

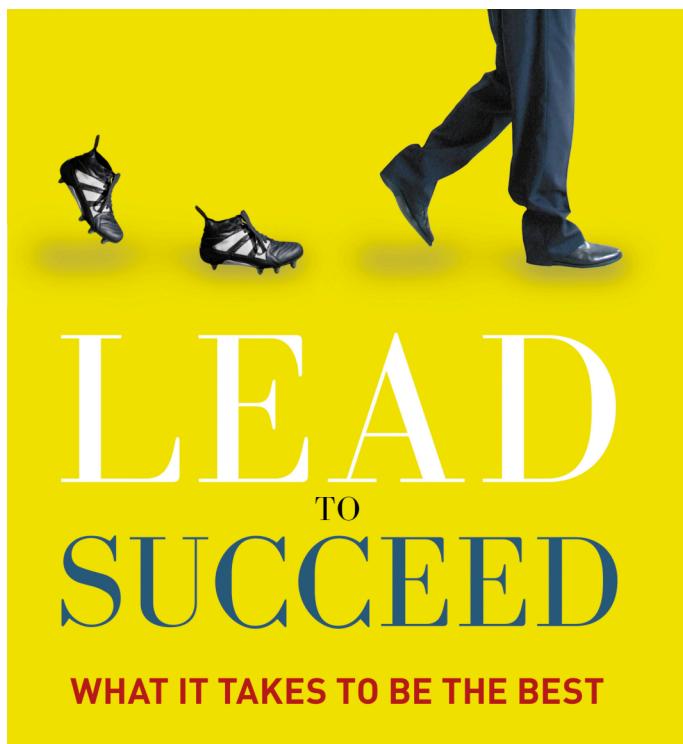
THE KORU – JUNE 2007



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June 2007 – The Director’s Desk

Welcome to the June edition of *The Koru*, an edition that coincides with the launch of my inaugural book *Lead to Succeed: What It Takes To Be The Best*. The book is the culmination of nearly two decades working to inspire ordinary New Zealanders to extraordinary heights, and we’re confident that its appeal will be broad reaching. We therefore unashamedly dedicate significant portions of *The Koru* to promotions and references to the book.



Use the secrets of élite athletes
to transform your own leadership performance

CRAIG LEWIS

And so to this edition of *The Koru*! This quarter’s Feature Article sets the trend of dependence on *Lead to Succeed: What It takes To Be The Best*. Borrowing the exact transcript of the book’s first appendix, we reproduce “Kaizen, Systems Thinking and Emotional Intelligence”. Dedicated to a more theoretical overview of the three prevailing business management principles that form the foundation of the book, the appendix is a critical inclusion for its direct references to business and business houses.

Much to my extreme pleasure and satisfaction, *Lead to Succeed: What It Takes To be The Best* has generated significant interest from various media forms, including television, print and radio. And it is with this in mind that I adapt the concept of face-to-face to include a random selection of chapter considerations derived directly from the twelve chapters of the book. It's an interesting overview and insight into the intent of the book, and one that overviews a number of noteworthy revelations that appear throughout the pages of the book.

The Doctor's Room considers the onset of the flu and cold season, and sets about dismissing some commonly accepted myths pertaining to perceptions of the cold and proposed cures. Titled "Causes of Common Cold and Possible Cures", this is a bright and easily interpreted rundown of winter's great hindrance. Fit for Life delves into those too good to be true advertisements promising "Washboard abs in 5 minutes a day" and presents an extremely hand buyers beware checklist. With so much attention devoted to the pros and cons of high carbohydrate diets, England-based dietician Jeni Pearce provides a functional overview of carbohydrates in Eat Yourself Holistic.

The Golden Rules of Leadership continues its growth up to twenty-seven golden tips, focusing this edition of *The Koru* on three guiding principles worthy of every leader's consideration. Our Practical Exercise segment reveals the Character profile exercise independently devised to create insight and humour in the characterising of people. Developed initially as a forum to generate discussion with my school sport academy students, the Character Profile has proven to be a wonderful tool for the acquisition of self-awareness without the clinical formality of more commonly accepted personality profiles.

Finally, in this edition of *The Koru* we go surfing all the way to a website dedicated to the worldwide phenomenon that is *The Secret*. Now commonly accepted in both book and dvd formats, *The Secret* is definitely worth some form of scrutiny for the potential lessons it has to teach us all.

So join with us as we take you on our quarterly journey to the attainment of your better self, and remember to look into *Lead to Succeed: What It Takes To Be The Best* by either visiting our www.leadtosucceed.co.nz website or visiting your local book retailer..

June 2007 - Feature Article:
Kaizen, Systems Thinking & Emotional Intelligence



By Craig Lewis

The approach and philosophies prescribed in these pages are founded on three fundamental understandings, namely: kaizen; systems thinking, and; emotional intelligence. The purpose of this chapter is to give greater meaning to the application of these understandings so that business managers and leaders may better understand the unique opportunities each presents to them.

That the accomplishments outlined in **Lead to Succeed: What it Takes to Be the Best** are unquestionably underpinned by a strong emphasis on Kaizen is beyond reproach. Kaizen is – and always will be – at the foundation of improvement. It is an essential understanding for anybody seeking peak performance.

Kaizen is a system that involves every employee - from senior management to the cleaning staff. Everyone is encouraged to come up with small improvement suggestions on a regular basis. It is not a once a year or monthly activity, rather it is continuous. Kaizen is based on making little changes on a regular basis -- always improving productivity, safety and effectiveness, and always looking to reduce waste. Kaizen is based on making changes anywhere that improvements can be made. It is a philosophy that should be applied to every facet of a person's life. Kaizen involves setting standards and then continually improving those standards. It involves providing the training, materials and supervision that is needed for employees to achieve the highest standards and maintain their ability to meet those standards on an on-going basis.

In essence, kaizen is derived from two base characters:

改

善

Kai (change) and Zen (good)

Therefore, Kaizen literally means “change for the good”, although Western interpretations have culminated in a literal meaning of “continuous improvement”. As a management concept it first came to recognition in 1986 and upon the publication of Masaaki Imai’s book, *Kaizen: The Key to Japan’s Competitive Success*, where its strong emphasis on process rather than results became paramount to the attainment of success.

But the roots of Kaizen can be traced back further to an immediate post-World War II era, and a time when war-torn Japan was on the brink of collapse. With very few natural resources and a reputation for inferior quality, Japanese industrial leaders and engineers invited Dr W. Edwards Deming - a doctor in mathematical physics – to Japan. Originally engaged in setting up census work in Japan, Dr Deming observed some of the difficulties Japanese industry was experiencing. Having had his expertise utilised to set up quality management systems for the production of war materials in the United States, Dr Deming set about transitioning the commonly held belief that Japanese industry produced cheap, poorly made goods to having a substantiated reputation for producing innovative, quality products. His emphasis was on improving the production system to prevent defects instead of inspecting and throwing out defective product as had previously been the case.

By the 1950’s, Deming was a regular visitor to Japan, having built many links with Japanese manufacturers. And by the 1970’s, Japanese manufacturing had fully embraced Dr Deming’s fourteen key points for management that form the cornerstone of continual improvement (Kaizen). Over time, the Japanese set about extending the application of process improvement from manufacturing to administrative functions and service industries so that the quality concept affected the whole organisation. Nowadays, Kaizen has grown to encompass a system of continuous improvement in quality, technology, processes, company culture, productivity, safety and leadership.

At the forefront of this Japanese revelation was an emphasis on continuous process improvement. Rather than enabling people to see their own work in terms of a task carried out in isolation, through an appreciation of continuous process improvement Japanese workers began to consider their work in terms of being part of a continuous process. In essence, workers were now interpreting roles in view of taking output from one work group, adding value to it and forwarding it on to a third work group for further value. Continuous improvement was the relentless pursuit to add value, and process improvement was now taking place in incremental steps and through a collective responsibility. The Kaizen philosophy was born – more on team spirit than on any other premise.

The continuous improvement model had grown to encompass various stages. First, the emphasis was on selecting an improvement project and determining a specific goal in relation to that project. Variability and problems in the process were then defined and the principal cause of the problem unearthed. Improvements were then recommended and implemented and subsequent results were measured until all foreseeable value had been added and a final implementation initiated.

The success of the quality management system initiated by Dr Deming and advanced by Masaaki Imai relied upon having well-trained and motivated staff. These were staff that clearly understood the definition of their roles and the significance of these roles in obtaining the desired output. By involving and empowering staff, management could ensure all efforts were focused towards improving the systems that produced the highest quality products. Furthermore, by truly advocating an empowerment approach that ensured people were able to control their production process, people became better educated and trained in the process and were consequently more able to investigate and solve problems – with the ability to solve problems at the cornerstone of continuous improvement.

In accordance with the previously established emphasis on team spirit as the fundamental principle of Kaizen, a Kaizen philosophy advocates the recruitment of teams in problem solving. Because a clearly formed and functional team contains a vast array of skills they are ideally situated to solve problems, although it must be stated that management should retain a structured approach to the solving of such problems. In trying to identify the basic cause of a problem however, Deming insisted findings be based on fact rather than intuition and in so doing highlighted the need for a robust evaluation process capable of extracting pertinent fact.

Japanese industry succeeded in taking over many markets because it was able to drive down costs while at the same time improving the quality of its products. Strategies such as just-in-time management (involving the control of stock to avoid unnecessary expenditure) and value improvement (operating lean) have been critical to their success. In a value improvement strategy, the company implements a systematic analysis of the entire cost structure with the objective of identifying and reducing those cost drivers that are not necessary. That is to say, the traditional Kaizen approach analyses every part of the process down to its most finite detail, investigates how each part of the process can be bettered, looks at how employee actions, equipment and materials can be improved and ultimately explores methods for saving time and reducing waste.

To more completely understand the Kaizen philosophy however, one must acknowledge the existence of Demings' Fourteen Action Points to Guide Us "Out of The Crisis". Expressed in their most basic form, Deming's fourteen action points for management (derived directly from his internationally acclaimed 1982 book "Out of the Crisis") are an application of the system required to transform from any present style of management to one of optimisation. Deming's fourteen points are:

1. **Create constancy of purpose** toward improvement of product and service, with the aim of becoming competitive, staying in business and providing jobs.
2. **Adopt the new philosophy** of the new economic age. He advises that management must awaken to the challenge, must learn their responsibilities, and take on the leadership of change. More particularly, modern business could no longer tolerate commonly accepted levels of delays, mistakes, defective materials, and defective workmanship.
3. **Cease dependence on inspection to achieve quality.** Eliminate the need for inspection on a mass basis by building quality into the product in the first place, and in so doing eliminate the potential for defective production.
4. **End lowest tender contracts** and end the practice of awarding business on the basis of price tag by minimising total cost. Deming encouraged movement toward a single supplier for any one item, with a view to minimising variation and encouraging a long-term relationship of loyalty and trust.
5. **Constantly improve** the system of planning, production and service so that you may improve quality and productivity whilst also reducing costs. Deming actively encouraged management to search continually for problems in order to improve every activity in the company.
6. **Initiate training on the job.** Implement methods of training on the job for all staff - including management – so as to make better use of every employee, with a view to highlighting developments in materials, methods, techniques, product and service, etc.
7. Adopt and **institute leadership** aimed at helping people do a better job. The responsibility of managers and supervisors had to encompass a far greater emphasis on quality and the improvement of quality. With such an emphasis, Deming argued that productivity would automatically improve. The aim of leadership should be to help people and machines to do a better job.

8. **Drive out fear.** Encourage effective two-way communication and other means to drive out fear throughout the organisation so that everybody may work effectively and more productively for the company.
9. **Break down barriers** between departments. People in different areas must work as a team to identify and confront problems that may be encountered with products or service.
10. **Eliminate the use of slogans, posters and exhortations** for the workforce that demand zero defects and new levels of productivity without offering suggestions and methods for the attainment of the same. Add value content to all such requests and in so doing eliminate the adversarial relationships often culminating from such exhortations. Deming proposed that the bulk of causes leading to low quality and low productivity belonged to the system and are therefore beyond the control of the work force.
11. **Eliminate arbitrary numerical targets** and replace them with aids and helpful leadership in order to achieve continual improvement of quality and productivity.
12. **Permit pride in workmanship** and remove barriers that rob people of their right to pride of workmanship. Deming implied the abolishment of annual or merit rating (performance appraisal) and of management by objective and management by numbers.
13. **Encourage education** and implement a vigorous program of education and self-improvement for everyone. Deming advocated the promotion of organisations that recognised the importance of not only good people, but people that are improving with education. Through the advancement of knowledge, companies would realise an advancement in their competitive position, and
14. Clearly define top management's **permanent commitment to ever improving quality** and productivity, and their obligation to implement all of Deming's principles. Deming advocated an "every brain in the game" philosophy that ensured everyone in the company was committed to working toward the accomplishment of transformation. In order to achieve this, he demanded the creation of a management structure that would push daily on the pursuit of the preceding thirteen points, and "take action" in order to accomplish the transformation.

Like Kaizen, system thinking is an advanced method of reflective awareness, designed to enhance the operational systems of the organisation and promote ownership. This is in accordance with Deming's postulation that 85% of a

worker's effectiveness is determined by the system they work within, and only 15% by his own skill.

In the first instance, the system thinking approach sets out to gain a more accurate picture of the organisation's reality through formative planning and structured reflections, both of which culminate in an enhanced likelihood that the organisation will achieve the results it desires. Attainment within the system is based on the interrelationship existing between each of the component parts, with the collective belief and shared vision of the organisation being the guiding principle.

Whilst many organisations adopt a reactive approach to their management – meaning they simply react to events – due to the stringent planning component of a system thinking approach, system thinkers are more proactive, being able to identify patterns in advance. Further to this, system thinkers are more readily able to identify the **systems** that influence those patterns, and can consequently create desired change so that future negative outbreaks are indefinitely prevented. Of course, in situations where the cost of inefficiency is great and where people pay a supreme price for poor attention to detail, the planning process needs to be all the more rigorous, and the associated feedback loop extremely precise. In sporting parlance, the inability to rectify error and promote attitudes of up-skilling is the difference between positions on the podium and early exits, in much the same way that any business house's bottom line is imploded by poor productivity.

It may sound illogical, but the first step to enhanced wellbeing for any business house is to completely reinvent their future vision, and then to think backwards to this future with the strategies needed to remain successful. Without a clear understanding of the *big picture* of an organisation, managers tend to focus only on the behaviours and events associated with problems in their environment, rather than the systems and structures that may have created the problem. In fact, once the future vision is identified, the astute leader will seek to build a solid foundation of structure and strategy, in which the unique intricacies of the organisation and the people within it are captured.

This ideal future vision step begins with a scanning of the future environment, with a view to formulating dreams worth believing in and fighting for. Through a definition of the organisation's dream, vision, mission and goal, companies are free to take aim for constant improvement in the product or service they offer their clients. Critical to attaining acceptance of the dream, vision, mission and goal however, is the effectiveness of the company's leadership in recruiting and maintaining ownership, and their

ability to sustain the highest levels of motivation and satisfaction in their people. It is to this affect that organisation's immersed in a system thinking ideology must consider the importance of:

- Developing a shared **vision statement** of dreams, hopes and desired futures;
- Developing a **mission statement** describing the purpose and commitments of the organisation;
- Articulating **core values** required to create the desired culture, and;
- A grounding in the **here and now** and formation of strategies to **gain strength**.

The successful implementation of statements pertaining to dreams and visions lies in the organisation's acceptance of it, with due credence paid to the fact that people support what they help to create. Consequently, the process of determining an ideal vision should involve all key stakeholders in a meaningful way, gathering their input and increasing their ownership. In addition to this, once created statements of dream, vision, mission and goals should be frequently revisited and reinforced through a myriad of strategies, each to promote and enhance ownership. It is only through a constant and diligent attention to such content that the finished product will never be confined to the back of a business file or the bottom of a heap of folders. With the dream, vision, mission and goals prominently displayed, leaders are less prone to getting lost in the day-to-day activities of the organisation, and can subsequently promote a greater attention to the overall direction and integration of the organisation's resources.

With the vision and purpose defined, the system thinking approach requires the organisation clearly define their structure and strategy. Critical to this is the development of a comprehensive strategic plan. In a sport team this strategic plan takes the form of the play book, but shares all the commonalities of a strategic business planning process. That is to say, both the strategic plan and play book are dedicated to identifying the processes that will produce desired outcomes as well as the inputs (be it personal or mechanical) required to conduct those processes within the system.

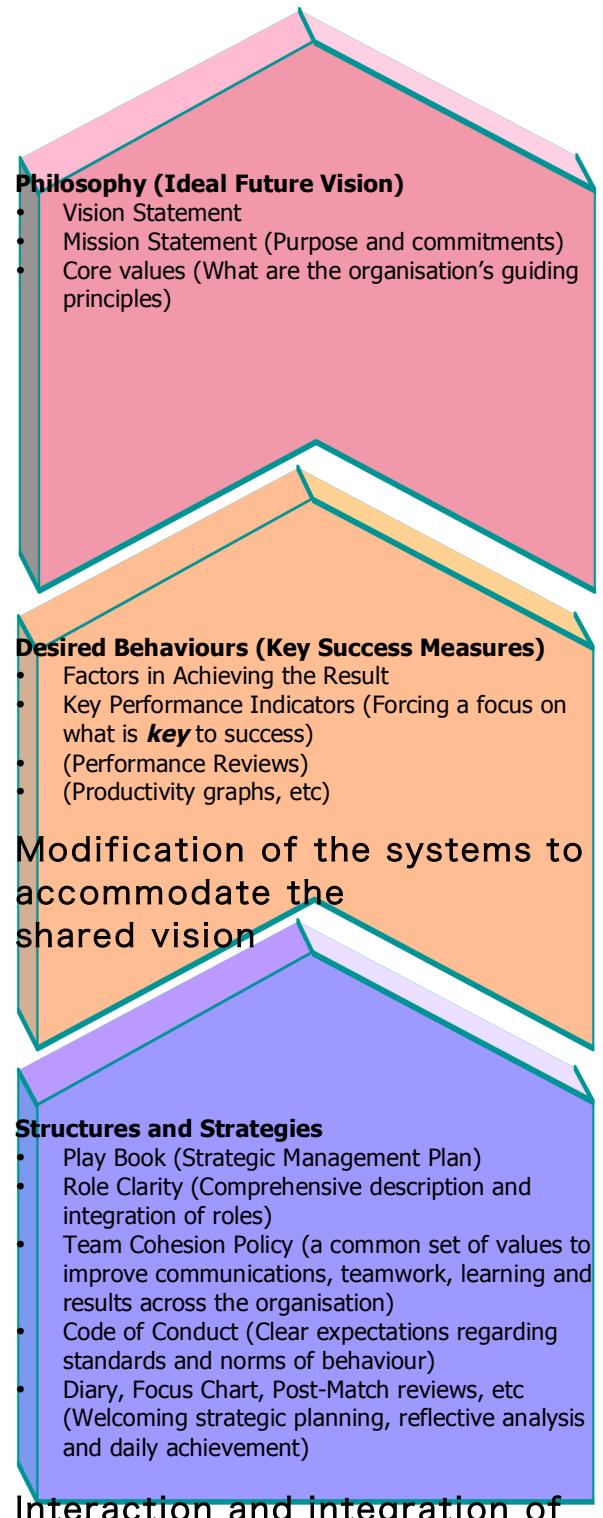
Consistent with the development of the play book is the defining of specific roles within the organization. Clearly defined roles –encompassing skill requirements and performance objectives – within the organization enable the integration of all roles to become apparent and enhance the likelihood of on-going communication among all the parts of the organization. Failure to adequately define roles invariably culminates in sporadic and insufficient communication, where members of the organization often struggle to appreciate the critical nature of both their role and those of others. Under

these circumstances the organisation is doomed to an inefficiency and lack of genuine productivity. Without a clear understanding of how the roles relate to each other, it is extremely difficult for people to know what to communicate and with whom to communicate it.

With the play book in order and the roles clearly defined, system thinkers will then set about creating the various strategies that will promote the areas in need of organisational development and/or change. Such strategies may incorporate team building initiatives, leadership development, performance management protocols, etc. Invariably this will require establishing both a common set of values to improve team harmony and the articulation of expectations regarding standards and norms of behaviour.

The final implementation required at a foundation stage invariably revolves around the individualisation of strategy to promote personalised reflective awareness and daily achievement. Completed projects need a formal process of accurate appraisal, and findings derived from such a procedure need to be addressed within a strategy to govern the day-to-day business. Only when such a system is implemented can an organisation truly claim a commitment to sustained high performance.

With an ideal vision to guide the organisation and appropriate processes in place to promote desired results, the system thinker will now create the core strategies to bridge the gap. Forcing a focus on what is **key** to success is essential, with astute organisations creating an accurate method for measuring what's really important on the journey toward the vision, mission and core values. Whilst a sport team might consider their performance standards as worthy subjects of their key performance indicators, the business house is most likely to look at customer satisfaction, employee satisfaction, learning, financial viability and productivity. Through a



quantitative analysis of process (statistical process control, monitoring of critical variables, charting, etc) companies can monitor before and after changes through the repeated implementation of Deming's Plan/Do/Check/Act cycle. The overriding fact remains however that regardless of whether one considers a sport or business perspective, performance appraisal needs to evaluate everyone on their behaviours versus the core values, and on their contribution to results versus the core strategies.

The systems thinking approach is an absolute necessity if one is to make sense of their environment and succeed in it. Organisations who successfully establish a systems thinking culture are likely to find many benefits to both their group and individual dynamic, including:

- A framework for analysis and critical reflection;
- A clearer way to understand and assess the workings of the organisation;
- A proven method for creating strategies, solving problems and keeping the vision or goal in mind;
- The identification and resolution of issues requiring deeper structure and relationship improvement;
- Improved communication, teamwork and learning, and;
- Enhanced results across the organisation.

If Kaizen and system thinking can be used to define the process approach outlined in **Lead to Succeed: What it Takes To Be the Best**, then an understanding of emotional intelligence accounts for the personal development dimensions advocated throughout the pages of the book. Emotional intelligence owes much of its favour to Daniel Goleman's ground-breaking book *Emotional Intelligence*, a 1996 publication in which the author describes the leadership skills paramount to the attainment of quality outcomes and maximised productivity. Often referred to in recent times as "soft skills", emotional intelligence reflects "the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions in the self and in our relationships."

Emotional intelligence is the most crucial determinant of leadership success – in essence, it is the *X Factor* that enables champions to be champions. Emotional intelligence includes self-awareness and impulse control, as well as motivation and empathy for others. The emotionally intelligent person is dedicated and focussed on learning about themselves – they are aware of their limits, they know where they need to improve and they know when and how to work with others who possess a strength they lack. In order to therefore achieve this end, the emotionally intelligent leader promotes a

strong sense of reflective awareness. Similarly pivotal to the promotion of quality leadership is the ability to manage one's internal states, meaning that the emotionally intelligent leader develops a competence in the ability to keep their disruptive emotions and impulses in check. It is through the development of this competency that the individual is able to retain an accurate attention on the task at hand under extreme circumstances such as those experienced in the critical stages of project negotiations. Furthermore, emotionally intelligent leaders recognise the important role they play in not only determining direction, but also in motivating others to follow that direction and reach new and challenging goals.

More particularly and according to Daniel Goleman's *Emotional Competence Framework*, emotional intelligence can be compartmentalised in terms of two specific competencies, namely personal competence and social competence. Personal competence relates to the intuitive management of the self, whilst social competence refers to our effectiveness in managing our interpersonal relationships.

At the forefront of personal competence lies self-awareness, or the ability to "know one's internal states, preferences, resources and intuitions." It is through a continuous and disciplined self-assessment that each of us learns about ourselves, and it is through this learning that we are most able to pinpoint our strengths and areas in need of further development. Reflecting, learning from experience and seeking feedback is at the pinnacle of great leadership. To successfully lead others one must first seek knowledge about oneself, with this knowledge being at the cornerstone of Kaizen ("continuous improvement"). Inter-related with the ability to accurately self-assess lies the acquisition of the emotional awareness that enables us to accurately identify how feelings relate to performance. Essential to this is an understanding that emotion works as a driver to motivation and can therefore affect what we are doing and how we are doing it. By understanding the powerful forces of emotion, effective leaders open themselves to a realm of possibilities and passions essential for success in life and work. Through the resonant pursuit of self-assessment and emotional awareness, emotionally intelligent leaders acquire the belief that enables them to be decisive in their decision-making and trusting in their instincts.

It is through self-regulation that the emotionally intelligent leader learns how to best manage their emotions and inclinations so that they may best facilitate the task at hand. It is self-regulation that enables one person to remain rational of thought when all others appear adversely affected by a pressure situation. Highlighted by an apparent self-control, people with a competency in self-regulation are able to think clearly and remain attentive in the face of

duress. Theirs is a disposition that sees them maintain integrity throughout, and it is this integrity that enables others to see them as trustworthy – enables others to know they will remain consistent and reliable regardless of the circumstance. It is a trait that permits others to believe in their ability and culminates in an environment characterised by confidence. Similarly, those with a competence in self-regulation tend to gain further credibility through a conscientiousness that culminates in them meeting commitments and keeping promises. It is this conscientiousness that results in careful workmanship, greater accountability and a scrupulous attention to detail – all of which predispose a successful outcome. Self-regulation also enables an enhanced ability to adapt to the unexpected, because the self-confidence acquired through knowing and managing emotion ensures the certitude to quickly adjust. This adaptability not only nurtures innovation but downright encourages it, so that those with a competence in knowing and managing their emotions are comfortable in the pursuit of new ideas from not only the self but also from others.

And emotion drives motivation. It is the key to commencing a task and ensuring adherence to it, with very little regard for the specifics of the emotion or its source. As a motivator, emotion possesses a unique ability to incite us all to action, meaning the emotionally intelligent leader constantly strives to identify an emotional attachment both in themselves and those around them. For many, the establishment of challenging yet attainable goals can serve as the source of this motivation, with the opportunity to meet standards of excellence being at the cornerstone. People with a high achievement drive set challenging goals and are committed to the pursuit of methods for constantly improving (kaizen) their performance. Of course, the depth of this commitment is inextricably linked to the depth of their emotional attachment.

Those who find their own sense of purpose closely aligned to that of the group will inevitably seek opportunities to attain the goals of the group, meaning the alignment of the individual's goals with those of the group should never be understated. By unearthing a meaningful group vision and mission standard that appeals directly to the emotions of the individual, emotionally intelligent leaders are able to not only generate an allegiance but to incite a powerful response and a strong sense of initiative. People who find their individual aspirations linked closely with those of the group invariably pursue such group goals with a passion way beyond what could normally be expected. Similarly, those who see their aspirations linked directly with those of the group are most likely to persist in the pursuit of these goals through both good and bad times. Theirs is an optimism construed from the love of winning rather than the fear of failing, and it is this optimism that enables

them to interpret setbacks as circumstances they can and will control. Because optimists are able to attribute setbacks from an internal perspective, they remain honest with themselves and able to retain the motivation and enthusiasm required to achieve the goal.

Social competence refers to the ability to generate warm, caring and supportive relationships, and is measured primarily by the depth of a person's empathy and the social skills they bring to their communications. Like the emotion attached to the personal competencies, empathy revolves around an awareness of feelings but is more aligned to an ability to sense what others are feeling – although the ability to sense our own feelings is paramount to the ability to sense the mood and feelings of others. Empathy is the ability to attend not only to the articulated word, but to interpret greater meaning through tone of voice, facial expression and a raft of nonverbal cues. Empathetic people listen with their ears, their eyes and their heart, so that they may focus on listening and understanding what the person is really saying and what they are really feeling. Empathy is essential to business leadership as it provides insight into how people are reacting to the company's actions. It is empathy that provides the powerful set of appreciations that enable leaders to maximise the effectiveness of their management – it is symptomatic of all the fundamental skills critical to acquiring each of the social competencies. Empathy is essential to an enhanced productivity wherever the job focus is on people.

It is through our empathy that we are truly able to understand others, sense their feelings and perspectives and take an active interest in their concerns. The true measure of empathy is most often in the ability of the person to be a refined listener – the ability of the person to use effective attending skills (i.e. eye contact, body alignment, etc), paraphrase to clarify messages, and appreciate the role of acknowledgement phrases. Refined listening is a practice of emotional intelligence that brings a high degree of self-awareness into the process of understanding, acknowledging, demonstrating sensitivity and responding to another person. It is through listening with a view to understanding need that we are most equipped to meet those needs and offer insights for further development.

Developing others is a critical consideration within a kaizen philosophy, and is paramount to the attainment of Deming's fourteen action points to guide us. It is a fact that the great leaders are those who demonstrate a genuine interest in those under their influence – theirs is a disposition characterised by empathy, respect, trustworthiness and understanding. Above all else, they treat every interaction with the upmost care and consideration, working to a belief that loyalty will be either strengthened or weakened as a consequence

of that interaction. Every communication and intervention matters! They spend an abundance of time finding good in their people, give specific information when things run awry, provide corrective feedback with value content and always exude a positive expectation of the person's ability to improve. It is through the combined expression of challenge and confidence (in the person's ability to achieve) that the emotionally intelligent leader enables those under their influence to attain their greatest heights.

In business, Goleman proposes that those with a developed emotional intelligence are more able to anticipate, recognise and meet customer needs with a view to matching them to product and service. These people understand the leverage attained through a rapport build and set about establishing a trust-based relationship that can grow and blossom over time. Because of their enhanced sense of awareness, these people are receptive to signs of discomfort in response to their suggestions and can express an empathetic concern in all interactions. And in leaders this service orientation permeates to all dimensions of their leadership. As it is their desire to make themselves fully available in the service of their clients, it is also their instinct to do the same with those under their employ. It is their pursuit to make both their clients and workers look good – seeking that something that creates for them a living and visible success that they can cherish and celebrate. The principal objective of the emotionally intelligent leader is to make others feel special – and their reward is an all-conquering loyalty.

Furthermore, emotionally intelligent leaders are able to leverage the loyalty they achieve by ensuring their workers attain a sense of belonging – a sense that they are accepted and valued. Such leaders are able to relate well to all in the organisation and build their loyalty - regardless of race, creed, background or diversity of viewpoints – by building a rapport based on a foundation of commonalities and refusing to call attention to irrelevant group affiliations. Emotionally intelligent leaders respect everyone on their team regardless of whether they sit outside the organisational mainstream – through empathy they make all people welcome and productive by searching out and destroying prejudice in their environment. And through this adeptness at empathising, these leaders are able to retain a political awareness and are attuned to the climate and culture of the organisation. By building solid personal networks they are able to accurately interpret the realities affecting their organisation.

Finally, emotionally intelligent leadership is characterised through the abundance of social skills it exhibits and the ability to inspire positive and productive outputs in others. Through their developed awareness and appreciation of the role emotion plays, such leaders are more able to influence

and persuade others toward the attainment of a desirable goal – these leaders can interpret and implement an appropriate balance between logic and emotion. By firstly establishing credibility and building a rapport, emotionally intelligent leaders are able to generate powerful presentations and arguments that incite a desired response in others. By highlighting and emphasising dramatic points – all of which lend toward an emotional attachment – people adept at influence arouse excitement and inspiration in those with whom they interact. Their ability to communicate openly and honestly coupled with their prowess in delivering compelling messages returns abundant rewards to them. Adept communication creates the openness in the emotionally intelligent leader's environment that fosters maximal productivity and positive outputs. Due to their empathetic nature, they are able to listen with a genuine intent. Their enhanced sense of self-awareness and self-regulation ensures that calmness and patience pervade, because their prevailing mood is never allowed to consume the interaction. Similarly, it is these very traits that prove critical in the management of conflict.

Leadership entails having a direction and inspiring others to follow that direction, all of which stems directly from the ability to appeal to emotions. Because emotionally intelligent leadership recognises emotion in themselves and others they are ideally suited to incite enthusiasm for a company's vision and mission. Furthermore, the immense levels of positive energy that exudes from emotionally intelligent leaders spreads, generating an environment of positive mood and cooperation throughout the larger group. They inspire and motivate through facial expression, body language and sincerity, all of which culminates in an ability to captivate their audience. Similarly, people with these competencies are best able to initiate change in an environment when and if required, because they are able to both interpret the need and enlist others in its pursuit. Their enhanced levels of self-confidence, influence, motivation and optimism bring a passion to the circumstance critical to altering any status quo. Their enthusiasm stimulates others to action and generates excitement in the pursuit of change.

It is highly developed social skills that build bonds essential to taking people to levels way beyond their own expectations. By setting out to establish commonalities between people, emotionally intelligent leaders build rapport that cultivate and maintain relationships. It is through a foundation of commonalities and sincerity that trust is born – and it is trust that fuels the nurturing of relationships. From this position of trust, the emotionally intelligent leader is free to “talk business” – balancing out an attention to relationship with a focus on task. By generating an emotional bond leaders can consolidate work relationships, with this consolidation culminating in greater collaboration and cooperation. Emotional bonds are crucial to

promoting the congenial climate essential to the group synergy that characterises the successful pursuit of collective goals. Team capabilities are realised when team members are comfortable in the trust of others. By drawing all members into an enthusiastic participation, such leaders are best equipped to gain buy-in to a common sense of values, goals and agenda because they can work off the synergy of a group. Emotionally intelligent leaders have a capacity to ensure everyone on the team loves what they are doing and respects those they are doing it with.

It is through the unique combination of Kaizen, system thinking and emotional intelligence that quality leadership accomplishes its desire for corporate satisfaction and enhanced productivity. Leaders who are able to comprehend and balance the three are rewarded with a workforce inspired by the dream for maximal productivity and personal development. There is an environment of relentless pursuit, satisfaction and hope. A workplace where:

- Commitment, loyalty and pride are the norm
- Enthusiasm and confidence are widespread
- Everyone communicates with understanding and respect
- They possess a competitive advantage over their rivals
- Absenteeism and staff turnover are significantly reduced
- Productivity is at an unprecedented high
- Stress levels are at an all-time low
- Quality potential staff are lining up to work for them, and
- Community and employee families are singing their praises.

June 2007 – The Doctor's Room
Causes of Common Cold and Possible Cures

By Patsy Hamilton

The causes of common cold symptoms are well known. Viruses enter and infect the lining of the nose causing sneezing, coughing, runny nose, sore throat, etc. Over the years, many products have been advertised as a cure for common cold symptoms, but currently there is no medical or scientific evidence supporting the validity of these claims. Many products may provide relief of symptoms, but at least for now, the "cure" is simply a matter of time. Symptoms typically last for less than a week.

Hundreds of different viruses are believed to be causes of common cold symptoms. Rhino viruses, corona viruses, adenoviruses, coxsackieviruses, echoviruses, orthomyxoviruses, paramyxoviruses, syncytial virus, enteroviruses and influenza A and B viruses, as well as parainfluenza viruses can all cause common cold symptoms.

In order to find an actual cure for common cold symptoms, it would be necessary to find an anti-viral that would effectively kill all of these viruses. And probably by the time the anti-viral took effect, symptoms would have ended anyway. This could make you think that the anti-viral worked. The short life span of common cold viruses makes many so-called cures appear to be effective, when in fact the cold simply "ran its course".

The search for a cure for common cold symptoms is not a new thing. Although the Aztecs had no idea what the causes of common cold were, they devised a treatment which contained chili pepper, honey and tobacco. Egyptian hieroglyphs representing cold and cough symptoms have been found and Hippocrates described the symptoms in the 5th century B.C.

In the 18th century, a book by John Wesley stated that exposure to cold weather or getting a chill were causes of common cold and this is a myth that many people still believe to this day. There is no medical evidence which even remotely suggests that getting too cold will cause a "cold". According to the National Institute of Allergy and Infectious Diseases, dryness of the nasal passages caused by cold weather could make the nose more susceptible to infection, but it is more likely that the causes of common cold during the winter months is related to people spending more time indoors where viruses are spread more easily.

A cure for common cold, which has made the news recently is zinc. Zinc lozenges and nasal gels containing zinc are recommended by some,

but not by others. Zinc is a mineral essential to proper immune system function, as well as vision, growth and metabolism. Zinc lozenges, which are sometimes recommended as a cure for common cold symptoms are only effective about 50% of the time and then only reduce duration of cold symptoms by a few days. The zinc nasal gel may have caused the loss of the sense of smell in some people. A lawsuit was filed by people holding this belief and the suit was settled out of court, with the manufacturers admitting no fault.

High doses of zinc, used for extended periods of time may lead to anemia. The amount used in dietary supplements and some immune system boosters is the correct dosage for daily use and may help prevent colds, when used on a regular basis. Recent evidence has shown that asthmatics, who suffer from more colds than the average person, produce less anti-viral proteins that would normally fight the cold viruses, further supporting the belief that a poorly functioning immune system are causes of common cold symptoms that are severe, long lasting and lead to complications.

This article has been sourced directly from www.healthandfitness.com, a website dedicated to providing an online health database of articles and guides covering a vast array of medical topics

June 2007 – Fit For Life
How To Spot A Fitness Fraud

By Deborah L.Mullen, CSCS

"Turn your body into a super fat-burning furnace!"

"Washboard abs in just 5 minutes a day!"

"Exciting new development!" "Research proven!"

If It Sounds To Good Too Be True, It Probably Is.

How many times have you heard this? Yet, ads and infomercials can be so seductive, you *really* want to believe the wild claims they promise, so you may be tempted to suspend good judgement and buy into the fantasy. Substandard and fraudulent products hurt more than just your wallet. When a product doesn't do what it claims to do, you'll feel let down. This can lower your self-confidence and can even lead you to believe that your fitness goals will never be achieved. This article will help you to identify fitness frauds and give you tips and resources so you'll be able to make better decisions when buying fitness products.

Buyers Beware Checklist

Quackery is not easily detected. Use this checklist before purchasing a product advertised in a mail-order catalog or on TV.

- Is the product supported entirely by testimonials?
- Is there any controlled, randomized scientific evidence supporting the sales claim
- Do the experts associated with the program have the proper credentials
- Is the person selling the product believable?
- Does the promotion use any pseudo-medical jargon?
- Does the promotion boast a secret formula or answer?
- Do the claims seem miraculous or far-fetched?
- Is the product appealing to your vanity
- Does the suggested use of the product seem out of keeping with

the desired outcome (e.g. "just three minutes a day toward slimmer thighs?")

- Does the fine print contain any disclaimers?
- Does the offer include additional free prizes?

(Buyers Beware Checklist from "Consumerism and Quackery", IDEA Magazine, May 1998 by Len Kravitz, PhD.)

Online Buying Tips

You need to have confidence in the company and product you're buying online. Does the company have your best interests at heart? If in doubt, search for clues as to their reliability. Do they have a phone number? You may want to call to check them out further. Ask a question by e-mail and see how long they take to respond. Ask the company for independent research that substantiates their claims and promises. You can check out the company on the Better Business Bureau's Business Report page. Their page states "The Better Business Bureau collects and reports information to help prospective buyers make informed decisions in dealing with business and charitable organizations."

If In Doubt, Ask An Expert

The media is quick to announce the latest health/fitness discovery, regardless of the source. Unfortunately, this new claim may later be retracted when proper studies are made. But quacks will use (and misuse) questionable data to convince you to buy their product. What should you believe? If you don't have the time to sort through information dispensed from reputable sources, you should ask an expert. A certified fitness instructor should be able to separate fact from fiction.

Your Tax Dollars At Work

The Federal Trade Commission says that "consumers waste billions of dollars on unproven, fraudulently marketed, and sometimes useless health care products and treatments." They advise all workout "wannabes" to exercise good judgment when evaluating advertising claims for fitness products.

Avoid the lure of fitness-product charlatans and increase your skills at making educated buying decisions. Try not to buy the hype and stick to "if it sounds too good to be true, it probably is."

This article has been sourced directly from www.simplefitnesssolutions.com,

June 2007 – Eat Yourself Holistic
The Speed Of Carbohydrates



By Jeni Pearce

If you are carbohydrate phobic or confused about the role of carbohydrates (CHO) in the diet this article is for you? Carbs are back. However, there is still an enormous amount of confusion as to where CHO fit into our diet. Many NZ adults and teens still do not eat the recommended minimum number of serving of bread and cereals a day (6), even less are getting 50% of their bread, grains and cereal intake as whole grains. Today CHO intake remains confusing as the issues and concerns over obesity and diabetes have lead to advise to cut back on what we are eating.

Even the classification of CHO food is confusing. There are a range of different classifications from complex CHO (bread and rice) or simple (jam and honey) and this relates to the chemical structure before the CHO is eaten. Then there are the fast carbs, slow carbs, high glycaemic Index (GI) carbs and low GI carbs referring to the rates of digestion once the CHO has been eaten. Fast carbs and high glycaemic are the same and have ratings above 70; this refers to their rapid digestion and ability to quickly raise blood glucose level. Slow and low glycaemic carbs are the opposite with a ranking below 55. These CHO based foods are preferred for people with diabetes, heart disease and to assist weight reduction. Glycaemic Load (GL) is the new classification level incorporating the serving size and amount of actual CHO found in a food. A rate of 0-10 is low GL, above 20 is high GL. There are no good or bad carbs (unlike the good and bad fats referred to with decreasing or increasing the risk for heart disease). Sugar is considered bad or harmful by some while glucose is viewed as good for energy level (preferred fuel for the brain and muscle). Sugar is actually made from two molecules; glucose and fructose (also found in fruit). So there isn't any difference really and the energy value weight for weight is identical.

Carbohydrates have a range of functions in the body including:

Energy for muscle contraction Source of fuel for activity and growth Supplies glucose for the brain and central nervous system Prevents hypoglycaemia (low blood glucose levels) Provides energy for warmth (shivering) Prevents ketosis Spares protein as fuel source Stored as glycogen in liver and muscle, for later use Excess energy is stored as fat Provides fibre for bulk and function of digestive system

For active people where do carbs fit?

Carbohydrates are the major fuel source for muscle and are the fuel preferred by brain and nervous system. Replacing muscle glycogen after exercise a key element to the ability to participate in further training session and competitions. Maintaining blood glucose levels is essential for active individuals to continue training, especially in endurance events.

“The amount, composition and timing of food intake can profoundly affect sports performance. Good nutrition practices will help athletes train hard, recover quickly and adapt more effectively with less risk of illness and injury.A high CHO intake in the days before competition will help enhance performance, particularly when exercise lasts longer than about 60 min.” (IOC 2003).

The key is to balance intake with need and to replace fuel used during training and activity. Many people eat like athletes but fail to perform sufficient training to use the fuel consumed. This eventually results in undesirable gain in body weight. Too often I have seen people downing smoothies, shakes, bars, drinks and gels containing more total energy than was used in the workout or training session. Balance is the key.

Truth or Lies?

Over the last few years CHO have had a lot of bad publicity. They have been blamed for the rise in obesity and increase in Diabetes. The increase in obesity is complex and avoiding or removing no one single food or nutrient will be the solution. For many people a series of strategies are needed.

Some of this misinformation includes people who ban CHO containing foods after 8pm or after 4pm. In some cities this has been extended to cutting out carbs after midday. There is no scientific evidence to support this. Several things occur when CHO food are removed. The first is energy (kilojoules or calories) are removed creating a deficit which will

result in weight loss. Second glycogen stores are depleted or significantly reduced and third bingeing on CHO foods can occur earlier in the day (often prior to lunch) to provide enough fuel for later in the day (afternoon training). There is also extensive confusion on what constitutes a CHO food. Banana's, pasta, bread, potato, kumara, rice and baking are banned while other fruits, juices, vegetables such as peas, corn and pumpkin all containing CHO are not.

Carbs are viewed as undesirable and fattening, Protein is not, despite them both having the same energy value. Some CHO foods are to be avoided – rice, potato, pasta, bread and bananas while others are fine!

Energy Value

The New Zealand Food and Nutrition Guidelines promote eating a wide variety of food as no one food contains every nutrient needed for health. CHO and protein both contain the same energy value, 17 kJ (4 cal) per gram. Energy balance is the key for weight maintenance and a deficit in total energy intake is necessary for weight loss (reduced body fat). Replacing the carbohydrate foods in the diet with the same amount of energy from protein is unlikely to provide the desired weight loss. Protein does provide a higher satiety value (fullness level) which does appear to result in the intake of less total energy (food) as people feel fuller sooner and for longer. Choosing lower GI or GL foods will also assist weight loss as these foods generally are high in fibre, less processed and maintain blood glucose levels longer.

Glycaemic Index

This is a ranking of foods from 0 to 100+ showing the rate 50g of CHO found in food will raise blood glucose levels - quickly, moderately or slowly. It is a measure of the rate of digestion. Simple CHO and complex CHO describe the food before it is eaten. GI is the response after the food has been consumed. This ranks food as fast or slow NOT good or bad.

Table: Ranking for GI levels

High GI-ranking over 70-glucose, parsnips, mashed potato

Mod GI-ranking 55-70-banana, cereals

Low GI-ranking below 55-pasta, basmati rice, baked beans, fruit, yoghurt

There are many benefits to eating a diet containing more foods with a lower GI level. High GI also has its place when used correctly and in the right situation.

Table: Benefits of Low GI foods

Low GI means a smaller rise in blood glucose levels after meals

Low GI diets can help people lose undesirable body weight

Low GI diets can improve the body's sensitivity to insulin

Low GI foods can help re-fuel carbohydrate stores after exercise long term

Low GI can improve diabetes control

Low GI foods keep you fuller for longer

Low GI can prolong physical endurance

Table: Benefits of High GI foods

High GI means a more rapid rise in blood glucose levels after meals or snacks (helpful after exercise or when blood glucose levels are low)

High GI diets can help people gain desirable weight

High GI can restore blood glucose during endurance events

High GI foods can help re-fuel carbohydrate stores after exercise efficiently

High GI foods keep you feeling hungry to encourage eating when needing to bulk up (elderly)

High GI often has lower fibre content (helping athletes in endurance event)

Factors affecting GI

There are a number of influences on GI. This include how long or quickly it takes for the food to leave the digestive system (often called the gastric emptying time), how easy or difficult it is for the body's digestive enzymes to breakdown the CHO (baked beans and lentil take longer to digest), ripeness (riper bananas have a faster GI), cooking and processing also raise the GI rating. Two nutrients that lower the GI are protein and fat content. There is also a wide degree of individual variation (not everyone reacts the same) and finally the values are based on single food not a complete meal!

Using GI and GL for athletes

Low: Use for pre-event food, choose those which are not high in fibre, are well tolerated and comfortable. Some low GI can be used during endurance events High GI: During events for added glucose as fuel and post-event in recovery to restore muscle glycogen stores rapidly. Important when the time frame before the next training session is short (8-12 hours). Include potato in all forms (low fat) All food and fluid choices must be tested during training

Can we eat carbohydrates? Yes! Serving size is the key, and it's all about timing and choosing the right CHO for the right time. When using the table below remember to use the desirable body weight if overweight or underweight.

CHO Intake per kilogram of body weight (kg b wt)

1g CHO per kg b wt = the amount in some weight loss diets (very low CHO), very little aerobic activity possible, fatigue and ketosis common. 2g CHO per kg b wt = Provides enough CHO for sleeping, watch TV, read, and sitting. 3g CHO per kg b wt = the level of CHO most NZers eat, and enough to perform daily chores. 4-5g CHO per kg b wt = A good intake for active people, walking, moderate exercise, recreational sports, 3-5hrs of activity a week and suits most fitness programmes. 5-6g CHO per kg b wt = Level for activity around 60 minutes, for more serious activity, and includes many team sports such as netball, hockey, rugby, league, and tennis. 7-8g CHO per kg b wt = For activity lasting 60-120 mins session and for around 6-10hrs training a week. 8-10g CHO per kg b wt = Intake for full time athletes and for >120 mins sessions, level for CHO loading, endurance, 10hrs+ a week training. 12+g CHO per kg b wt = for extreme events, such as ultra endurance and Ironman. This level can be used during the activity or

when doing double distance training sessions.

Benefits of including CHO based foods in the diet:

Fruit, vegetables (including potato), wholegrains, legumes are well recognised for their CHO content BUT also the benefits they provide for reducing the risk of developing heart disease, some cancers, diabetes, stroke and obesity.

Low CHO diets could lead to an increase the intake of saturated fat, increase the risk of developing cancers, diabetes (especially type 2), heart disease, stroke as a result of the nutrient that can be absent (fibre, unsaturated fats, antioxidants). High fat intakes, especially saturated fat and an increased risk for heart disease with elevated cholesterol could occur with low CHO intakes.

CHO food provide a wide range of nutrients, bulk to meals, should be served low in fat and the GI is a consideration depending on the goals. Active individuals need CHO to fuel and restore muscle energy stores in addition to the needs of the brain and central nervous system. For weight control the serving size, type of CHO (fast or slow) and total energy content of the diet must be taken into consideration.

'Food can contribute not only to the enjoyment of life, but also to success in sport.' - IOC 2003.

June 2007 – Golden Rules of Leadership



In recognition of the continuing emphasis on leadership and the acquisition of leadership skills, we continue our Golden Rules of Leadership by adding a further three fundamental and critical considerations for business leaders. With our list of rules now expanding to twenty-four, we first invite an opportunity to revisit and reflect on the previous twenty-one rules espoused throughout this segment of The Koru:

1. Show Respect For Everyone
2. The Power of Love
3. Recruit People Who Can Work in a Team Environment
4. The Power of WOW
5. When the Right People Become the Wrong People
6. Recognise Your Key Stakeholders
7. Define Your Values and Constantly Reinforce Them
8. Benchmark Off #1
9. Regularly Look to Develop Your Sense of Self-Awareness
10. Lead By Example
11. Understand the Importance of Emotion
12. Smile and Laugh
13. Think Big
14. Become a Process Oriented Thinker
15. Convey Positivism
16. Become a Refined Listener
17. Working With Quality Feedback
18. Provide Constructive Criticism
19. Take Control of Your Emotions
20. Alert Yourself to the Emotions of Others
21. Become Adaptable
22. Know The Leader You Want To Be
23. The Barbecue Theory
24. The Leader As Salesman

25. Blame The Action, Not The Person

Of all the basic premises from which to base a philosophy of leadership, none resonates more than to understand how work persists and is perceived inside the lives of a leader's staff. To understand this, one

must first appreciate the constituents of self-confidence or self-esteem. Self-confidence raises our aspirations, whilst self-doubt lowers them – and a person's experiences are critical in determining either. Underlying both is the belief a person has that they can meet challenges as they arise, which is a direct correlate of that person's developed competency.

But where does competency come from? For mine, competency comes from the experiences we have and the quality of reinforcement we receive. It also comes from the freedom we have to express our developing skills. Removing debilitating fears from our immediate environment goes a long way to the creation of competency. That is to say, successful completion of a task raises the level of self-confidence and aids in the creation of a more appropriate self-definition. Of course, the problem this revelation raises concerns issues of inadequate performance and how to counter it – or more particularly, how to maintain regard for the self in spite of inferior performance.

In 1992 I was called in to assist the New Zealand speed skating team in their preparations for the World Championships the following year. Having recently competed at the Albertville Olympic Games, the team had returned to New Zealand with an environment of disharmony and dysfunction so great that some members of the team reported a refusal to share the same room with their coach. It was a completely untenable situation, and one from which no glimmer of hope appeared to exist. With a short twelve-month turnaround from their French experience to the challenges of China, the team would have to prepare without any true assistance from a qualified coach. Skaters would need to be truly self-coached in the period between the two events, assuming all the characteristics of performance intervention and criticism from within their immediate inner sanctum.

The challenge would be to deliver and receive criticism in such a way as to ensure no advice could ever be construed as a personal affront – that criticism be interpreted merely as comment on the performance execution! Skaters were required to highlight only areas of technique in their criticism, and only to criticise if they could fully explain the performance correction they referred to. Moreover, all criticisms were to be delivered as part of an *appreciation sandwich*, meaning skaters were to surround their performance criticism with a commencement and concluding comment about the worthiness of the skater's performance.

Self-confidence, self-esteem and self-worth are all hard won commodities, and leaders of quality express their diligence in preserving them by adopting a *blame the action, not the person* ideology.

26. Expertise Means Persuasion

The Kiwis are coached by a group of minor leaguers – and that's a fact! When Brian McClellan took up the reigns of the Kiwis – after the unexpected exit of former-Warriors' coach, Daniel Anderson – he was forging his reputation coaching the domestic Battercard Cup team, Mt Albert. Mt Albert - team of amateur enthusiasts who combined the toil of training with the vitriol of vocation. And Bluey was the quintessential role model, fitting windscreens by day and kicking dew off the turf by night. That's not to say he wasn't rugby league savvy, but merely to say he wasn't in the envious position of thinking rugby league 24-7. Graeme Norton was his assistant. A successful businessman whose only other rugby league involvement was coaching his son's U/14's. It was hardly a partnership to instil fear in the minds of legendary league coaches, and confidence in the aspirations of professional players.

The Kiwis were a team used to defeat – an eighth consecutive unsuccessful venture bore testimony to that! Defeat – they did it well! They were good at it! And to all intents and purposes a group of nobody coaches was hardly likely to change their fortunes. The fact that the Kiwis boasted 10-year international veterans (such as Ruben Wiki and Stacey Jones) meant credibility would need to be hard earned. And earning it would require a depth of conscientiousness that could not be faulted. If the players were to be convinced that the *new way* was the right way, they would first need to be convinced that those espousing it were coming from a position of expertise. Without expertise, there could be no persuasion!

Brian McClellan understands the game of rugby league. He was not only born into it, but it is also his all-consuming passion. He possesses a unique knowledge of the game and the people who play it. And it is this knowledge that becomes paramount once the conscientiousness of preparation forces an engagement. It was a distinct possibility that the appeal of the various WOW factors instigated by the coaching staff could've fallen on deaf ears were there not some substance behind them. Brian's knowledge sealed the deal! And the areas of expertise provided by each member of the team's coaching staff complimented his knowledge. In an authoritative way, the collective Kiwis coaching staff presented a wisdom (some conventional, and some innovative and diverse) that signalled genuine expertise. And persuasion was our reward!

27. Talk Business Through Rapports

Clinton Toopi is a rugby league enigma. In two short months in 2005 Renowned for a career that interspersed brilliance with brain explosions, Clinton scored five compelling tries in his first two encounters of the 2005 Tri-Series of rugby league, becoming the first Kiwi to score three tries on two occasions against the much-vaunted Australians in the process. His form changes were as frequent as they were spectacular. He remains one of sports truly great contradictions.

Clinton and I sat alongside each other on the plane flight to Sydney for the inaugural test match of the 2005 series. Prior to that, Clinton was a man I knew very little about. Sure, we'd say "hello" and engage in polite (if not slightly stalled) conversation, but to say we knew one another would be stretching an acquaintanceship. But that can all change on a three and a half hour flight to Sydney.

Clinton's up-bringing is vastly different to mine – of that there could be no doubt! On the surface, we'd appear to share very few commonalities. At least, that's what I'd presumed prior to that most revealing of flights. When confined to an aeroplane for any period of time, it somehow becomes logic to converse with your companion – and Clinton and I did exactly that! At the time, Clinton was married with only one daughter. So too am I! A commonality established. Clinton is a deeply religious man. I'm not quite so religious. But the values of Christianity so important to Clinton are the very same values I hold dearly to the way I live my life. A further commonality established.

After our initial period of conversing, we both settled to the task of watching a movie. With independent screens, our movie choices were abundant. But somehow we both opted to engage in the Russell Crowe (fast-becoming a rugby league man with strong ties to the Kiwis) starring *Cinderella Man* – the story of a professional boxer fighting for a better family life in the depression of the 1930's. Clinton is an emotional man. He rides a wave of emotion in everything he does. *Cinderella Man* was no exception. Clinton would be wiping the tears from his eyes and punching the sky with his fist as rapidly as the scenes changed. And he was five minutes further advanced in his viewing than I, meaning each expression of emotion pre-empted a scene I was yet to observe. With my viewing pleasure significantly disrupted, I informed Clinton that his expressions of emotion were giving the movie away for me. He promptly suggested he'd pause his viewing until I caught up, and then together we'd watch the remainder of the movie. And we both enjoyed *Cinderella Man*. Another commonality established!

But the true significance of our flight experience only became obvious once we were fully entrenched in our Parramatta Hotel. Talking to the players about the importance of a trust routine (the very same one that

formed the feature article of an earlier edition of the Koru!), Clinton believed there was something in trust he needed to better understand. Having established a rapport through the commonalities we'd identified, Clinton immediately sought me out for further clarification. In a private forum we discussed the full and true implications of the trust routine, and Clinton went on to build a foundation of concentration and *trust his instincts* all the way to a man of the match performance. And the point is this. By establishing a series of commonalities and building a rapport, Clinton Toopi became far more receptive to talking the business of rugby league when the time came for us to do so.

Establishing commonalities with both your staff and clients alike culminates in the onset of a rapport. And based on this rapport, leader's can venture confidently into the intricate area of enhanced productivity and influence.

June 2007

– Face to Face With *Lead to Succeed: What It Takes To Be The Best*

In a rather peculiar happening (but in light of the release of *Lead to Succeed: What It Takes To Be The Best*) and in a potentially self-indulgent way, this quarter's face-to-face will be devoted to the promotion of the book. That is to say, rather than featuring a prominent New Zealander as is usually the case, this face-to-face will consist of a compilation of chapter considerations taken directly from the book. With each of the book's twelve chapters concluding with an ultimate chapter considerations section, we've decided to randomly select a consideration from each chapter. So take your time through each of the twelve considerations and contemplate their implications for you in pursuit of your ultimate leadership potential.

Consideration One

Kaizen means "continuous improvement". It is a system that involves everyone, from senior management through to the cleaning staff. It encourages everyone in the organisation to continuously set higher standards of performance and to achieve new goals in terms of customer satisfaction, sales, productivity and profit through its explicit focus on the attention to process rather than results. That is to say, Kaizen requires that everyone in the organisation concentrate their efforts on continually improving imperfection at every stage of a process. Moreover, Kaizen requires a collaborative attitude to solving problems whilst also promoting continuous training in skills and development of attitudes. Through Kaizen, workers begin to consider their work in terms of being part of a continuous process, whereby they are taking output from one work group, adding value to it and forwarding it on to a third group for further value. That is to say, Kaizen was built more on a premise of team spirit than on any other. Effective leaders recognise Kaizen as a critical leadership technique that revolves around a feeling of dependence on one another that culminates in: respect for each other; mutual accountability and trust; collective responsibility; open and honest communication, and; a power derived from a united pride in performance.

Consideration Two

Good people get good things. Leaders who represent qualities of goodness (such as loyalty, honesty, respect and trustworthiness, etc) will be rewarded by having staff who replicate these very same values. Similarly, good people who represent qualities of discipline, commitment and striving to achieve perfection will have these commodities replicated

by those who respect and admire them most. Leaders of quality exemplify the very behaviours they desire in others. These leaders use their authority to build the group's trust in them, are honest with themselves and those under their employ and take pride in knowing they are contributing to the development of good people. They take a special pride when people say good things about their group, seeing that as a reflection of the culture they advocate and the characteristics they model.

Consideration Three

All organisations have a genuine point of difference – it is the task of the leader to identify that point of difference and ensure it becomes entwined in the culture of the group. It is a group's point of difference that provides the greatest stimulus for confidence and attainment because it is through its point of difference that a group can truly identify itself. It is the group's point of difference that gives greatest cause to a celebration of that group's uniqueness and allows organisations to achieve beyond reasonable expectation.

Consideration Four

Successful leaders value the role of systematic goal-setting in their environment, and strive to promote challenge and personal control through the goals they encourage others to set. Effective leaders ensure set goals highlight the “how” (process) of what is to be achieved and ensure appropriate strategies are implemented as intermediate guides toward goal attainment. Furthermore, leaders of quality encourage and enforce standards of measurement in accordance with the goal. Such leaders are astute in the application of such goal-setting practices, recognising that appropriately formulated goals emphasise the controllable components of a person's existence – it is through this realisation that goal-setting becomes a tool for motivation as well as a tool for the promotion of *eustress* (positive stress).

Consideration Five

So much of the ability to facilitate an environment of self-confidence can be traced to the awareness of the organisation's leadership. Leaders of quality work diligently to better understand the idiosyncrasies of their staff and strive to pinpoint relative strengths and areas in which staff require further development. It is their objective to create environments that enable those under their employ to maximise the use of their strengths, and they endeavor to manipulate the work situation so as to bring these strengths to fruition. Effective leaders generate systems of operation that appeal to the goals of the group and that are consistent

with the strengths of individuals within the team. Similarly, they are quick to identify areas of less competence and take pride in generating opportunities for the enhancement of such areas.

Consideration Six

Leaders of quality are first and foremost system thinkers. By introducing a formal operating system they are able to more readily monitor the progression and development of both the company and its philosophy. These leaders set about building a foundation of policy, consisting of conduct, values and camaraderie, in addition to the implementation and understanding of a formal business plan and clarification of roles. Their foundation may also consist of processes for independent reviewing as well as for reflecting. They are eager to measure performance against desired behaviours, maintaining that such an implementation enables them to better appreciate how current outcomes relate to the group's pre-determined dream and vision. System thinkers give themselves the best opportunity to identify breakdowns because they are always alert to the current environment.

Consideration Seven

Leaders of quality are visionary by nature. They have an extreme confidence in their ability to generate an ideal direction for others to follow and are clearly cognisant of the *big picture*. Because of their developed sense of self-confidence, others sense their assuredness and are willing to follow their *big picture* thinking. Visionary leaders are adept at articulating a group's direction, whilst also appreciating the value of ownership. The culmination of these two considerations means a group who are in-tune with a direction and their role in it, but free to innovate, experiment and take calculated risks. Visionary leaders are able to assist others to see how their work fits in with the objectives of the group, and are therefore rewarded with inspired work from those around them.

Consideration Eight

Leaders of quality are fully cognisant in the 80-20 rule, and ensure all in their employ develop a similar regard for its importance. They are able to recognise that no staff member can ever realistically expect to enjoy their work situation more than 80% of the time, and that a commitment to only that 80% leaves a 20% void that cannot be compensated for. These leaders are adamant in their demand for commitment toward the least preferred 20%, recognising the attainment of personal goals and satisfaction can only truly be realised when all facets of a person's dedication are 100% consumed. By demanding high standards in the

least preferred aspects of a person's employment (whether it be customer enquiry, telephone communications or personal reflection, etc) leaders are adept at encouraging staff to maximise their ultimate success. Moreover, because leaders of quality have a well-developed sense of self-awareness, they are quick to identify the 20% that constitutes their greatest flaws. There is a commitment to delivering across the 20% or strategising toward resolution in these flaws.

Consideration Nine

Leaders of quality appreciate the significance a sense of community brings to their group, and work diligently to create a culture based on loyalty, commitment and pride. These leaders are able to balance an intense task-orientation with a social awareness, using the dreams and vision of the group as the trigger to attain both. Effective leaders never under-estimate the power attached to a sense of community and are quick to draw the connection between daily individual efforts and shared goals.

Consideration Ten

Leaders of quality understand the value and importance of quality feedback as a mechanism for reinforcing appropriate behaviours and increasing the motivation of those under their employ. They are in a constant pursuit to catch people doing something right, rather than spending all their waking hours looking to catch people doing something wrong. These leaders see feedback as the lifeblood of their organisation, and are diligent in their attempts to use feedback as a tool to enhance the self-esteem, knowledge and awareness of those under their care. Furthermore, leaders of quality recognise the importance of providing feedback with value content. This value content means all feedback delivered by these leaders conveys a sense of purpose that reinforces what is desirable about the recent behaviour, or alternatively highlights how the behaviour can be enhanced should such a modification be required. It is through carefully constructed feedback statements that leaders of quality are free to enjoy the efforts of staff dedicated to constant improvement.

Consideration Eleven

Leaders of quality are fully cognisant of how a workplace can become the principal source of identity for some in their employ, and actively encourage families to make commitments to other activities, roles and identities. Because these leaders are committed to developing the overall person, they remain mindful of their desire to ensure no person under their employ can become one dimensional. Due to their highly-

developed sense of self-awareness and empathy, effective leaders are dedicated to protecting those under their care from allowing work to become a developmental dead-end for them. Through the aid of the employee's family, leaders of quality ensure no one person on their staff is free to measure their entire self-worth according solely to their work performance.

Consideration Twelve

Recruit people who can work in a team environment. Successful leaders prioritise their team chemistry over everything else, perceiving it to be the number one commodity from which success can be achieved. These leaders know that groups working together can achieve outcomes beyond the individual sum of their parts, and work to recruit staff with a sense for team. They work to create a positive team culture, demonstrate patience in bringing their culture to fruition and recognise that all in the team must contribute to the spirit.

June 2007 – Let's Go Surfing

www.thesecret.tv

The Secret is the worldwide phenomenon that has swept the world over the past few months. Launched on the Oprah Winfrey Show, *The Secret* is reputed to have been understood by some of the most prominent people in history: Plato, Galileo, Beethoven, Edison, Carnegie, Einstein. *The Secret* operates off the basic premise that our most prevailing thoughts inevitably become our experience, meaning that we get what we expect. *The Secret* is Rhonda Byrne's best selling book and now an intriguing dvd, and the website is certainly worth spending some time ruminating over.

Encompassed within *The Secret* is the Law of Attraction, a law that simply proposes that when you think a thought you magnetically attract all like things that are on that same frequency.

I know I've spent some significant time considering the implications of *The Secret* to the way I live my life and conduct my business. *The Secret* won't be for everyone, but with the ease within which it can now be attained I suspect one would be quite foolish not to at least engage in it for even a short period of time.

So, take some time to familiarise yourself with www.thesecret.tv. You never know, it might just change the direction of your life, or at the very least assist you to better understand happenings in your day-to-day living and bring meaning to your outcomes.

As you learn the Secret, you will come to know how you can have, be, or do anything you want.

You will come to know who you really are.

You will come to know the true magnificence that awaits you in life.

June 2007 – Practical Exercise: Character Profile

The Sport Life Character Profile meets the need to better understand ourselves and others, so that we may more effectively appreciate our strengths and areas requiring further development, with a view to enhancing our ability to relate and communicate with each other. There is no such thing as a good or bad profile, but learning about ourselves will best enable us to impart our personality to greatest affect. The profile has been developed to better enable people to understand their identities as compared to the characteristics of others.

The Sport Life Character Profile is derived from a fundamental understanding of left (analytical) and right (holistic) brain activity, and uses an appreciation of brain processing and thinking styles as the foundation for personal focus. The profile distinguishes between structured and simultaneous operators, with structured operators (left brain) predominantly being task and goal oriented whilst simultaneous operators (right brain) tend to de-emphasise preparation and planning in favour of a more *flexible* approach. In addition, some people predominantly base their decision-making on an emotive response whilst others prefer to gather all possibilities and reflect prior to engaging. Based on this logic, the profile identifies personal traits that meet these requirements whilst grouping these characteristics into four words that describe the various quadrants:

1. Free Spirits
2. Diplomats
3. Philosophers
4. Sentimentalists

The questionnaire is designed to represent the characteristics of the four quadrants. It is of utmost importance that you answer the 100 questions as truthfully as you can so that the assessment of your answers can be valid and reliable. Like the character profile itself, there are no right or wrong answers and it is important that you do not try to represent a person other than yourself.

Try to decide which one of the five available responses to each statement best represents the way you feel. Once you have decided, simply place a tick in the marked symbol (O). Take whatever time you require to work your way through the questionnaire.

- | | |
|--|---|
| 1. I lose important things/documents | 2. I work persistently until the task is complete |
| a. <input type="radio"/> Quite often | a. <input type="radio"/> Always |
| b. <input type="radio"/> Often | b. <input type="radio"/> Often |
| c. <input type="radio"/> Sometimes | c. <input type="radio"/> Sometimes |
| d. <input type="radio"/> Rarely | d. <input type="radio"/> Rarely |
| e. <input type="radio"/> Never | e. <input type="radio"/> Never |
| | |
| 3. There is a private side to my thoughts that I don't generally share with others | 4. I am moved by emotional scenes in movies, books or music |
| a. <input type="radio"/> Strongly agree | a. <input type="radio"/> Always |
| b. <input type="radio"/> Agree | b. <input type="radio"/> Often |
| c. <input type="radio"/> Somewhat agree | c. <input type="radio"/> Sometimes |
| d. <input type="radio"/> Disagree | d. <input type="radio"/> Rarely |
| e. <input type="radio"/> Strongly disagree | e. <input type="radio"/> Never |
| | |
| 5. I am good at thinking outside the box | 6. I say and do things that some find offensive |
| a. <input type="radio"/> Exactly like me | a. <input type="radio"/> Quite often |

- b. Very much like me
 c. Somewhat like me
 d. A bit like me
 e. Nothing like me
- b. Often
 c. Sometimes
 d. Rarely
 e. Never
7. I focus on a concept presented in dialogue and miss subsequent salient points
- a. Quite often
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
8. People tell me I'm a pushover
- a. Quite often
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
9. I am "happy go lucky"
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
10. It is a waste of time to try to talk me out of my decisions
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
11. I notice typos and other errors in documents and publications
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
12. I do favours for other people without being asked – even if it means making personal sacrifices
- a. Quite often
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
13. It is important to me to have an active social life
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
14. I _____ lose my temper when I feel I have been kept from my goals
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
15. I look for ways to improve my performance at work
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
16. I trust my gut feelings and instincts
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
17. I am easily distracted
- a. Strongly agree
- a. Quite often
18. I have been told that I am pushy

- | | |
|--|---|
| <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> | <p>b. <input type="radio"/> Often</p> <p>c. <input type="radio"/> Sometimes</p> <p>d. <input type="radio"/> Rarely</p> <p>e. <input type="radio"/> Never</p> |
| <p>19. When a small thing goes wrong, I feel like the world is ending</p> | |
| <p>a. <input type="radio"/> Always</p> <p>b. <input type="radio"/> Often</p> <p>c. <input type="radio"/> Sometimes</p> <p>d. <input type="radio"/> Rarely</p> <p>e. <input type="radio"/> Never</p> | <p>a. <input type="radio"/> Within the past few days</p> <p>b. <input type="radio"/> Within the past few weeks</p> <p>c. <input type="radio"/> Within the past few months</p> <p>d. <input type="radio"/> I can't even remember</p> <p>e. <input type="radio"/> Never</p> |
| <p>20. When is the last time you did something thoughtful for someone</p> | |
| <p>21. I have many great ideas, but seldom follow through</p> | <p>22. People tell me that I'm stubborn</p> |
| <p>a. <input type="radio"/> Strongly agree</p> <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> | <p>a. <input type="radio"/> Quite often</p> <p>b. <input type="radio"/> Often</p> <p>c. <input type="radio"/> Sometimes</p> <p>d. <input type="radio"/> Rarely</p> <p>e. <input type="radio"/> Never</p> |
| <p>23. I procrastinate</p> | |
| <p>a. <input type="radio"/> Quite often</p> <p>b. <input type="radio"/> Often</p> <p>c. <input type="radio"/> Sometimes</p> <p>d. <input type="radio"/> Rarely</p> <p>e. <input type="radio"/> Never</p> | <p>a. <input type="radio"/> Always</p> <p>b. <input type="radio"/> Often</p> <p>c. <input type="radio"/> Sometimes</p> <p>d. <input type="radio"/> Rarely</p> <p>e. <input type="radio"/> Never</p> |
| <p>24. I show physical affection to my loved ones</p> | |
| <p>25. I feel restricted in situations where I am expected to follow strict rules and codes of conduct</p> | <p>26. I can accurately estimate the amount of time that a task will take</p> |
| <p>a. <input type="radio"/> Always</p> <p>b. <input type="radio"/> Often</p> <p>c. <input type="radio"/> Sometimes</p> <p>d. <input type="radio"/> Rarely</p> <p>e. <input type="radio"/> Never</p> | <p>a. <input type="radio"/> Always</p> <p>b. <input type="radio"/> Often</p> <p>c. <input type="radio"/> Sometimes</p> <p>d. <input type="radio"/> Rarely</p> <p>e. <input type="radio"/> Never</p> |
| <p>27. I work more slowly than most people</p> | |
| <p>a. <input type="radio"/> Strongly agree</p> <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> | <p>28. My emotional ups and downs are extreme. When I'm sad I'm miserable, and happy I'm "on top of the world"</p> |
| <p>29. I pride myself on being different</p> | <p>a. <input type="radio"/> Strongly agree</p> <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> |
| <p>30. It bothers me when I don't carry out my plans for the day</p> | |
| <p>a. <input type="radio"/> Strongly agree</p> | <p>a. <input type="radio"/> Strongly agree</p> |

- | | |
|---|--|
| <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> <p>31. I ask myself why things are the way they are</p> <p>a. <input type="radio"/> Strongly agree</p> <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> <p>33. I am an outgoing person</p> <p>a. <input type="radio"/> Exactly like me</p> <p>b. <input type="radio"/> Very much like me</p> <p>c. <input type="radio"/> Somewhat like me</p> <p>d. <input type="radio"/> A bit like me</p> <p>e. <input type="radio"/> Nothing like me</p> <p>35. I keep an agenda or electronic organiser handy to jot down ideas and reminders</p> <p>a. <input type="radio"/> Always</p> <p>b. <input type="radio"/> Often</p> <p>c. <input type="radio"/> Sometimes</p> <p>d. <input type="radio"/> Rarely</p> <p>e. <input type="radio"/> Never</p> <p>37. I am affected by the negative emotions attached to criticism</p> <p>a. <input type="radio"/> Always</p> <p>b. <input type="radio"/> Often</p> <p>c. <input type="radio"/> Sometimes</p> <p>d. <input type="radio"/> Rarely</p> <p>e. <input type="radio"/> Never</p> <p>39. When making a decision, I take time to carefully consider all points of view</p> <p>a. <input type="radio"/> Strongly agree</p> <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> <p>41. I make impulse purchases</p> <p>a. <input type="radio"/> Quite often</p> | <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> <p>32. I start statements with "This might be stupid, but," or "I'm probably on the wrong track, but...."</p> <p>a. <input type="radio"/> Always</p> <p>b. <input type="radio"/> Often</p> <p>c. <input type="radio"/> Sometimes</p> <p>d. <input type="radio"/> Rarely</p> <p>e. <input type="radio"/> Never</p> <p>34. You have to step on others to succeed in this world</p> <p>a. <input type="radio"/> Strongly agree</p> <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> <p>36. I am easily discouraged</p> <p>a. <input type="radio"/> Strongly agree</p> <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> <p>38. I have a strong drive to succeed</p> <p>a. <input type="radio"/> Strongly agree</p> <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> <p>40. When things go wrong in my group, my tendency is to blame myself</p> <p>a. <input type="radio"/> Strongly agree</p> <p>b. <input type="radio"/> Agree</p> <p>c. <input type="radio"/> Somewhat agree</p> <p>d. <input type="radio"/> Disagree</p> <p>e. <input type="radio"/> Strongly disagree</p> <p>42. I create competition where none exists</p> <p>a. <input type="radio"/> Always</p> |
|---|--|

- b. Often
 c. Sometimes
 d. Rarely
 e. Never
- b. Often
 c. Sometimes
 d. Rarely
 e. Never
43. Critical thinking is one of my strong points
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
44. I don't have any difficulty showing people how much I care
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
45. When I am travelling with others, I am comfortable letting my travel partner(s) plan _____ of the trip
- a. All
 b. Most
 c. About half
 d. A bit
 e. None
46. I have strong convictions – even when there is opposing evidence, I stand my ground
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
47. If you are taking a class and it's time to study for the final exam, your notes are.....
- a. in perfect order
 b. in one place, but disorganised
 c. in several disorganised piles
 d. scattered randomly
 e. Notes? What notes
48. When I ask someone, "How are you?" I really want to know
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
49. I can create my own opportunities
- a. Quite often
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
50. I finish what I set out to do
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
51. I feel the need to make up excuses when I say "no" to someone
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
52. Other people's moods rub off on me
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
53. There is no such thing as an "insignificant detail"
- a. Strongly disagree
54. I show up when I say I will
- a. Always

- b. disagree
 c. Somewhat disagree
 d. Agree
 e. Strongly agree
- b. Often
 c. Sometimes
 d. Rarely
 e. Never
55. I develop templates or standard procedures for my routine tasks
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
56. My work suffers when I have problems in my personal life
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
57. I like to attend gatherings where I can meet new people
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
58. I don't care if others approve of the way I live my life
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
59. I second-guess my decisions
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
60. In an argument, it is important to see the other person's point of view
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
61. I find it difficult to prioritise my tasks
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
62. I will do whatever it takes to be number one in my field
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
63. I find it difficult to function normally when I'm under pressure to meet a deadline
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
64. I need someone to tell me that I have done a good job in order to feel good about my work
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
65. When I meet someone new, it doesn't take me long to tell him/her a lot about myself
- a. Strongly agree
66. Anyone who is able and willing to work hard has a good chance of success
- a. Strongly agree

- b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
67. I enjoy working with cold hard fact and proven theories
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
68. I hesitate to offer my opinion if I think others might disagree
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
69. I am _____ energetic than most people my age
- a. Much more
 b. More
 c. Neither more nor less
 d. Less
 e. Much less
70. I have difficulty adjusting to changing environments
- a. Quite often
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
71. I find it difficult to keep up with all components of a message when people give me complex directions
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
72. I am unable to assert my rights when I should
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
73. I find it difficult to keep my mind on a single task and prefer doing several things at once
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
74. I set goals and develop plans for their attainment
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
75. After an argument or conflict, I think of things that I wish I had said
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
76. I need approval from family or friends for the decisions I make
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
77. I go with the flow
- a. Exactly like me
78. When there is a project to be completed, I attend explicitly to the task at hand
- a. Always

- b. Very much like me
 c. Somewhat like me
 d. A bit like me
 e. Nothing like me
- b. Often
 c. Sometimes
 d. Rarely
 e. Never
79. I do tasks carefully even if no one else will ever see the result
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
80. I tend to go along with what others want rather than expressing my desires
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
81. I thrive on change
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
82. Losing is shameful
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
83. I make "to do" lists
- a. Quite often
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
84. My opinion of myself is less important than others' opinions of me
- a. Strongly agree
 b. Agree
 c. Somewhat agree
 d. Disagree
 e. Strongly disagree
85. People tell me that I'm easy to talk to
- a. Quite often
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
86. You can reason with me until you're blue in the face – once I make up my mind I refuse to budge
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
87. I avoid talking about my feelings
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
88. When I'm really sad or down, I seek the company of others
- a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never
89. Once I have completed all parts of a project, I see no reason to go back and try to improve my work
- a. Strongly agree
90. When I have an argument, the other party is _____ the one to back down
- a. Almost always

- b. Agree
- c. Somewhat agree
- d. Disagree
- e. Strongly disagree

- b. Often
- c. Sometimes
- d. Rarely
- e. Almost never

91. A complete job means having accounted for every detail within my control
- a. Strongly agree
 - b. Agree
 - c. Somewhat agree
 - d. Disagree
 - e. Strongly disagree

92. I don't mind setting aside my personal goals in order to assist others
- a. Strongly agree
 - b. Agree
 - c. Somewhat agree
 - d. Disagree
 - e. Strongly disagree

93. I avoid spending time alone
- a. Exactly like me
 - b. Very much like me
 - c. Somewhat like me
 - d. A bit like me
 - e. Nothing like me

94. I keep my commitments
- a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

95. I sleep on my decisions
- a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

96. When I'm really down, I tend to go inside myself
- a. Strongly agree
 - b. Agree
 - c. Somewhat agree
 - d. Disagree
 - e. Strongly disagree

97. I miss deadlines
- a. Quite often
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

98. I believe in the tried and true and tend to resist new approaches and ideas
- a. Strongly agree
 - b. Agree
 - c. Somewhat agree
 - d. Disagree
 - e. Strongly disagree

99. I am meticulous
- a. Strongly agree
 - b. Agree
 - c. Somewhat agree
 - d. Disagree
 - e. Strongly disagree

100. I feel like I'm on an emotional roller coaster
- a. Completely true
 - b. Mostly true
 - c. Somewhat true/false
 - d. Mostly false
 - e. Completely false

SCORING SHEET

Instructions: Write your answers to each statement in the correct blank space. Your answer is restricted to one of five choices, with each alphabetical letter relating to a specific points allocation:

- | | | |
|----|---|----------|
| a. | = | 4 points |
| b. | = | 3 points |
| c. | = | 2 points |
| d. | = | 1 point |
| e. | = | 0 points |

Free Spirits	Diplomats	Philosophers	Sentimentalists
1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____
17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____
25. _____	26. _____	27. _____	28. _____
29. _____	30. _____	31. _____	32. _____
33. _____	34. _____	35. _____	36. _____
37. _____	38. _____	39. _____	40. _____
41. _____	42. _____	43. _____	44. _____
45. _____	46. _____	47. _____	48. _____
49. _____	50. _____	51. _____	52. _____
53. _____	54. _____	55. _____	56. _____
57. _____	58. _____	59. _____	60. _____
61. _____	62. _____	63. _____	64. _____
65. _____	66. _____	67. _____	68. _____
69. _____	70. _____	71. _____	72. _____
73. _____	74. _____	75. _____	76. _____
77. _____	78. _____	79. _____	80. _____
81. _____	82. _____	83. _____	84. _____
85. _____	86. _____	87. _____	88. _____
89. _____	90. _____	91. _____	92. _____
93. _____	94. _____	95. _____	96. _____
97. _____	98. _____	99. _____	100. _____

Total Score	<input type="text"/>	Total Score	<input type="text"/>
Total Score	<input type="text"/>	Total Score	<input type="text"/>

Scores indicate dominance in a specific quadrant accordingly:

- | | | |
|---------------------|---|--------------------------|
| 80 points + | = | Extreme dominance |
| 65-80 points | = | Strong Dominance |
| 65-50 points | = | Dominance |
| Less than 50 points | = | No discernible dominance |

Combinations:

No one is merely one type, although most of us do have a preferred area of response or action. In general, we react mostly along the lines of our major area, but then will go to our secondary focus for the remainder

FREE SPIRITS

Free Spirits always need the big picture and the overview, and enjoy the opportunity to use their strong creative, lateral thinking skills. They are impulsive, spontaneous and non-systematic. They enjoy solving problems for themselves and welcome opportunities to stretch their creative talents. Free spirits have a constant stream of creative and great ideas, but seldom follow through on any of these ideas. Before beginning a task, Free Spirits need to know the reason for doing it and tend not to be strong on attention to detail. Adherence improves considerably when an element of fun is introduced and they can enjoy themselves. Free Spirits may look to juggle several tasks at the same time – although completing them all can be difficult and stressful - and can get bored in the absence of multi-tasking. Free Spirits are prone to leaving set tasks unfinished, tending to live in “creative chaos” and adopting a random thinking style that can fluctuate without notice. Free Spirits often appear to be disorganised and can lack punctuality.

Free Spirits are talkers who like to chat and enjoy the opportunity to interact with people. They would prefer to talk about things – game plans, etc - rather than reading about them. Due to their laissez-faire nature, Free Spirits are used to making mistakes and therefore don't mind being told they are wrong, but can be adversely affected by the negative emotion attached to criticism. They struggle to conform to set rules and regulations, often question the status quo and tend not to invite instruction on how to go about their role. Free Spirits Like to do things their own way and can get frustrated by highly structured tasks. They will only follow rules and regulations imposed by others when they respect and/or like the leader, are treated as an equal and are not spoken “down to”, meaning establishing a rapport with a Free Spirit is essential to maximising their potential.

Free Spirits find routine boring and are constantly looking for a changing environment and new challenges, which can culminate in them lacking consistency in their approach to set tasks. They are easily distracted and sidetracked, unlikely to do the same thing twice the same way and are likely to not make decisions, particularly if the decision is not instantaneous and immediately forthcoming.

DIPLOMATS

Diplomats tend to engage the logical, left-brain hemisphere in thinking and problem solving. This culminates in them having a preference for logical sequences, an appreciation of structured environments and an ability to follow guidelines and rules, all of which make them good adherers to pre-determined plans. They tend to be strong analysts and are the “think before you act” type. Diplomats demonstrate a good attention to detail and will most likely choose to finish one task prior to embarking on another. Diplomats are driven and competitive.

Diplomats enjoy the opportunity to work on new things, are very goal-oriented and apply self-designed objectives and self-evaluation processes. Diplomats obtain motivation from achieving set tasks, making them ideally suited to performance diaries and post-match review forms. They have a strong need to complete what they begin and can get extremely upset when denied the opportunity to do so. Being highly systematic and logical, Diplomats tend to set priorities well and are usually extremely organised in their approach.

Diplomats possess an enhanced sense of responsibility, are extremely reliable and tend to be consistent in their responses. They stick to familiar approaches and prefer stable and unchanging environments to the point of being narrowly focused and resistant toward new ideas. Diplomats enjoy opportunities to complete tasks that enable accurate evaluation of their performance. Diplomats are generally assertive and can be extremely stubborn and set in their ways. They adopt a “take no prisoners” attitude in the pursuit of desired outcomes.

PHILOSOPHERS

Philosophers are reflective by nature, having a strong preference for slowly thinking things over before responding or making a decision. Philosophers often engage in self-talk and may choose to talk to themselves over issues rather than conversing with others. They can be prone to negative self-talk and may dwell on the negative aspects of their performance. Philosophers tend to function most effectively in stable environments with little change and can get frustrated when rushed into decision-making. They can lack spontaneity but tend to be good listeners who can reconstruct much of what was said, although often this can be to their detriment as they strive to retain large chunks of information. Coaches are advised to keep instruction to Philosophers simple and brief so as not to overload them with too much information.

Because of their need for all the information, Philosophers exhibit an additional preference for seeing and observing, which enables them to further increase their knowledge prior to making decisions. Subsequently, they can be prone to daydreaming and picturing difficult situations in their mind. As Philosophers have a strong tendency to dwell on negatives, they can worry through negative images in their mind. Philosophers can be more attune to gathering information from a written source than most and can work effectively off written instruction – game plans, etc. They do however have a tendency to read words in their head, which invariably makes them slow at completing reading tasks.

Philosophers are left-brain dominant, preferring to deal in proven fact rather than generalisations. They are extremely logical in their thinking, to the point of appearing almost devoid of emotion. Due to the deep contemplation of their thought, when Philosophers speak they usually say what they mean and mean what they say, although it is not unusual for them to completely refrain from speaking. The Philosopher is characterised by a tendency to write lists and a dependency on electronic organisers.

SENTIMENTALISTS

Sentimentalists operate through the more impulsive, right-brain hemisphere and possess a mind that is changeable. They are constantly creating new ideas, can have difficulty concentrating, staying focused and following one train of thought. Sentimentalists may withdraw and lose focus when they are down, meaning they need to feel good to perform which is often a hindrance to their on-going and sustained success. They are feeling people who tend to focus on emotions and rely on their “gut feel” rather than on logic in their decision-making and problem solving. Sentimentalists rely on intuition to guide their thinking.

Sentimentalists tend to rely on others, have a strong need for affection and require regular encouragement and positive feedback to stimulate their motivation. They welcome assistance in setting goals and enjoy guidance and direction in completing set tasks. Sentimentalists are eager to follow instructions and guidelines set by authority figures and like to know what is expected of them. Sentimentalists prefer to follow directions in a well-structured framework. They constantly demonstrate a readiness to respect other people's opinions, demonstrate great caring and feel deeply about issues. Coaches are advised that when conveying a negative to a Sentimentalist, it should be done with compassion and with the interest of building relationships. When confronted with negative emotions, the Sentimentalist will often withdraw and roll over.