is a huge amount of what we do with our clients. We help them not only "emotionally regulate" in the moment of our conversation, but we also help them build skills for more competency in this area. In order words, we help them become more resilient and capable in the face of day to day life.

So let me walk you through what current neuroscience research has found are the effective tools for dealing with stress, and how we most typically do this through coaching. In order of effectiveness (from lowest to highest), we have:

1. ***Controlling the environment so as not to encounter stressor.*** Interestingly, this may sound bad at first, but it is actually quite effective if you can do it. And we help our clients do this all the time. For example, we might explore options with them to get rid of a 60-minute commute. Or help them see they can make boundaries with an in-law. As coaches, many of us (myself included) have designed our lives for a more peaceful experience. I dislike office environments with fluorescent lights and people asking me for things all day long. So I am a coach and trainer, I often work at home in my pajamas while hanging out with my cats, voila, stressor controlled. The reason I have this near the bottom of the list when it actually works so well (and some scientists argue is actually the most effective strategy) is that relying on control is probably a losing proposition. We simply can't (and shouldn't try) to control everything and everyone so as not to bug us. And the feeling of needing to be in control when you can't be actually causes more stress. Still, it works great when you can do it.
2. ***Naming the emotion.*** As coaches, this is often how we start when someone is dealing with an emotional challenge–we ask, "What's going on?" We reflect what we are hearing, often teasing out deeper understanding for the client. The challenge of this strategy (as anyone who has worked with human beings for any length of time knows) is that people often don't know what they are feeling. As coaches, we help them understand and name through metaphor, by using our own intuition, through body sensations, and basically, any tool we have. Over time, we help people develop competence in this area so that they have more words and understanding of the vague sensations within.
3. ***Reframing–finding an empowering way to look at the issue.*** The act of reframing (also known as taking a new perspective) invites our powerful thinking brain to the party, which calms down our limbic system (aka "stress") responses. In other words, reframing enables our clients to actually think and not react. Being asked to try on a new perspective is like stopping a runaway train. It gets us out of the limbic system, which got activated by stress, and into the pre-

frontal cortex. And when we can think about things using our higher, more developed mind, we do pretty well.

4. ***Mindfulness–meditation, being present to body sensations, focusing on gratitude/love.*** *The number one, hands down, most effective solution to any neuroscience challenge. Stress, creativity, improving memory, being more emotionally intelligent—being mindful has been proven again and again to make a huge difference in all these areas.*

As coaches, I believe we absolutely help our clients become more "mindful." Even just a good coaching conversation brings people present into the moment and makes them pay attention to what is going on, rather than putting their attention on regrets from the past or worries about the future. In many schools they call this "process coaching," where we take our clients deep into what they are experiencing, right here, right now. It can be almost like a guided meditation in dialogue, as we walk with them through a metaphor, or help them put their body sensations into words. It's powerful, and can release old patterns and issues that have been stuck for years, simply by helping people be present.

Trust me on this one: If you do ONE THING for your client's brains—and your own—help them find a way to spend time being **present**. This calms and strengthens and develops the parts of the brain we need the most. Fun brain fact: Einstein's brain? Not bigger than yours or mine, but bigger in areas that are shown to increase through meditation.

Om.

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This article was originally posted on the International Coach Federation Blog.

The Ultra-Genius Gene: Micro-Evolution and Genetic Anomalies

William Bergquist

Martin Luther started a big thing – so did remarkable revolutionaries like Gandhi, Einstein, and Bach. Thomas Kuhn (1962) would identify them as revolutionaries—those who shatter dominant paradigms and are the architects of new ideas. In many instances, these phenomenal folks seem almost to be from another planet. Mozart is said to have composed many of his major works by writing out the score without pause (as if he was copying someone else's finished work). Buddha, Jesus and Mohammad held visions that lay outside the normal perspective of those who dwelled on earth. Einstein, Bohr and Wittgenstein wrote about and debated about worlds that most of us (almost a century later) can still not comprehend.

How do we account for those who are often identified with superlatives that transcend the usual category of "genius"? Certainly, these ultra-geniuses benefited from history and social, cultural and political context. Martin Luther might have just been a discontented and discounted clergyman if the social and political forces weren't aligned at one particular moment in Western European history with his radical vision. In fact, as we know, Luther was not really very supportive of much that occurred in conjunction with his reformation. Gandhi similarly released social and political forces that were not only beyond his control, but also counter to his own values and vision of a just society (how would he react to the current conditions in both Pakistan and India?) Could Einstein have been as influential, if he operated in the scientific community of 19th Century Europe (or even in early 20th Century Asia)? As Thomas Kuhn has noted, there are many potential revolutionaries who remain on the sidelines with regard to the formulation of new paradigms. Only a very few have the good fortune to be influential (let alone become the architects of new paradigms). Successful revolutionaries need sponsors, supporters—and critics.

Many factors obviously contribute to the success of ultra-geniuses. One of these factors is now emerging in the field of evolution. Perhaps these men and women are the genetic anomalies that lead eventually to gradual modifications (for good and ill) in the gene pool. Do these ultra-geniuses have too much of something or perhaps less than most people of something else that leads them to be particularly skillful in doing a few things or leads them to see the world in a different way? Neurobiologists are now often citing the capacity of our brains to adjust and shift priorities –a process known as neuroplasticity. Men and women who are blind often claim for other purposes those segments of their cortex that are usually occupied with visual matters. Those with extraordinary capacities in fields such as music (Mozart), scientific theorization (Einstein) or societal visioning (Gandhi) may have brains that are wired a bit differently from the brains most of us possess. As Howard Gardner (2011) has long advocated, there are multiple intelligences that allow all of us to be good at doing certain things – and that might allow a few

of us to do these few things at an exceptional level. The rewiring might have occurred before birth (as genetic anomalies or "mistakes") or after birth (neuroplasticity).

Anomalies, Revolution and Micro-Evolution

Anomalies are potentially critical to not only the creation of ultra-geniuses but also even more fundamentally the process of evolution. If there are no anomalies (called "mutations") in a population then evolution will not take place. Revolutions and innovations of any kind require that things are not going quite right. There must be anomalies and variations if evolution is to take place. Within human culture, there is an even more subtle process taking place. We don't have genetic mutations but we do have diverse ideas that generate innovations. As noted by Stephen Greenblatt in his Pulitzer Prize-winning book, *The Swerve*, the critical role played by mutations and mistakes goes back many centuries to the writing of Lucretius in *The Nature of Things*. As interpreted by Greenblatt (2011, p. 188), Lucretius is proposing that:

> Everything comes into being as a result of a swerve. If all the individual particles, in their infinite numbers, fell through the void in straight lines, pulled down by their own weight like raindrops, nothing would ever exist. But the particles do not move lockstep in a preordained single direction. Instead, at absolutely unpredictable times and places they deflect slightly from their straight course, to a degree that could be described as no more than a shift of movement.'

In contemporary times, Scott Page (2011) writes about the generation of multiple ideas (mutations) and the power of diversity within any system in his very challenging book, *Diversity and Complexity.* Page suggests that a world filled with many perspectives is one in which good ideas, clear thinking and accurate information is likely to emerge: "if we have lots of diverse paths . . . , we are not likely to make mistakes. If we only have a few paths, mistakes are likely. " (Page, 2011, p. 240) Page makes a strong case for the important interplay between complexity and diversity. Systems that are complex and diverse will be more resilient and amenable to change:

> Systems that produce complexity consist of diverse rule-following entities whose behaviors are interdependent. . . . I find it helpful to think of complex systems as "large" in Walt Whitman's sense of containing contradictions. They tend to be robust and at the same time capable of producing large events. They can attain equilibria, both fixed points and simple patterns, as well as produce long random sequences. (Page, 2011, pg. 17)

There is one thing we have learned in recent years with regard to the viability of any society that has almost become an axiom: if there is extensive variability (disturbance) within the environment in which a society operates, then there must also be extensive variability (diversity) inside this society if it is to remain viable. Page identifies this axiom as the *Law of Requisite Variety*:

> . . . the greater the diversity of possible responses, the more disturbances a system can absorb. For each type of disturbance, the system must contain some counteracting

response. . . . The law of requisite variety provides an insight into well-functioning complex systems. The diversity of potential responses must be sufficient to handle the diversity of disturbances. If disturbances become more diverse, then so must the possible responses. If not the system won't hold together. (Page, 2011, p. 204, 211)

Is it possible that the micro-evolution occurring within diverse, innovative societies is propelled in part by the biological anomalies (mutations) that are to be found among the ultra-geniuses? Do biology and sociology come together when we consider the nature of revolutions? Is Luther's revolution a combination of his own mutated genetic makeup and the mutating diversity of Western European society during the reformational era in which Luther lived?

The Other Side of Evolution

We must also consider the less robust side of evolution and revolution. Like the forgotten men and women in Kuhn's tales of scientific revolutions, many of us with genetic anomalies might find these anomalies to be "disabilities" and a source of social alienation (even cause for us being labeled "insane" or mentally inferior). It might require an alignment between one's mental/ physical anomalies and social, cultural or political forces to ensure ultra-genius status. The athlete who can run faster and farther than anyone else will find these talents to be of great advantage only if she lives on the Savannah of Africa or participates in the Olympics. Otherwise, these talents may go to waste or be discounted.

I am reminded of the life led by Mack Robinson, the brother of Jackie Robinson (who famously broke the color-barrier in American baseball). Mack won the Silver Medal in the 200 meter dash at the 1936 Olympics (losing only to Jesse Owens) and graduated from the University of Oregon (setting many national track and field records). Some say that Mack was even more talented as an athlete than Jack; yet when he returned home to Pasadena California, he found no hero's welcome or even a decent job. He cleaned streets in his Olympic jacket. Though Mack was honored much later in his life, his ultra-genius skills (perhaps genetic anomalies) were not appreciated in the late 1930s and he suffered greatly from this mismatch of talent and contemporary societal attitudes and structures (as did his brother in a more triumphant manner).

There is an additional downside to the ultra-genius hypothesis. The potential genes that lead these exceptional people to influence human evolution might not be all-to-the-good. For instance, some evolutionary biologists – and philosophers—have questioned the environmental advantage of consciousness in human beings. Would we be better off operating more like zombies than like self-conscious human beings who are constantly balancing off interwoven thoughts and feelings? Does consciousness lead us to both art and war? Are we not only intelligent creators, but also bigots, liars and thieves—violent and self-justifying? Was Hitler "blessed" with exceptional genetic anomalies that led to divergent viewpoints and exceptional oratorical skills? Would we (or at least our planet) be better off without those ultra-geniuses who have helped to "elevate" our species to the point that we dominate the resources of our fragile earth? Would we be better off without Martin Luther and the societal changes that his theology inspired? Obviously, we need to change our current consciousness if we are to

survive as a species and if our world is to survive our dominance. Yet, would these issues of survival even become center-stage if we had remained hunter-gatherers or, like other primates, a minor species (in terms of environmental space occupied)?

The Ongoing Evolution of Humankind

Perhaps it is most important to recognize that human evolution is not finished. We are still changing (for good or ill) and this change is not occurring in an orderly manner, but rather through the random (even chaotic) variation in genetic makeup found among members of our species and through the swerving and diversity of social systems that have been described by Greenblatt and Page. With the emergence of micro-evolution as an important field of study, we must come to the startling recognition that nothing is constant and unchanging – including the fundamental makeup of social systems and individual human beings. If Martin Luther was to nail some radical proposals on the door of a contemporary church, corporation or government office, it might contain some wishful statements regarding human micro-evolution and the possibility of further improvement in individual and collective human capacities. Such proposals might be nothing more than representations of human search for meaning, purpose and advancement—but perhaps these characteristics are adaptive. They may have first appeared in the genetic anomalies of an ancestor—whom we might label an "ultra-genius".

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Future-Science Technology: A New Operating System for Humans and Planet Earth

Elliott Maynard, PhD
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Future-Science Technology is the quantum-field science for the future – a Master Paradigm for humans and Planet Earth. This Master Paradigm is broken down into 25 keys which make up the basic fabric of Future-Science Technology - with each key representing a different pathway for creating connections between left-brained logical thinking and right-brained intuitive thinking. It is this logical left-brained perspective that has dominated western thinking since the invention of the Gutenberg Press in 1440, an invention which ushered in the age of mass media, thus making reading and writing a new factor for human success and survival.

Mainstream scientific paradigms are based on hard facts, generated from a logical thinking perspective. The basis for "hard science" thus dictates we believe nothing we cannot prove to be true through measurements, replication and mathematical validation. The overemphasis on facts, formulations and replications has led establishment scientists and world leaders to support institutions that focus on compartmentalization, overspecialization and compilation of information. This approach dominates most of our existing scientific, governmental and military organizations, since the bulk of research funding is focused on supporting organizations, instead of brilliant individuals or new ideas and emerging breakthrough technologies.

From the new perspective of Future-Science Technology, we need only to make a shift in our consciousness -- from the established linear framework of *"not believing anything we cannot prove to be true,"* to *"not disbelieving anything we cannot prove to be untrue."* Yes, it's that simple. Just be willing to open yourself up to receiving information and working with the Universal Quantum Field. I guarantee you will be amazed at how things begin to work for you in entirely new ways.

Historically speaking, what we think of as "modern technology," has existed for a mere eye-blink on the greater historical timescale – since the beginning of the industrial revolution in the 18th Century. By contrast, right-brained intuitive approaches to science, medicine and the arts have been essential elements of Native American and Eastern philosophies for thousands of years. The great scientists, artists, musicians, mystics and visionaries of the European Renaissance were only able to break through the restrictive logic-based paradigms of their times because their creative achievements in science, art and music were so obviously brilliant that it became "fashionable" for the Church and heads of state to support them and thus gain an extra bit of fame for themselves. What was created was essentially "an offer they could not possibly refuse."

This same creative persistence for working outside hard-science protocols is alive and well today. Otherwise, we would not have Microsoft, Apple, Yahoo, Facebook, Tesla Motors

and countless other paradigm breakers. Remember that most of the key innovators of these new paradigm companies worked with little support or encouragement, often in garage workshops and against daunting resistance from established institutions. What did they all have in common? They believed in themselves and in their innovative creations. They pushed on against all odds. They defied establishment logic to "search" in deference to logical "research" and endless data-churning. Their success became so glaringly apparent it became uncomfortable for establishment scientists to continue ignoring their work.

Success speaks for itself! Genius speaks for itself! These innovative concepts were only successful because modern geniuses transformed their visions into practical working models, such as the basic hardware and software innovations of Microsoft and Apple Computers, systems now so deeply imbedded in our lives that we accept them without thinking. They forced naysayers to shut up and "get with the program," because their positions of resistance no longer benefited them.

Neo-Renaissance thinking embodies the concept of learning to use both hemispheres of the brain synergistically, with regard to man's relationship to Nature and to human society in general. What this accomplishes is to go back on the evolutionary time-scale to the point where the bi-hemispherical structure of the human brain was created. At that time the human brain was shaped by the major drives for survival and success in what was essentially a wilderness environment.

When humans made the shift from hunter-gatherers into agriculture, a new mindset emerged. This new perspective put man more in touch with his social environment. He abandoned his former nomadic ways and became engaged in the responsibilities of planting, harvesting and storing crops for the winter. This new routine encouraged the formation of permanent villages and allowed more time for the sharing of wisdom, development of new trades and cultural exchange.

In contrast to this gradual shift experienced by our ancient relatives, our lives in the present are inundated by lightning-paced developments in computer technologies, communications and the global internet. These recent shifts have forced our personal perspective to expand exponentially. Thus, the worldview of our parents' and grandparents' generations has grown from a few square miles to encompass the entire planet. Recent developments in space sciences and related digital technologies have also served to extend the scope of human consciousness, to reach out across vast inter-stellar distances to even the most distant galaxies. This quantum expansion and evolution of the human external perspective has been reflected back in corresponding shifts which have profoundly changed the fundamental nature of human consciousness itself. With the advent of Earth-orbital satellite technology, lunar, planetary and interstellar probes and space observatories like the International Space Station (ISS) and the Hubble Telescope, the Planetary Consciousness Field (Global Brain) has undergone a corresponding expansion in its self-awareness.

Future-Science Technology represents a new operational protocol for the human race. It implies a major shift from a past-based, "rear-view mirror" perspective into a present and future-thinking perspective. This Master Paradigm embodies the key components of both

evolution and transformation as "catalytic change-agents" and implies a shift from local and national perspectives into an entirely new, spherical consciousness framework. This new consciousness framework is truly global, as it highlights the future of humans and their interrelationships with Planet Earth. It also acknowledges the greater extraterrestrial community, and embraces the hope that the human race will become enlightened enough to be invited to participate with extraterrestrials in meaningful exchanges of wisdom, trade, advanced technology and cultural exchange.

The time has arrived in Earth's evolutionary development for the new thinkers of all nations to make the quantum shift, from a regional and national perspective to a fresh new planetary and intergalactic consciousness. Our technology has reached the point where we can either choose to enhance – or continue to systematically destroy – the delicate balance of the natural forces which sustain our global biosphere. If mankind can fully understand the critical priorities of ecological preservation, restoration and enhancement as prerequisites for the survival and success of our now and future generations, humanity will have achieved a profoundly important transition into an entirely new and unprecedented phase of its evolutionary journey.

This is a journey of quantum transformation into a brave new mindset. This is the wondrous journey of Future Man – *Homo novus*. So, welcome to the Quantum Theater of Dreams.., the "Real Reality Show." The footlights are dimming. The audience waits in hushed expectation. The curtain is beginning to rise. Are you ready to expand your own brave new mind? If so.., prepare for liftoff, and welcome to the Future. Your adventure in quantum-field thinking has just begun!

Double Your Profits in Two Years or Less

Garry Jacobs

During times of thriving commercial expansion, leaders take responsibility for their high achievements and offer cogent explanations to employees, investors and the media. Yet in most cases they are unaware of the actual process by which they achieved so much. When Merck was rated as the most admired corporation in America in 1985, the corporate Vice President of Marketing of its US operating division wrote to me that he never actually understood what made Merck so successful until he read the explanation of the process in my book *The Vital Difference: Unleashing the Powers of Sustained Corporate Success*. When the whole country, indeed the whole world, looks up to a business as a model of success to emulate, it is difficult for most companies to conceive that there are ways to substantially improve on that performance. That difficulty is one of the reasons why few companies maintain market leadership for long periods of time. So the VP, CEO and the rest of MSD's top management team were surprised when we presented ten strategies to double the company's record performance. They had not recognized the enormous growth potential as the top performer, because they compared their strengths with others, rather than with their own untapped potential for improvement.

During times when companies are struggling for their very survival, they attribute declining performance to external forces beyond their control. When I ventured to tell the leader of a prominent Indian business group that he could increase the profitability of his rapidly declining rayon tire-cord business three or even six-fold, he literally laughed at the notion. Convinced that this was simply not possible for a company in a sunset industry selling a product that had become technologically obsolete twenty years earlier, he repeated his conviction that the company could not remain profitable for another year. Eventually he agreed that we could try. In the three years following presentation of our recommendations, the profits of his company did increase six-fold, and 25 years later it is still in business. When an industry is in decline or the whole economy is in recession, it is extremely difficult for most businesses to realize that the general condition need not determine their own performance. They not only come to rationalize poor results as inevitable, but even anticipate and convert them into self-fulfilling prophesy, like the rayon tire-cord company.

No Limits to Growth

These two incidents illustrate the fact that both in success and in failure companies remain largely unaware of the actual process of corporate success and the enormous untapped potentials that remain unutilized even during periods of peak performance. Similar experiences studying and consulting for small, medium and multi-national corporations in America, Europe and Asia have led me to three fundamental conclusions about performance in business.

The first is that doubling or tripling profits of any company is possible within a year or two, regardless of whether it is an entrepreneurial start-up or a fifty-year-old corporate giant, privately owned or nationalized. There is only one caveat to this conclusion: the owners and management of the company must really want it – seriously. Every company would like to double or triple their profits in two years, but not every company is willing for the effort needed to achieve it. That aspiration, commitment and determination are non-negotiable conditions. Greater success comes to those who really want it and are willing to work for it.

In the late 1970s the American automotive industry faced the most severe threat since its inception, due to the onslaught of low priced, high quality small imported cars from Japan. When Lee Iacocca took over as CEO of Chrysler Corporation in 1979, the company had lost $3.3 billion dollars in three years, more than any business in history up to then. Industry experts and Wall Street analysts were unanimous in predicting that Chrysler would be bankrupt within six months. Our own analysis was that the company had enormous untapped strengths and we presented a set of strategies designed to help Chrysler rebound. Iacocca thanked us for expressing confidence in the face of so much dismal pessimism. Over the next three years Chrysler earned a net profit of $3.3 billion, an increase in performance of $6.6 billion over its earlier losses and more money than it had earned in the previous 59 years of its existence.

Challenges are Opportunities

My second conclusion is that growth of revenues and profits in business are the result of a process, a process that can be learned and applied by any company. High performance is not merely a question of being in the right business in the right place at the right time. Luck may appear to be the cause of a short-term bonanza, but it cannot explain the sustained success of businesses that continue to grow and prosper year after year, decade after decade, in the face of wildly fluctuating business cycles and the constant threat of technological obsolescence. Bata, Coke, Delta, IBM, Marriot and Sears continued to grow and prosper right through the Great Depression. Amazon, Apple, Facebook, Google and many other companies took the 2008 financial crisis in stride. So did Walmart, General Electric Company, AT&T, HP, Toyota Motor, and Samsung.

During periods of economic boom, why is it that not all companies prosper? During periods of economic decline, why is it that some firms struggle or fail while others are able to thrive and grow? Some are able to leverage the difficult times as a sling shot or lever to bolster their performance. Companies that succeed in both good times and bad are those with at least an intuitive semi-conscious knowledge of the process. The best of them know the secret of converting severe business challenges into unparalleled opportunities.

In 1922 Weimar Germany was in the midst of hyperinflation. Neighboring countries such as Czechoslovakia, which depended heavily on the German market, were in deep recession. Exports were down by 25% and unemployment soared. The association of Czech manufacturers convened an emergency meeting to evolve a national plan for business survival. A prominent group of business leaders presented a long list of pressing demands on government to cut taxes, provide cheap loans and raise import duties to protect domestic industry. The government pleaded its inability to comply due to its own severe economic constraints. The meeting was at a standstill until the owner of a medium-sized shoe manufacturing company stood up and announced to a skeptical audience that he intended to take matters into his own hands, rather than depend on government for the survival of his business. He went back to his factory, announced a drastic cut in the price of shoes, cut salaries but guaranteed that no workers would be fired and introduced attractive incentives for higher performance. Within a month, his company's sales skyrocketed and his factory was in full production. Over the next five years, employment in Bata factories more than doubled, production multiplied 15-fold. By 1932 the retail price of Bata shoes had fallen 82 percent, while wages in Bata factories rose by 200 percent. By 1928 the company had been transformed into the largest shoe company in the world.

The Process

My third conclusion is that the process which leads to sustained success is the very same for high performing and poor performing businesses. The process of growth is neither a matter of chance nor an insoluble mystery. It is a universal process common to all companies, all countries and all individuals. It is not merely a question of money, great technology, an expansive market, dedicated people, right business strategy or supportive business environment.

When I asked Intel's Corporate Vice President of Finance the single most important reason for the company's phenomenal success over decades, the first word he spoke in reply was, "Energy. It's the energy that makes the difference here." Companies are living organisms just like plants, people and societies. And the survival, growth, development and evolution of organisms depend on the energy they are able to generate and express in work. The professor at a leading business school once scoffed at this statement when I was addressing a large

audience of entrepreneurs. "What is this nebulous magical thing you call energy?" I replied, "It's kind of funny that you ask me that. I have spoken with thousands of successful entrepreneurs and business executives. Not a single one of them ever asked me that question." That's because every successful individual – whether in sales and marketing, politics, education, R&D, scientific research, athletics or the performing arts – knows from personal experience that high energy is the fuel for high accomplishment.

The first thing I look for or rather sense when I go into a company is the energy level of the people and the work environment. It's a reliable index of corporate performance. A Slovenian bank executive recently told me how his financial analysts had cautioned him against extending loans to a company with a weak balance sheet. But when the executive visited the company, he was almost bowled over by the level of energy, enthusiasm and dynamism he found. He knew at once that this was a company worth supporting and his instincts were fully justified by its performance.

I had the opposite experience when I was requested to assist a 70-year-old newspaper with 2000 employees, which had been a market leader before the death of its founder and the break-up of the firm into two independent entities by his heirs. The company was like the *Titanic* after it had already sunk to the bottom of the ocean. Its accumulated losses over the previous five years were equivalent to 70% of annual revenues. Long-time customers and star editorial staff were jumping ship. Once loyal vendors refused to ship newsprint except against cash payment. Departments blamed one another for their poor performance. The company's bankers froze credit and pressed for repayment. There was no room to maneuver, no untapped markets or mattress money or other reserves to draw upon. Walking into the company felt like entering a depression. It was difficult to even smile. Yet within a year the company was abounding with fresh energy and initiatives, employees were confident, management was focused, customers were pleasantly surprised by the improved products and services, vendors and bankers came forward to support the turnaround, and the fall in revenues reversed. In the last three months of the year, one region of the company committed to compensate for the underperformance of other regions by setting an ambitious sales target, which they exceeded by 178%. The company had taken its first big step from the brink of collapse back to profitable growth. The sunk Titanic baled itself out and returned to the surface again on the strength of its own internal capacities.

Focusing the Laser

High energy is vital for high performance. But energy alone is not enough. After all, young children are abounding in energy which they express in incessant movement, curiosity, exploration, touching, tasting, throwing, non-stop questioning and making trouble of all sorts.

But apart from helping them develop their muscular coordination and learning about things, they really don't accomplish very much. Similarly, young entrepreneurial companies in sunrise industries often display high levels of enthusiastic energy that is exhilarating to experience but may not produce great results. During the early years of the personal computer revolution, more than 200 start-ups were established in Silicon Valley alone to assemble and market PCs to meet the new craze. Initially, the market was so eager for product that it accepted just about anything they could ship. But gradually it became more discriminating and demanding. Customers insisted on reliable products, timely delivery and quality service, which few of these start-ups could provide. Within five years less than a dozen of them were still in business. High energy is not enough.

The sun is showering energy on the earth every moment but only photosynthetic plants, hothouses, solar cells and sunbathers put it to direct productive use. Most of the rest goes to warm the atmosphere and oceans to make life generally livable on earth. Energy becomes productive only when it is focused and directed toward conscious goals, like the focusing of light by a solar collector or a high energy laser beam. When energy is focused and directed, it is converted into Force. Companies convert energy into Force by setting high goals and standards of performance, developing strategic plans, and committing to high corporate and business values.

Fred Smith, the founder CEO of FedEx, is a student of history who spent many years studying the success of high achieving individuals and companies. When we interviewed him in 1989, he described the process by which he constantly seeks to raise the energy level and intensity of focus in his company. The previous year FedEx had a 95% on-time delivery record in the USA, when the next best competitor was at 88%. Unsatisfied, he set a goal of raising it to 96% in one year and the management team staked their personal bonuses on achieving it. When asked why he was so insistent on raising the bar when he already out-distanced the competition, he replied, "We presently ship a million parcels a day in the USA. Five percent late delivery means we have 100,000 unhappy customers daily – 50,000 who are disappointed that the parcels they shipped are delayed and 50,000 who do not receive them on time. Which company can thrive by creating 100,000 unhappy customers every day? Today FedEx delivers eleven million packages every business day and receives 50 million package tracking requests daily around the world, so obviously they have been doing something right. Commitment to achieving the highest possible standard of on-time delivery is one of the ways FedEx focuses corporate energy for high growth and profitability. But that is not all. Smith also told us about the company's ten-year strategic initiative called Butterfly 2000. His goal was to expand outside the US market to make FedEx the largest express transportation company in the world by year 2000. And they made it on schedule. Today FedEx Express operates the world's largest airline in terms of tons of freight delivered to more than 375 destinations worldwide.

The Powerhouse

High energy and sharp focus are essential. But converting energy into force is not enough to ensure high performance. We are all familiar with highly motivated, self-directed individuals who never seem to make the grade. Young Steve Jobs fit that description during his first tenure at Apple Computers. An entrepreneur with phenomenal energy and creative imagination, he was known for a cutting edge focus that could cut right through the fog to perceive the value of a new technology or marketing strategy long before others. His sharpness could cut right through people and organizational morale as well and leave them fumbling, demoralized and disheartened. I visited Apple in 1984 just at the time it launched the first Macintosh computer with the graphic user interface and the smiling face when you turn on the display. Jobs had pioneered development of a remarkable product light years ahead of the competition, but unfortunately he created so much internal competition and dissension within Apple that the new product failed dismally to meet the targeted delivery deadlines and cost estimates. Jobs simply lacked the ability to effectively manage the company he had built from scratch. Six months later he was fired by his own board and banned from interfering in the company's internal operations.

The second time around at Apple, Jobs rigorously applied the same organizational principles applied at Dell to improve efficiency and reduce costs, so he could market the completely new iMac computer at a very competitive price. In 2002 Jobs confessed during a commencement speech at Stanford University that his humiliating, highly publicized ejection from Apple in 1985 had provided him with valuable lessons. He applied that knowledge to turn around Apple and raise it to the top of his industry and the top of the corporate world the second time around. The dramatic turnaround of Apple demonstrates the unlimited power of organization to convert focused energy into productive power.

Organization is akin to the power plant used to convert the raw kinetic energy of a raging river into usable productive power. A river is like a rapidly, perpetually moving storm front which sweeps away everything before it, but never accomplishes anything productive. Build a dam to channel that raw energy and direct it through sluice gates into the blades of the turbines, and raw energy is transformed into usable productive power. Channel it through distribution systems from point of generation to points of application and that same energy can be used to light up cities and power industries. That's the role which the structures and systems of organization play to channel human energy in companies and convert it into productive power.

Converting Power into Result

The last step in the process of energy conversion occurs at the tether ends where it is expressed by individuals within the company in its internal operations and relationships with the external

world. The final results produced by this energy depend on the skills and attitudes of every individual manager and employee expressed every minute in countless small acts in every functional area. These skills and attitudes are like the hair-thin filaments of an incandescent bulb or the microscopic circuits on a computer chip which determine whether the energy flows as intended or results in a short-circuit that prevents perfect execution of work. No matter how sophisticated the aircraft may be, during a tough storm the skill and diligence of the pilot can make the difference between life and death. No matter how large the company, perfection in small details really counts.

Ivo Boscarol founded Pipistrel as a craftsman who simply loves inventing and producing elegantly designed, electronically sophisticated, high performance small airplanes. His commitment to perfection in every small detail backed by the essential knowledge and skills of his small, highly committed workforce drove the growth of his private business to become a high potential, high-stakes player in the international market for small aircraft. Like so many other small entrepreneurial businesses that have made the successful transition to high performance growth companies, the challenge before Pipistrel is to raise that value commitment, knowledge and skill ever higher even as the company rapidly expands.

CORPORATE ENERGY CONVERSION

ENERGY   ENERGY

DIRECTION

FORCE

ORGANIZATION

POWER

PEOPLE

GROWTH   PROFITABILITY   QUALITY

The river and the power plant are a metaphor which is inadequate to capture the living vitality of high energy organizations. High performance companies are self-organizing, living organisms that grow, adapt and replicate themselves, rather than mechanical systems that are assembled and in need of continuous repair. The process by which energy is generated, directed, channeled, transformed and expressed in productive work knows no limits. California redwood trees are the largest living things on earth, some of them more than two thousand years old. The difference is that the speed of growth for redwoods is slow and limited, whereas the speed for the growth of a business is limited only by the overall efficiency of the energy-conversion process. Über was founded in 2009. Today it offers taxi services in over 300 cities in 56 countries around the world. Forbes lists Groupon as the fastest growing company on record. In its first six years, it expanded its operations to cover 22 countries and achieved revenues of $3.2 billion.

The corporate energy diagram depicts the process of conversion through three lenses of corporate functioning – direction, organization and people. In a high performance company, the efficiency of energy transmission and conversion involves minimum energy wastage and dissipation. In addition, the very process of transmission magnifies the energy entering each lens, which is exactly what happens when inspired leadership, good strategic planning, smooth

running systems, freedom for innovation and initiative, open communications, and excellent training programs generate and release additional energy. In this case new ideas and initiatives gain energy and momentum as they move through the organization, the way a great new product gains popularity as more and more people purchase and use it and word of mouth spreads lightning fast through the marketplace.

The corporate energy conversion diagram depicts the ideal state. It looks great on paper but I have never found that it matches the reality found within a company. The actual situation is usually quite messy. Even in companies with high energy, clear goals, well-defined values, elaborate plans, well-developed structures, finely-tuned systems, continuous training and high morale, the actual level of energy conversion is far from optimal. In companies that are rapidly growing the spillover and wastage of energy arising from the inadequacy of standards, structures, systems and skills can be visibly perceived. In older companies that have lost their youthful inspiration, clear identity and direction, where organization has become bureaucratic and lethargic, and people have become complacent or disenchanted, the latent energy that is dissipated will be equally great but less easily perceived on the surface, because it never gets released in the first place. Either way the scope for dramatic improvements in performance is very great.

CORPORATE ENERGY DISPERSION

ENERGY

FREQUENT REVERSAL OF DIRECTION

CONFLICTING PRIORITIES

LACK OF FOCUSED STRATEGIES

UNPLANNED INITIATIVES

UNDERMINING AUTHORITY

LACK OF FOLLOW-THRU

CRISIS & PERSONAL MANAGEMENT

POOR COORDINATION & TEAMWORK

INADEQUATE SYSTEMS

STRESS & BURNOUT

LACK OF EXPERTISE   HIGH TURNOVER

INADEQUATE SKILLS & TRAINING

POOR MORALE   FEAR OF BLAME

LOWER PRODUCTIVITY. REVENUES & PROFITS

The corporate energy dispersion diagram depicts the reverse situation. There are still three lenses. But in this case each of them is acting to diffract and disburse available energy rather than focus, multiply and transmit it to the next stage of the process. Poor disheartened leadership, ambiguous goals, muddled planning, conflicting authority, poor communication, poor coordination and teamwork within and between functions and departments, inadequate skills, demoralized attitudes, stress and burnout lead to wastage and dissipation of energy at each stage, so that the momentum generated at the start and the top peters out and fades as it moves down and through the organization.

In every company I have ever visited, there is enormous scope for raising the level of energy generated at each stage of the process, for increasing the intensity of the force with which it is focused and directed, for multiplying the effective power of that force by fine-tuning the structure and systems of organization through which it is channeled, and for elevating the skills and attitudes through which it is expressed at all levels in every operation of the business. As every engineer knows, the final output of a system is a product of the efficiency of transmission at each stage. A four stage process with 90% efficiency of transmission at each stage results in 73% overall output. Eighty percent efficiency at each stage results in just 41% final output.

Raising performance at each stage of the energy conversion process by a mere 10% is sufficient to double or triple the profitability of any business. In practice I have found that there are ways to raise energy generation and conversion at each stage by 50% to 100% or even more.

Five engines

Redwoods, solar panels, lasers and hydroelectric power plants are just metaphors for the process. Now let's speak in terms more familiar to every business -- market, technology, people, capital, organization. Every functioning company, small or large, strives to identify and serve a need in society which constitutes the potential market for its products and services. Every company utilizes some form of know-how or technology to produce and deliver products and services to meet those market needs. Every business needs people, a few or a lot, to conceive of the ideas, generate the energy, formulate the goals and plans, develop the organization and perform the skilled execution of work required to deliver products and services to meet market needs. Every company also requires a certain quantum of capital, physical and financial, like the $5000 and the garage which Apple started with, to generate the products and services to meet those needs. And finally every company needs one more thing, which often appears nebulous and intangible, but is absolutely essential for its effective functioning. It needs organization, whether formal or informal, large or small, consisting of the structures, systems, procedures and activities required for the other four combined together to form a cohesive, dynamic, living whole. These are the five essential components of every business. Companies that excel sometimes attribute their high performance to extraordinary development of one or two of these five components. They may proudly proclaim that they are market-driven or technology-driven or people-driven or driven by a strong capital base and financial management. More rarely do companies perceive organization as the real driver of their growth. Rarer still are companies whose conscious intention is the equal and balanced development of all five.

In reality, each of these five components has the potential of being converted into an engine for rapid growth and high performance. Aggressive high energy marketing was Steve Jobs' forte, even when he was still working out of his garage and personally assembling motherboards together with Apple's co-founder Steve Wozniak. Wozniak was a technical genius who first linked a motherboard to a TV and typed on the keyboard to display text on the screen. The combination of their skills was enough to make Apple an early leader in the personal computer industry, until weaknesses in the other three components compelled them to bring in venture capital, hire hundreds of people and create the first rudimentary framework of corporate structure. By then IBM entered the market with its Intel and Microsoft-based PC, and assumed a dominant leadership position together with HP, DEC, Compaq and other more professionally managed companies. Apple's market share gradually declined.

Steve Jobs soon realized Apple could never compete with an identical product on equal terms with larger, more well-funded companies with national and global marketing capabilities and large cadres of engineers and other professionals. So borrowing new technologies developed by Xerox Park Research Labs in Palo Alto, he launched the Lisa in 1983 and the Macintosh in 1984, the first personal computers with a mouse and graphical user interface (GUI). Years ahead of the competition in terms of technology, Apple carved out a 15% market share in the USA but was never able to fully capitalize on the sophisticated capabilities of its user-friendly products. Organizational weaknesses, internal frictions and operational inefficiencies held it back. Jobs concluded the problem was still with the technology, rather than with the organization, so after being thrown out of Apple, he founded NeXT Computers to build the perfect personal computer and he did it. The only problem was he could not sell what he produced. He invested his earnings from Apple to build a state-of-the-art factory capable of producing tens of thousands of computers a month, but actually sold only about 400. He still hadn't learned the lesson that market and technology were only elements of a bigger picture. By the time he returned to

Apple in 1996 years later, he understood what he had been missing. Apple's market share had fallen to five percent and the company was bleeding. Few believed it had a future. Michael Dell publicly advised Jobs to sell off the assets and close the company. It's ironic that Dell failed to recognize the organizational potential of his own ideas. Jobs' imitated Dell's just-in-time supply chain management system to cut costs dramatically and produce competitively priced, superior quality computers. Apple took the first tentative steps on the path of recovery that would lead it to the top of the business world.

The Lever and the Invisible Wall

In 1927 Willard Marriot and his wife started a small drive in restaurant in Washington DC selling Mexican food. Together they cooked, served the food, handled the cash register, mopped the floors and earned a neat profit from their business. The next year they opened a second restaurant, each of them managing one of the locations. Even after the crash of 1929, their business continued to grow. By 1932 they were operating six restaurants in the capital. Bill appointed store managers for each location and jockeyed back and forth between them to ensure they were all well-managed. When Bill approached his lawyer to negotiate purchase of property for a seventh, the lawyer cautioned him: "Bill, with six locations you are already working 18 hours a day running around like crazy. What are you going to do when you have twenty? I've seen too many entrepreneurs grow themselves out of business. Stop while you are ahead." Bill took the lawyer's advice seriously, but that did not stop him from expanding right through the Great Depression. By 1937 he was operating twenty restaurants on the East Coast. When the first commercial flights began that year from Washington, he started a subsidiary to provide onboard food service to airlines. By the early 1950s Marriot was operating more than 200 restaurants along with the largest airline catering business in the USA. Then it expanded to operate cafeterias for the US government, schools and corporations. Undaunted and still aspiring for more, Marriot ventured into the hotel business. When we met Willard and his son Bill in 1984 they were in the planning to launch a new chain of more than 250 budget Courtyard Hotels across the USA in a single year. By then Marriott had grown to become a $3.4 billion corporation with more than 20,000 employees. The key driver for Marriott's growth was the unlimited power of organization.

As Archimedes said of the fulcrum and lever two thousand years ago, given the right organization you can move the whole world. More recently, Amazon, Apple, Facebook, Google, and Über have shown that it is true. Organization is a tremendous power. The entire society is founded on it. Without it we would have no language to communicate, railways or airlines, markets and money for exchange, banks, insurance, educational system, scientific research, government or Internet. Organization is ubiquitous but it is invisible. Its power is felt though its form cannot be seen. Many corporations suffer from organizational sclerosis, hardening of the

structure into isolated compartmentalized departments encumbered by rigid, bureaucratic procedures. Like the human circulatory system, all organizations are vulnerable to disease, but there is simply no way that human beings can live, grow and prosper without them. One of the secrets is to know what type and how much organization is needed at each stage in each area and at every level of the business. Organizations are like a plumbing system for water distribution. If the pipes are too small, they impede the volume and speed of flow. If they are too big, they do not generate sufficient pressure for transmission and all the momentum is frittered away as friction. Entrepreneurial businesses grow and mature by a process of transition from personal management to impersonal organization carefully balanced and blended to keep alive the spark of human aspiration, energy and initiative at the core of each activity.

In 1989 while conducting research for our second book, *The Vital Corporation: How American Companies, Large and Small, Double Profits in Two Years or Less,* my co-author and I went into twenty of the fastest growing companies in the USA. Near the top of the list was a company called Amre which had grown from $4.4 million to $140 in five years. Amre was an impressive company. It had taken an old mom-and-pop industry for home remodeling and converted it into a national system. The market was for older homes that needed refurbishing. The technology was application of colored vinyl panels to the outside of the house which never required repainting and were not worn by the weather. The challenge Amre embraced was to do this on a very large scale and ensure highly reliable, fast service at the local level throughout a huge country. The company succeeded so dramatically by converting the component organization into an engine for rapid growth. They marketed their products in Sears stores nationwide under the Sears name. They created a structure and systems that enabled them to source materials at steep discount and utilize local mom-and-pop contractors to deliver services promptly at competitive prices. Six months after publishing our book featuring Amre, we called the two co-founder CEOs and asked for a meeting. We told them that during our study of the company we had identified organizational weak spots which we believed would eventually call a halt to their phenomenal expansion and offered to help them set them right. The two owners turned and exchanged looks with each other and then turned to me and said, "Where were you a few months ago? We have already hit the wall you are speaking about."

Organization is humanity's most complex technology and sophisticated invention. It consists of innumerable elements or subcomponents. Structure determines the division and specialization of work and levels of management hierarchy. Authority defines how decisions are made, approved and executed in each area and level. Rules, procedures, systems and activities determine how energy, information, people, money and objects move through the organization. Communication, coordination and integration determine how the separate parts relate, interact and combine their separate activities into a coherent, cohesive living whole.

Each of these subcomponents admits of unlimited refinement and development. The performance of each depends on the energy that is channeled through it, the clarity and precision of direction, the attitudes and skills through which it is expressed. Transforming these subcomponents into engines multiplies the speed, efficiency, momentum and creativity of the workplace. In the process it energizes employees to high performance, makes the market move toward the company, invents new and better technologies and attracts the financial resources needed to fuel endless expansion.

Individual Microcosm

Organization is the impersonal side of a company. But every organization is designed, staffed, operated and utilized by living human beings. People are the personal side. If the component organization has an unlimited capacity to energize and elevate work performance, the real source of that unlimited creative capacity is the people. Organization without people is an empty shell. Organization that regards human capital as a disposable, dispensable, replaceable resource is a dead-end. Those who direct its operations may be efficient managers, but they cannot be great leaders. The real index of great leadership is the capacity to generate and release human energy, to inspire people with a higher vision and values, to bring out their creativity and capacity for constant innovation, to motivate people for high performance because they feel that achievement is self-motivating, enjoyable and self-rewarding.

Every human being is a unique composite expression of the potentialities of the human race. And though we are all different from each other, we all have untapped skills, capacities, abilities and talents that can be brought to the surface and made available for gratifying self-fulfillment and fulfillment of the goals of the organization. Companies that achieve the highest level of success and sustain it over decades are those that have learned how to constantly foster the development and nurture the expression of people at all levels of the organization.

General Mills is 150-year-old company in a traditional industry. It began operating flour mills and gradually diversified into breakfast cereals, cake mixes and other processed, packaged foods. It is best known as the producer of Cheerios breakfast cereal, which has been a market leader since the 1930s. So when we went into our first interview at General Mills in 1984, I hardly expected what I found. Our first meeting was with a 24-year-old woman fresh out of business school in charge of the marketing plan for Cheerios. She was overflowing with energy, enthusiasm and excitement about what she was doing. She kept saying, "I am doing this. I am doing that." Finally I interrupted her and, pointing upward, I asked, "What about them? What about top management?" She instantly replied, "Oh, they have final approval for our plans, but it's really up to us to set the direction and evolve the strategy." I was perplexed. Was it really possible that this company entrusts a multibillion dollar brand to a 24 year MBA? Later that day

I put that question to the VP of Marketing. He laughed and said, "Yes and no." We provide the guidelines, the targets, the structure and the tools and encourage our marketing teams to evolve innovative approaches to recreate the product year after year." The cover of that month's company newsletter depicted a brand manager flying through the office with a suitcase in hand. General Mills might be in a boring, traditional industry, but it has discovered the secret for unleashing the energy, imagination and skills of its people to continuously reinvent itself and its brands. It knows how to balance and integrate freedom and authority, creating a vibrant atmosphere and an endless source of energy for rejuvenation and growth. This remarkable capacity is the reason it has remained among the most admired food companies in America for decades. Today General Mills has more than 43,000 employees operating in more than 100 countries generating revenues of $18 billion and a net profit of $1.8 billion.

People are not merely a component, a human resource or a walking, talking form of capital. They are an unfathomable microcosm of inexhaustible innovation and creativity. There lies as much hidden productive potential within a company's people as in the entire society within which it operates, for the simple reason that a company's people are a microcosm of that macrocosm. Management of human resources usually focuses on externalities – compensation, incentives and bonuses, responsibilities, performance standards, evaluations, technical and managerial training, career paths and the like. These merely scratch the superficial surfaces.

Companies grow by growing their people. Starting his entrepreneurial business with a simple bachelor's degree, Bill Marriot evolved personally with each stage of his company's growth and development. He evolved from a cook and server into an efficient store manager, then a general manager of managers, an expert in marketing and site selection. He gradually acquired the skills and attitudes to select, understand and motivate other people, alter his attitudes toward borrowing money and delegating authority, to learn how to learn continuously and change constantly. Ten years after he commenced his business, he was no longer doing any of the things he had been doing during the start-up phase. He was doing things he had never been taught or known when he began the business. He grew continuously so his company could keep growing. Organizations stop growing when the people at the helm stop growing. In 1984 he related how his management team balked at the idea of opening 250 new hotels in one year. They told Willard Marriott in flattering terms that he had a born genius for site selection and no one else could do it as well. He laughed at them and said it was nonsense. Anyone can select the right sites given the criteria, the necessary information, and the knowledge of what to look for. Had he listened to that flattery, Marriott might still be struggling to find the locations for the 1056 Courtyard hotels now operating in 40 countries.

Steklarna Hrastnik is the dramatic illustration of how the power of people was leveraged to turn around an ailing Slovenian glass manufacturer, which had lost touch with the times and the energy needed for high performance. Identifying and encouraging talents, developing people, providing freedom for individual initiative and ensuring attractive levels of compensation were keys to converting Steklarna's people into an engine to drive growth and profitability. The company's commitment to values of purity, passion and heart may sound dreamy to some, but their impact on performance has been concrete and tangible. Originally founded in 1790, the company descended from a long tradition of quality and innovation in the craft of glassmaking. In spite of investing in latest technology, it approached the brink of bankruptcy in 2010. To avert closure, the owner brought in Andre Bozic of B & B consulting as General Manager. Bozic found the company's employees listless, apathetic, discouraged, frightened, angry and trapped in a downward spiral. He knew that his most urgent challenge was to win the enthusiastic support of employees to usher in rapid, radical change. Together with his wife Ksenija Bozic, who came in as an external consultant, he made the people – not customers, not production, not even profit – his prime target. The first objective was to raise self-esteem, self-respect and self-confidence by implementing a comprehensive human resource development plan to promote a corporate learning culture and create a more attractive and interesting working environment. They also focused on improving the health and well-being of employees through recreational and athletic activities. Workplace injuries declined by two-thirds. Sickness benefits dropped by 36 percent. Over the next five years energizing people helped Steklarna convert losses of 3.2 million euros into a net profit of 4.2 million euros. That's the power of people!

Straightening the Leaning Tower

When Iacocca took over as president of Chrysler, he discovered the company was a virtual leaning tower like its namesake in Pisa. It had a strong tradition of leading-edge technological innovation and prided itself as a technology driven company. The design engineers repeatedly came up with original inventions that the market was not ready for – like the first aerodynamically designed car body during the 1930s or the first push-button transmission in the 1950s. The engineers at Chrysler set the stage and called the shots. The job of the marketing people was to sell what they designed. Lee Iacocca was an engineer, but one who had worked for decades in sales and marketing at Ford, where he participated in the design and launch of the highly successful Ford Mustang, Escort and other bestsellers. He understood engineering but he also understood how to listen to customers and read the needs of the market. When he took over at Chrysler, the first thing he did was to break down the insular walls encircling the engineering department and bring design and marketing people together to create new products that would sell. Iacocca removed the inbuilt bias and placed design and marketing on an equal footing at Chrysler. The market responded magnificently. The highly successful Chrysler Minivan and K-car were early products of their collaboration.

I have found the same leaning tower phenomenon in many other companies. In 1990 we were engaged by Bang & Olufsen of Denmark to examine the reasons for the company's struggling performance and low profitability in the global marketplace. We found a company with a well-deserved reputation for designing elegant products of superior quality, but one which struggled to turn great products into profits. Here too, the design engineers were regarded as an élite breed of prima donnas living in an inaccessible ivory tower where they dreamed up marvelous new products for customers they never spoke with. At the floundering seventy-year old newspaper, the bias was in favor of editorial. When the vice president of sales sent a report to a senior editor comparing the contents of the company's newspaper with that of top selling competitors, I was astonished to hear the editor tell him to mind his own business. The job of sales was to sell what the editorial staff produced.

When John Huck joined Merck & Co. in 1959 as director of marketing, he discovered something similar. The medical research team lived in an ivory tower and was inaccessible to other personnel. He insisted on being included in the periodic reviews conducted by the research team and was reluctantly admitted on the condition that he never opened his mouth until asked to speak. He remained silent for six months, until one day the director of research proudly asked for John's comments on a new research discovery. When he suggested that the company prepare a brochure for the final product they hope to market, the whole research team responded with laughter and ridicule. The research director said it would take another five years or more for the research to reach a stage where they could do that. Huck explained that if they tried now to identify the ideal characteristics they were striving to develop, it might help them produce a better final product. Five years later Merck launched a new antidepressant drug that became the leading product in its field for years to come. Huck went on to become corporate vice president and eventually chairman of Merck Global.

Balance & Integration

Balancing the Five Components

What is true of technology and marketing is true of all five components. Each is essential for success. Each possesses unlimited capacity for further development. But the growth and profitability of a business are not determined by the company's strongest component. It depends on the relative balance between them. You may have the best product in the world, but without an effective marketing function to reach out to customers or a finely-tuned production system to deliver quality product on time, the best of products can be a dismal failure or a potential that never really takes off, like the original Macintosh computer. The ultimate determinant of a company's performance is the weakest link in the chain, because that determines the extent to which the more developed components can be effectively utilized. The chart *Balancing the Five Components* depicts the relative strength of the five components in a typical company. The horizontal line depicts the level of the weakest component. All the regions above the line remain underutilized for want of essential support from the weaker components.

Converting each of the five components into an engine of growth is a powerful strategy for raising business performance. Bajaj Auto was founded by a Harvard MBA named Rahul Bajaj in 1959. The company grew rapidly to become the largest motor-scooter manufacturer in India and the top performing stock on the Bombay equity market. Rahul Bajaj was voted business man of the year in India in 1986 and joined the board of World Economic Forum. This was also the moment when the Government of India took its first serious steps toward opening up the sheltered Indian economy to foreign competition. Twenty leading international motor-scooter and motorcycle manufacturers announced immediate plans to enter the Indian market. The consensus of industry experts was that the company lacked the product quality and advanced technology to compete with foreign brands. The good times were over for Bajaj Auto.

A month later we were engaged by Bajaj to identify strategies to double the company's profit performance and weather-proof it against new competitors. Our final report included more than 130 strategies to energize and develop each of the five components and 100 subcomponents of the company. Rahul Bajaj said he agreed with and accepted all the recommendations without exception. Contrary to prevalent expectations, Bajaj Auto continued to grow rapidly and tripled its profits during the next three years.

Social Macrocosm

Society is a teeming ocean of energy. The ultimate source of energy for the growth of a company is the society in which it is born and of which it remains always a part. Every company is the child of society and draws upon it for all its ideas, values, attitudes, knowledge, skills, organizational capacities, people, resources, technologies and opportunities. Society constitutes the macrocosm – an unlimited reservoir of social potential.

Society was the source of the tremendous energy that drove the growth of Apple during the late 1970s and 1980s. Steve Jobs' real genius was in tuning into the unexpressed aspirations of his generation and giving concrete expression to them in the products he marketed. It is difficult now to recall the level of anxiety people felt about the coming of the computer age and fear of domination or replacement of the individual by huge impersonal mainframes. Apple announced the launch of its Macintosh computer with a thirty-second TV advertisement during half time at the 1984 Super Bowl game. The ad depicted a woman athlete carrying a javelin running through a huge assembly of robot-like marching androids, who were listening mesmerized to a father-like figure addressing them in a metallic voice on a huge screen. Chased by policemen, the woman approached the screen, threw the javelin at it and smashed the image. The father figure represented Big Brother as depicted in George Orwell's famous novel *1984*. The automatons were the masses of humanity brainwashed and deprived of their freedom and dignity by an authoritarian regime. The symbolism was obvious. IBM was Big Brother. The athlete was Apple. The ad ended with one line, "On January 24th, Apple Computer will introduce Macintosh. And you'll see why 1984 won't be like *Nineteen Eighty-Four*." There was no image of the product. The message was clear. The Macintosh had come to save individuality from a slow death by mechanization and impersonal social conformity. Jobs was not selling a computer. He was appealing to the aspiration of the young generation for freedom from domination by technology. With missionary zeal, he announced a social revolution – to make technology serve people and empower rather than dominate them. The ad was an astounding success. It was voted the most successful ad in history up to that time. Although sales of the Macintosh never reached anticipated levels after Jobs' sudden exit from the company, a whole generation heard the message, and responded with admiration. The Macintosh altered history and set the direction for the future of computing.

A few months later I was asked by my co-author which of the many great companies we had studied – companies that included Apple, Bata, Coke, Delta, DuPont, Intel, IBM, Levi Strauss, Marriott, Northwestern Mutual and Sears – did I consider the best investment for the future. "Where would you put your money for the long term?" At the time Apple was the youngest and smallest company among them. I chose Apple because I felt that it was in deeper alignment with emerging social aspirations than any other company on the list. A few months later, Apple fired Jobs and I began to think I had been too hasty in my selection. Twelve years later Jobs returned to Apple and picked up where he had left off. He realized that the personal computer had become a commodity which could be more cheaply produced overseas and offered no assured future for Apple. So he shifted focus from making products to delivering personalized services to customers through integrated delivery systems. In 2001 he launched the iPod as a complete music distribution and entertainment system, which integrated a stand-alone music player with a personal computer, iTunes online music store and the music publishing industry. The iPod demonstrated in concrete terms how Jobs' vision of user friendly technology could be placed at the service of the individual. The rest of the story is too well-known to need repetition. He launched the iPhone in 2007 and the iPad in 2010. By 2014 the company he had founded in his garage with $5000 had become the most valuable company in the history of the world with a market cap of $800 billion.

Steve Jobs' phenomenal accomplishments are a striking example of the power of a single individual to change the world. But it also points to a deeper, more important truth relevant to every business. It illustrates the unlimited potential of society available to businesses to fuel endless expansion and ever rising levels of profitability. Not every entrepreneur is a social revolutionary, but the principle applies to leaders and companies in every industry. The same truth was behind the miraculous rise of Sears from a rural mail order company to become the largest retailer in the world for seven decades and the incredible growth of Marriott from a drive-in restaurant to a global hotel and food service chain. Today we see that power most dramatically illustrated in the explosive growth of Google, Facebook, Über and Airbnb, but the truth is valid for all times and for every industry. Tune in to the live ends of social evolution.

In practice, the opposite is more common. Companies tend to ossify over time and cling to the past. They get fixed to the circumstances of their early functioning and refuse to evolve with the times. Today society worldwide is evolving more rapidly than ever before. Social aspirations and values are changing. Technology is changing. The attitudes of employees and customers are changing. The organization of society itself is radically mutating to connect previously independent functions. The role of government and the regulatory environment is changing. In countries such as Slovenia which are still in the process of transition from centrally planned economy dominated by publicly owned enterprises, the evolution is especially great. Companies mired in past habits and old ways of functioning are threatened by obsolescence,

regardless of the industry they are in or the technology they adopt. The message applies to all companies -- tune in to the live ends of social evolution and adapt.

The Value of Values

Theories and concepts are fine. Examples are inspiring. But entrepreneurs are practical people. They want to know what they can do to create results. Energy may be real, but it seems too nebulous to manage. Organization may be all-powerful, but it's extremely complex and difficult to get it right. The five components may be reservoirs of unlimited potential, but one never seems to know where to start or how to link all the pieces together. Isn't there something more immediate, concrete and practical that businesses can do to double their profits in two years or less?

There is. Ironically, the single most valuable tool available to businesses to achieve practical results is also the most abstract and intangible. It is what we commonly refer to as values. Values have become a buzzword for business over the last few decades, but the term itself is difficult to define. It is often used to refer to high moral principles or utopian ideals. It is also associated with specific performance criteria such as quality, service and social responsibility. All of these are excellent examples of values. But the term values itself means something more.

Values are powerful levers for human accomplishment. Commitment to achieving high values can generate and release high levels of energy, direct and convert that energy into force, transform that force into the power of organized activities, and express the power through skilled work to elevate the quality and quantity of work accomplished by any company. The pursuit of values calls forth from an organization the highest levels of energy, creativity, commitment, dedication, innovation, productivity, efficiency, and effectiveness. The serious practical pursuit of values is the surest, fastest and most direct path to continuous revenue and profit growth.

In 1893 a railway station-master named Richard Sears established a mail order catalog to sell urban manufactured products to the prospering rural communities of middle America at a time before Henry Ford's mass produced cars had begun to make the population highly mobile. Sears rightly perceived the unmet needs of America's farming community, which was prospering due to the mechanization of agriculture. He recognized the social potential and adapted mail order technology as a means to tap it. His catalog offered products attuned to the aspiration of working class Americans for the comforts, conveniences and amenities of modern life. His catalog sold sewing machines, bicycles, ice boxes, scissors, shovels, folding chairs and countless other things. Exhilarated by his initial success, he did not hesitate to also include hair restorers, potency tonics and just about anything else that might appeal to the imagination of the unsophisticated.

In 1895 Sears took in Julius Rosenwald as a managing partner to fund and direct the further growth of his business. Rosenwald saw that Sears' business model was flawed. Sooner or later people would come to realize that many of the products offered in the catalog were like the famed snake oil sold by traveling merchants to the unsuspecting. Rosenwald's first act as CEO was to print on the cover of the mail order catalog the value statement, "Satisfaction guaranteed or your money-back." And the company backed it up. Reversing a tradition that was thousands of years old, Sears became the first company in America, perhaps in the world, to replace the age-old Latin dictum *caveat emptor,* "let the buyer beware"*,* with a firm commitment to satisfy the customer at any cost. Over the next 20 years, revenues multiplied twenty-fold, making Sears the largest retailer in the whole world. During the 1920s Sears opened the first department store in a suburban shopping mall to cater to the increasingly mobile US population. The company continued to grow right through the Great Depression and remained the world's largest retailer for seven decades, until it was finally overtaken by Walmart in the late 1980s. Through that whole period, Sears' growth was fueled by its extraordinary commitment to the value of customer satisfaction.

Every company referred to in this article has excelled on the strength of a very strong commitment to high corporate values. For FedEx the value of punctuality was one key driver. But since its inception, the company has been equally committed to intensive, open communication with employees, based on an appeal system that goes all the way to the top. Systematic functioning has always been a core value at Marriott, which operates based on carefully delineated procedures to ensure that every employee knows exactly what to do to meet customer and company expectations. Those procedures help make Marriott a great place for customers and for employees. The highest value at Merck is credibility. The company has earned a reputation among physicians for providing the most accurate, reliable, impartial information about its products in the industry, so much so that physicians with too little time to catch up on the latest developments in their field would prefer to meet with a Merck representative than the representative of any other pharmaceutical company.

Companies with records of sustained success are those strongly committed to a wide range of values which they have worked to perfect over long periods of time. In my books, I have listed 27 major corporate values that drive the success of top performing companies. A complete list might include fifty or more. I have placed particular stress in these examples on values with a strong practical orientation. A serious commitment to physical values has been a powerful driving force at all these companies, such as cleanliness at McDonalds, speed at Toyota and Dell, punctuality at FedEx, safety and preventive maintenance at DuPont, efficiency at Bata and Walmart, quality at BMW and Amazon, accuracy and precision at Google search. These companies also demonstrate a strong commitment to organizational values such as the delicate blend of freedom and discipline at General Mills, standardization and systematic functioning at

Amazon and Marriott, communication at Coca Cola and FedEx, coordination and cooperation at Delta. Furthermore, all these companies also achieve high performance on a range of psychological values, which are the most powerful of all, such as customer satisfaction at Amazon and Disney, innovation at BMW and Tesla, harmony and family feeling at Delta, individual empowerment at Apple and Google, integrity at Merck and Johnson & Johnson, social responsibility at Nike and Starbucks, and extraordinary level of personal commitment to customers at Northwestern Mutual Life Insurance, for decades one of the most admired life insurance companies in America. Many of these companies would rate at the top of their industry on all or most of these values.

The relationship between qualitative performance on values and quantitative performance on revenue and profit growth is not apparent to every company. But all the companies mentioned here know from experience that their commitment to values is directly connected to their bottom line performance. Raising performance on one value to the absolute maximum conceivable, as FedEx strives to do on the value of on-time delivery, is enough to double the profits of any company. The same result can be achieved by raising the performance on a wide range of physical, organizational and psychological values by just ten percent each. The rationale for these two apparently very different approaches is that it is simply not possible to raise performance to the top on any one value without raising it very significantly on a host of others on which it depends and with which it is interconnected. This was a core strategy we applied at the newspaper to raise the Titanic back to the surface and back to profitability.

B-corps

A recent trend in the USA is bringing to the fore the close relationship between values and business performance. Over the last five years 23 states have passed legislation legalizing a new category of 'for-benefit' corporations or B-corps. The rationale for the legislation is to protect the top management of these corporations from lawsuits filed by shareholder because management has consciously pursued core values, even when it may have resulted in lower short term profits. B-corps that declare their commitment to values such as community development, public service, environmental protection, education and other forms of social responsibility are legally entitled to do so, even if profits might suffer as a result. The irony is that all the available research supports the view that companies which place qualitative values above quantitative performance are significantly more profitable than those that pursue profits alone. Studies have shown that employee morale and retention and customer loyalty are far higher for companies which are perceived as committed to high values. The loyalty of customers at Apple is not just to the products they make. It is to the intangible values the company stands for. Although the for-benefit movement is still in an early stage, it is spreading

rapidly. As an alternative to the traditional Fortune 500 listings, Game Changers 500 has introduced a new corporate index ranking corporations on their commitment to values.

Value implementation

The power of values is not generated simply by publicly proclaiming them. It depends entirely on the degree to which they are actually implemented in the day-to-day functioning of the business. Although values themselves are intangible ideas, the process of implementing them is practical and well-known. It is the same process that many companies already use to manage product or service quality, employee morale, regulatory compliance and other values. The implementation can be formal, highly structured and meticulously documented, as in the case of ISO quality procedures, or it can be institutionalized as an informal culture expressed in the attitudes and actions of every employee, which is more common in businesses whose commitment to the values is a long standing part of corporate tradition. But either way, what counts is the actual adherence to the values in practice.

The power of values issues from the fact that they are ever-receding goals. They can never be fully and finally achieved. No matter how good FedEx is in getting parcels delivered on time today, that is no guarantee that it can repeat the same performance tomorrow, unless it continues to strive for higher levels of excellence. No company ever reaches perfection on a single value. Most rarely exceed average performance on more than a handful of values. Every company can dramatically elevate its performance by raising its performance on values.

Regardless of the value, effective value implementation includes the following elements:

- *Commitment:* Without a firm commitment by top management which is effectively communicated down the line to lower levels, no company can sustain high performance on values in the face of pressures from hungry competitors, demanding shareholders or complacent employees. The management of FedEx demonstrated that commitment by linking executive bonuses to the company's on time delivery performance, which means they assumed full responsibility. At the global chemical giant DuPont, the first item on the agenda at every meeting of the Board is the company's performance on safety.

- *Standards:* Values are intangible qualities. In order to be effectively implemented, they have to be translated into clear, concrete quantitative standards that everyone can understand and adhere to. At Disneyland, cleanliness means not a single piece of paper should be left on the ground. At DuPont, safety means zero accidents. Not just fewer accidents than last year or fewer than the competition, but zero. That standard enabled DuPont to achieve accident rates 67 times better than the US industry average.

- *Structure:* Structure defines responsibility and authority. Values can be effectively implemented only when these terms are clearly defined and enforced at all levels of the company. The chief safety officer at DuPont is the CEO. Every level of manager and supervisor down to the factory floor has a well-defined responsibility for achieving safety. The company's parking lot attendants are authorized to prevent any vehicle from leaving the lot until passengers buckle their safety belts. At Merck, no medical representative is authorized to make a single statement about the company's products which has not be approved by a supervisory team beforehand.

- *Systems:* Systems play a crucial role in monitoring, implementing and communicating performance on values. At FedEx, systems continuously inform employees and supervisors about their performance on sorting rates, speed of servicing aircraft, arrival and departure of planes, speed of answering customer calls, etc. That continuous flow of information continuously reminds everyone of the need for speed.

- *Skills:* Perfect implementation of values requires high quality training on a wide range of skills. At DuPont, every factory foreman is responsible for training his staff on one safety measure day in and day out every year, to ensure that no possible source of accidents is overlooked.

In companies such as FedEx, DuPont and Merck, the process of value implementation is well-defined and highly structured. In others such as Coke, Delta and Northwestern Mutual it has become institutionalized as part of the intangible corporate culture, which every employee understands and adheres to without reminder or reinforcement. I can still recall many of the stories I heard cited at these companies as examples of its commitment to values. At Northwestern Mutual one insurance agent told me about his experience handling the case of a 32-year-old stockbroker with a wife and two children, who had recently died of a brain tumor. His life insurance policy had lapsed six months earlier and the client had failed to renew it before his death. His family was left penniless and distraught. According to law, no payment was due. But according to the company's culture of commitment to customers, it just did not seem right to the agent. So he investigated the matter and referred it to the company's medical committee. On further examination they determined that the patient might have been suffering disability from the tumor long before his death and his disability could have been responsible for his failure to renew the policy, so the company decided to pay the policy in full. That commitment to high values is one of the reasons customers are willing to pay more for a Northwestern policy than from that of other insurers.

Singapore of Europe

The most creative moments in the long progression of human history did not take place in the vast empires of Asia or Europe. They occurred in tiny city-states such as ancient Athens,

renaissance Florence and Venice, and modern day Silicon Valley. Creativity is not a matter of size, as the remarkable achievements of Singapore demonstrate. It is a matter of aspiration and commitment. Starting out with a per capita income of only $500 at the time of its independence in 1965, today this nation of only seven million people has a per capita GDP one hundred times greater and exceeding that of the USA. In terms of real purchasing power, it ranks 2.75 times higher than Slovenia.

As Singapore is strategically positioned on the sea routes to and from Asia, Slovenia is situated in the heartland of Europe. Now that the barriers dividing East and West have been shattered, it lies directly on the Silk Road from the Far East to Western Europe. Its central location, and excellent physical infrastructure are significant strategic advantages. Its earlier history under authoritarian communism and central planning has left many scares and old habits that it has yet to shed. The country's physical beauty and diversity are enchanting. It's very low level of inequality ensures that the actual living standards of the people are far higher than the GDP figures would suggest. Its highly educated and innovative population reflects a rich wealth in human capital, which will be the single most important determinant of social evolution in the 21st century.

What Slovenia seems to lack is a vision of the future and an impassioned commitment to make it a reality. Traditionally such visions have come from great leaders such as a Lincoln, Gandhi, Tito or Mandela. In today's free and highly interconnected society, the business community in Slovenia can play a leading role in envisioning a future that is not just good for business but good for the people and the nation of Slovenia as a whole. A combined effort by business, government, the academic community and civil society could generate a new model of society that combines the freedom and creativity of the West with the sense of security and community more developed in the East. Winning the hearts and minds of the Slovenian people is an inspiring challenge, worthy of a closely-knit group of people with much to be grateful for, much that it can give to the rest of the world, and much more yet to accomplishment.

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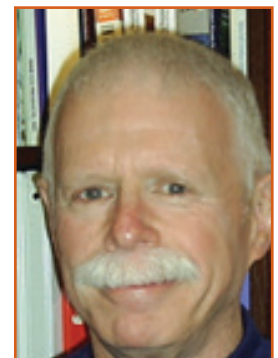Rey Carr was formerly the Editor-in-Chief of the Canadian Journal of Counselling, and was a university professor for 25 years, where he supervised dissertation and thesis research and counselling practicums, taught graduate courses, and acted as graduate advisor. Rey was the chief architect for Canada's Stay-in-School Mentoring and Peer Helping Initiative which resulted in 100,000 students across Canada being connected to 30,000 mentors.
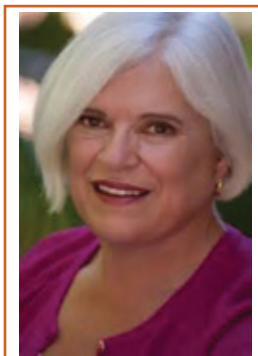Tel: (250) 480-9698
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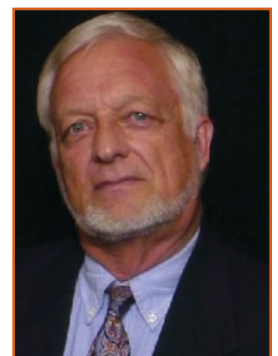
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