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## September 2007 – The Director's Desk

Welcome to the third edition of *The Koru* for 2007. With the recent publication of my *Lead to Succeed: What It Takes To Be The Best* book culminating in an increasing interest in Sport Life New Zealand, the quarterly newsletter is reaching unprecedented levels of readership. With the advent of features such as the book taking us into the realms of a product line, we're pleased to also announce the availability of our Reflective and Dateless Leadership diary, the diary that forms the foundation of the *Knowing Why Beats Knowing How* workshop so favourably received by a number of our clients.

And so to this edition of *The Koru*, where I'm certain you'll once again find plenty of interest to both you and your colleagues. With "The Big Picture: Know The Leader You Want To Be" as our feature article, we investigate the various leadership styles and qualities that contribute to leadership effectiveness. Encompassing such variable models as people-centred and task-centred leadership, and the principles that underpin autocratic, democratic, delegative, consultative, visionary, affiliative and participative leadership, this feature article ventures into the significance of conscientiousness, industry knowledge, evolution, adaptability, communication, questioning, selling and empathy.

In this edition of face-to-face with we reproduce the recent interview published by M2 magazine to mark the launch of *Lead to Succeed: What It Takes To Be The Best*. Our Let's Go Surfing segment acknowledges the Japanese business management principle of Kaizen, considered so integral to the successes of the Kiwis over the 2005-2006 rugby league tri-series campaigns. The KAIZEN Institute is a global organization providing consulting services to companies represented in Europe, Asia, Africa and America, and we invite readers to log onto [www.kaizen.com](http://www.kaizen.com) to learn more about the initiatives of the Institute.

The Doctor's Room investigates recent revelations pertaining to the flaws in research conducted into the value of vitamin E. Fit for Life delves deeper into the revolution that is pilates exercise, and provide an insight into how and why pilates works. England-based dietician Jeni Pearce expounds the virtues of the humble kiwifruit.

The Golden Rules of Leadership continues its growth up to thirty golden tips, benchmarking off the unique accomplishments of Tiger Woods to give credence to both our twenty-eighth (Reflection Matters) and twenty-ninth (Creating Peak Performance in the Workplace) tips. In addition, we investigate the unique merits of a well-formulated questioning approach and explain the virtues of "guided discovery". Our

Practical Exercise segment reveals the Adaptive Social Skills exercise, and aims to develop the individual's depth of self-awareness.

So join with us as we take you on our quarterly journey to the attainment of your better self, and take an injection of inspiration as we transition out of the winter months. In addition, keep up-to-date with everything that's new by logging onto [www.leadtosucceed.co.nz](http://www.leadtosucceed.co.nz), or take advantage of our PayPal service for the purchase of either our "Lead to Succeed: What It Takes To Be The Best" book or our latest acquisition of a reflective and dateless diary.

September 2007 - Feature Article:  
The Big Picture: Know The Leader You Want To Be



**By Craig Lewis**

Of all the judgements we pass in life, none is as important as the judgements we pass on ourself! Like all forms of leadership, there is no simple formula for determining the fundamental characteristics of an effective leader. No matter how intensely we look for that ultimate and clear delineation of leadership qualities, the fact remains that no book will ever be written that captures the essence of leadership in such a simplistic format. There is the strategist and the communicator, the planner and the motivator! And then there's the combination of all four (with an additional hundred qualities thrown in!). The point is this, the best leader any one person can be is the one who greets them in the mirror of a morning – leaders cannot be someone who they aren't! But there are clearly some qualities for leaders to aspire to – the sort of qualities those in your care are going to value most highly. There are leaders who excel in an operational sense. There are functional leaders (the quiet achiever type) and inspirational leaders – and then there are those who transition the spectrum.

Nevertheless, as presumptuous (and maybe even simplistic!) as it may seem, the first and most insightful definition to give to the role of leadership stems from what you see as being the purpose of the role. If your sole intention is to work alongside your staff so that they may improve both their individual and team performances, then I guess the question becomes, "What key characteristics will enable this to occur?" If that's your premise, then I suspect the qualities your seeking become somewhat self-determining. For mine, if you're aspiring to improve the individual performance of your chargers, you can't go past knowledge of the industry, knowledge of the staff, diligence in analysis, motivation, ability to teach (and/or communicate, which is clearly a component of teaching) and honesty. Of course, there are many by-products of those six qualities, but paying due diligence to the acquisition of the six will probably permeate into all those unique by-products. And leaders who start with such a basic objective are in essence defining the sort of leader they want to be!

Literature on leadership throughout the ages has been both expansive and – to a degree – contradictory. Researchers have talked about emergent (non-appointed), prescribed (appointed), people-centred (relationship motivated) and task-centred (task motivated) leaders, and theorists have discussed both the negative (selfish ambition and manipulation) and positive (unselfish and honest) sides of power. Leaders have been autocratic, democratic, delegative, consultative, visionary, affiliative and participative (or a combination of all seven). There have been influence (leader and staff having reciprocal influence) and power (influence and power flowing in one direction) systems, and there have even been “organisational figureheads” (enjoying authority but lacking power) and “wire pullers” (influential and powerful, but without official authority). There has been constant conjecture over whether leaders are *born* or *made*, and a current-day trend to talk in terms of an empowerment model of leadership. But through it all, there has been one point of consensus – leadership matters and is a worthwhile academic pursuit.

But to make reason of it all, four styles have prevailed to explain the success of significant leaders I know (both in business houses and sport teams). First and foremost, they are visionary – *outside the square* thinkers. Theirs is an extreme optimism, whose optimism for what is possible and positive becomes infectious. They know what the big picture looks like, genuinely believe in the big picture, and help others under their influence to comprehend how their work outputs will fit into the possible and positive of the big picture. They also value affiliation in their leadership. They truly care about those who fall under their tutelage, wearing their *heart on their sleeve* so that both their persona and objectives become totally transparent. And their sense of affiliation is rewarded by a powerful team harmony and a team-wide open communication. They are *democratic* in the way their leadership hierarchy works, and are strong supporters of any strategy that sees prominent team members assigned responsibility for the organisational and operational procedures of the group. They are eager to learn from all in the environment and ready to listen, which is reciprocated through the respect and trust emanating within their workplace. And above all else, they work diligently to better understand and appreciate their staff. They inspire their charges, constantly communicating a belief in their potential and an expectation of their success. And the culmination of all these qualities! Leaders of true quality are rewarded with inspired efforts and an unwavering commitment.

In addition to the core characteristics (whatever they may be!), somewhere within the essential criteria for quality leadership exists an ability to care for your staff and to listen empathetically. It is a

requirement that goes beyond both the *ability to teach* and the *honesty* cited above. Becoming a more empathetic person is paramount to any leadership profile. New Zealand rugby league team coach Brian McLennan is arguably the most empathetic person I know— a man who has an abundance of compassion for his team and who is genuinely concerned about their holistic well-being and development. He uses his authority to build the team's trust in him. He is honest with himself and with his team, and takes pride in the fact that his players are "good people". He recognises the importance of hard work, thorough preparation and the value of ensuring all in his environment fully appreciate their role. He works diligently to provide every opportunity for his younger players to develop and up-skill, taking the time to privately mentor and supervise the development of young players in need of further input. He works conscientiously to understand his players – to appreciate their capabilities and how their individual talents can be blended into a common cause. He has built his success on open and honest communication. He understands how to win and sets about ensuring all in his team understand the same. And above all else, he cares!

The true of the successful 2005-2006 Kiwis is they were lead by *minor leaguers*. They 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 McClennan 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!

The 2005 Gillette Tri-Series of rugby league produced one of the most staggering outcomes in the history of the game. A team of perennial underachievers, the Kiwis defied the odds to record a remarkable 24-0 whitewash of the highly fancied Australians. It was a result that transformed the game in New Zealand, and breathed life into the near-dormant international contest. It was a triumph that gave rugby league people within New Zealand a sense of hope – in many ways it gave them more than simple joy, it returned their faith in all things optimistic. It still does! Even today, people talk to me about how that result changed them – how it changed their fortunes. I have had people recite to me the story of their lives at that time – stories of hardship that were somehow boosted by the accomplishments of rugby league warriors on a field in England. It was a triumph that said if you truly believe, dreams really do come true. It was a triumph for anyone who'd ever experienced being vanquished, and gave hope that they too could return. It was a triumph for so many of the good things in human nature. But more than anything else, it was a triumph for conscientiousness – a triumph that proved once and for all that conscientiousness does indeed pay! A triumph that once and for all proved that great programs are founded on a leader's conscientiousness.

The planning for the 2005 tri-series was meticulous. And the planning in subsequent campaigns continued to be the same. And our reward was ultimately in success, but long before that the true reward was in the belief our conscientiousness bred in the group. When Stacey Jones commented “this is the best preparation I've been involved in by miles”, he not only affirmed the depth of preparation but also pledged his belief in its prospects. Whilst the mere thought of a compliment appealed to us as coaches, the greater accolade lay in the sense of belief the compliment represented.

It is a fact that Stacey Jones returned to New Zealand from England for the birth of a son, and then flew immediately back to take up arms in the tri-series final. A sortie round the world that culminated in tri-series victory barely within twenty-four hours of landing on English soil! Stacey's role in the capitulation of Australia was there for all to see – but the true story of his deed was considerably greater. Returning to play sent a message to us all – “Stacey came back because he believes we can win!” If Stacey thought we could win, so did we all. And why did Stacey believe we could win? Conscientiousness – no more, no less! I vehemently believe Stacey would not have returned if he didn't see the potential to be a part of something (else) special. A belief born of the preparation he'd witnessed and the conscientiousness it conveyed.

Leadership is a work in progress! It is definitely not a finished product! It is a vision of operation built and developed over a sequence of

several years, all devised to accomplish that ultimate endeavour to one day experience the perfect outcome. Doing your time is a common trait amongst most of life's great business and sport leaders. The success of men such as Brian McClennan is not an anomaly – it is the product of a carefully researched and strategically implemented plan of leadership. It is the culmination of years spent refining an approach and intuiting a style. Through a process of reflection and a commitment to continuous improvement, coaches like Brian emerge. It is their dedication to identifying the strengths they bring to a coaching role that enables them to gain a complete understanding of what it takes to be a truly effective coach. Learning how to play to their strengths culminates in a comprehensive frame from which to base a successful coaching stint, and it is this frame that enables them to forge a coaching pathway that is uniquely theirs. Whilst less worldly coaches will devote themselves to the replicating of coaches they've known, more astute coaches are able to identify the characteristics that most suit them whilst simultaneously travelling a path that is the exact right one for them.

Be prepared to make mistakes! There is no shame in that. The real shame lies in not learning from the mistakes you make. Leaders serving an apprenticeship are in a constant phase of learning, developing their business strategy, their systematic thinking style and their approaches to people management as they go. Theirs is an endless pursuit of the ultimate leadership style – all built on a foundation of self-knowledge and self-improvement.

Learning how to verbalise meaning is a powerful acquisition for any leader. Leaders of true quality are able to convey excitement and intrigue purely by the manner in which they present their messages. Being able to paint a vivid image of requirements elevates a leader to another level of acceptance, and leaves their charges inspired by the prospects ahead. Leadership is storytelling! And the greatest leaders tell the greatest stories. Their deliverances resonate. They entice everybody in the room to engage on a journey into the unknown. And they achieve it all through the inflection of their voice, the magnitude of their message and the articulation of their speech. Their vision is a story communicated by analogies and metaphors, and their rewards are staff focused on the challenges ahead.

Sound communication skills are a critical characteristic for all leaders to acquire. Adept communication is at the cornerstone of the friendship and loyalty required to elicit a trust in the staff. Proficient communication at a Kiwis' level enables the coaches and players to coordinate thoughts about what the team must do, how we intend to do it and why we must do it. Because the stakes appear to be higher at an elite professional level, skilled verbal communications are critical to producing and



sustaining the sort of relationship that culminates in an ability to say the most appropriate thing at the most intense and demanding time. There is little doubt that the coach's interaction with their chargers derives a direct correlation to continued involvement and successful outcomes.

And then there is questioning! The most important verbal method at a leader's disposal! Questioning is at the heart of all problem solving and development. Asking clear and precise questions engages a staff member like nothing else can! When leaders ask questions, people find answers. And when people find answers, their self-knowledge is enhanced. Questions stimulate a person's thinking. They involve the person in the process of learning. They enhance their potential to make accurate and precise decisions – both within and outside the frame of their workplace.

The skilled leader is able to raise the questions that ignite greatest discussion. Within Kiwis' campaigns, I can vividly recall three episodes in which the line of enquiry culminated in significant strategies – a strategy that governed our direction, a strategy that consolidated our purpose, and a strategy that compelled us to unite for our most complete playing performance. All three occasions were hallmarked by a sense of abdication in relation to a coach's monopolization of the right to question, and all three transcended to interactions from player to player. The value-system and *ki taurangi* (pledge) created for the Kiwis contained no explicit right or wrong answer. Both challenged the players to delve deeper into their understanding until a collective conclusion was forged. Questioning was not decisive (it was more attuned to facilitation), although together both coach and players compiled questions to carve out a mutual appreciation. Significantly, the culmination of both can probably best explain the unique performance accomplishments of the Kiwis over this period.

The ability to question is a noteworthy part of a leader's armory, but the skill required to build a climate of inquiry elevates it to another stratosphere. Whilst it might be easier to retain control through the questions a leader asks, the truly great coaches promote a climate of inquiry that transcends a simple question and answer response.

Leaders are in the business of selling. They're selling knowledge and strategic plans. But more than anything else, they're selling excitement. As leader, you're selling a new way of life, and being convincing in the messages you sell will determine your success. It's relationship selling. You're selling yourself, and the staff (as customers) are reliant on your service and ability to deliver. Know what the client's needs are. Present them with proof you can satisfy those needs. Summarise. Get them to agree with you. Close the sale! And if you can't logically show them

what value the sale has for them? You're going to miss the opportunity. They're not going to give you the allegiance you desire. They're not going to buy.

Coaching is about encouraging people to buy from you, more than it's about *telling* them what to buy. It's about encouraging them to discover for themselves the value in what you're saying, and getting them to fully understand the value aspects of what you're selling. Ultimately, it doesn't actually matter what you're selling (the complexities of the business plan or the intricate knowledge you have of the business) because the validity of the sale is all about the extent of the buyer's engagement – the extent the buyer is uplifted by the excitement you generate and the opportunity you present. It's about personal engagement in the process so that your people are wrapped up in your passion – and it's about being engaged all year long and not just for those passing moments when you're addressing your team.

The 2005-2006 tri-series of rugby league campaign embarked upon by the Kiwis was an interesting study in selling. As a coaching staff, we had already come up with a dream and vision long before the team ever assembled. The challenge was to induct every player into the possibilities it presented. Speaking of facts (such as a 46 year drought in Sydney and a failure to win a series against Australia since 1953), we impressed upon the players that it was not a matter of "if" such things would every be rectified, but merely a matter of "when" – would it be 10 years, 2 years or (potentially) 2 months? We proclaimed the wonderful careers of 10-year plus veterans (Ruben Wiki and Stacey Jones) and stated that only victory in Sydney and a series win could ensure them of the immortality they deserved. The seeds were planted. The dream was both sold and bought. Our campaign was launched.

Great leaders understand the importance of building rapports – and particularly with their *star performers*! They understand that genuine *star performers* are likely to add greatest value to their organization. They don't need to be the best of mates, but they do need to share a mutual respect and possess some common synergies. In many cases, the *star performers* are the most important person in your organization – more important than you! Invariably, they are the wielders of significant influence, and it is that influence that either unites the team or forces it to implode. Collectively, the coach and their *star performers* must represent a unity of purpose, and this can only truly happen if the induction is diligent in the induction of their *star performers* – an induction that incorporates a style and process of operating. Ultimately however, the leader must give the *star performer* the freedom to operate in a way most befitting their personality. Whilst the opportunity exists for a leader's strategic intervention, the fact remains that astute

star performers retain a significantly greater alertness to immediate happenings within the business. And it is this alertness that needs to be respected and encouraged!

Moreover, leader-*star performer* relationships are critical to the ease of the environment. Given that most *star performers* have generally attained a status within the staff, people are often prone to assess the compatibility of the leader-*star performer* relationship before committing their absolute faith to the company's cause. Business is a highly intense environment, and as a consequence the leader-*star performer* relationship is prone to be tested. There will no doubt be periods when the two will carry contradictory perspectives (as is the case for any relationship) and the challenge in such instances is to tie back into the common goals and principles of the organization. Leaders of quality can readily accomplish this, providing they have cultivated a significant rapport with their *star performers*, retain an environment for smooth interaction and remain empathetic to their perspectives of their people.

Within an environment like the Kiwis, the coach-captain relationship that prevailed throughout the reign of Ruben Wiki was spectacular for a number of reasons, not the least of which was the total trust, love and respect that existed between Brian McClennan and his captain. If ever a player had *mana* within a group it was Ruben. And Brian was ready to acknowledge and celebrate it! By building first their relationship (and then their coach-captain relationship) Brian and Ruben were able to advance their team with an understanding from which success could be built. Ruben and Brian would regularly confer over a range of issues - some pertaining to the absolute requirements of a rugby league team, and some more attune to the necessities of a happy family. Ruben was given space to captain in the way he saw most fit - a way that included regular kava sessions and invitations to comedians for the purpose of entertainment. The Kiwis' environment was Ruben Wiki's environment. We all knew it! We all respected it! And in the end, we all grew to crave it! It was an exciting time for all who experienced it - made all the more viable through the admiration each held for the team's highly esteemed captain. An admiration nurtured through an endearing coach-captain relationship.

Leadership is not just one quality, but rather a blend of many, but the commonalities within the preceding paragraphs are the commonalities I now know to be essential for success. Whilst they are the commonalities for success, it is a fact that each leadership recipe will always contain varying proportions of its ingredients. At a fundamental level, leaders who invest in an awareness of the self, who develop an ability to regulate their emotions and who are able to detach from the intensity of their day-to-day existence give themselves every opportunity to impact positively on

the performance of their team. The challenge for the leader is to determine the appropriate proportions for their own unique recipe, the ingredients for which may lie somewhere within the confines of what you've just read.

September 2007 – The Doctor's Room  
"Fatal Flaw" Found in Vitamin E Trials

Generations of studies on vitamin E may be largely meaningless, scientists say, because new research has demonstrated that the levels of this micronutrient necessary to reduce oxidative stress are far higher than those that have been commonly used in clinical trials.

In a new study and commentary in *Free Radical Biology and Medicine*, researchers concluded that the levels of vitamin E necessary to reduce oxidative stress -- as measured by accepted biomarkers of lipid peroxidation -- are about 1,600 to 3,200 I.U. daily, or four to eight times higher than those used in almost all past clinical trials.

This could help explain the inconsistent results of many vitamin E trials for its value in preventing or treating cardiovascular disease, said Balz Frei, professor and director of the Linus Pauling Institute at Oregon State University, and co-author of the new commentary along with Jeffrey Blumberg, at the Jean Mayer USDA Human Nutrition Research Center on Aging at Tufts University.

"The methodology used in almost all past clinical trials of vitamin E has been fatally flawed," said Frei, one of the world's leading experts on antioxidants and disease. "These trials supposedly addressed the hypothesis that reducing oxidative stress could reduce cardiovascular disease. But oxidative stress was never measured in these trials, and therefore we don't know whether it was actually reduced or not. The hypothesis was never really tested."

The level of vitamin E that clearly can be shown to reduce oxidative stress, new research is showing, is far higher than the level that could be obtained in any diet, and is also above the "tolerable upper intake level" outlined by the Institute of Medicine, which is 1,000 I.U. a day. OSU researchers are not yet recommending that people should routinely take such high levels, but they do say that controlled clinical trials studying this issue should be aware of the latest findings and seriously consider using much higher vitamin E supplement levels in their studies.

In lab, animal or human studies, there's evidence that vitamin E can reduce oxidative stress, inhibit formation of atherosclerotic lesions, slow aortic thickening, lower inflammation, and reduce platelet adhesion. Some human studies using lower levels of vitamin E supplements, such as 100 to 400 I.U. a day, have shown benefits in reducing cardiovascular disease risk, and others have not. An underlying

assumption was that these levels were more than adequate to reduce oxidative stress, since they far exceeded the "recommended dietary allowance" or RDA for the vitamin, a level adequate to prevent deficiency disease.

"What's now clear is that the amount of vitamin E than can conclusively be shown to reduce oxidative stress is higher than we realized," Frei said. "And almost none of the studies done with vitamin E actually measured the beginning level or reduction of oxidative stress."

Proper studies of vitamin E, researchers say, must be done carefully and take into account the newest findings about this micronutrient. It's now known that natural forms of the vitamin are far more readily absorbed than synthetic types. It's also been discovered that supplements taken without a fat-containing meal are largely useless, because in the absence of dietary fat vitamin E is not absorbed.

Some clinical trials may wish to study the long term effect of vitamins on healthy individuals. But if a clinical trial seeks to learn the value of reducing oxidative stress, they should select patients in advance for those who have high, measurable oxidative stress -- often people who are older or have a range of heart disease risk factors, such as obesity, poor diet, hypertension or other problems. Cognizance should also be taken of people with health issues that may further increase their vitamin needs, such as smokers.

"A pill count simply isn't enough to determine the value of vitamin E," Frei said. "We need to select people for trials properly, make sure they are taking the right form of the vitamin, at the right levels and at the right time, and then verify the metabolic results with laboratory testing."

"Only when we do these studies right will we answer questions about the value of vitamin E in addressing cardiovascular disease," he said. "So far we've been flying blind."

A parallel, Frei said, would be presuming to test the value of a statin drug, which lowers cholesterol, without ever measuring cholesterol levels in the test subjects, neither at the beginning nor at the end of the study. Such trials would be ridiculed in the science community.

So far, that's the way vitamin E has been studied.

The use and intake of vitamins, experts say, has traditionally been thought of in terms of overt deficiency -- for example, not enough vitamin C causes scurvy. Much less research has been done on the levels that can help create optimum health. The issue is of special

importance with modern populations that have very different diets, activity levels and increased lifespan, and are dying from much different causes -- predominantly heart disease and cancer -- than people of past generations.

*Article adapted by Medical News Today ([www.medicalnewstoday.com](http://www.medicalnewstoday.com))  
from original press release*

September 2007 - Fit For Life:  
The Pilates Revolution

By Richard Weil, M Ed, CDE

Pilates was created in the 1920s by Joseph Pilates for the purpose of rehabilitation. It improves flexibility, strength, and body awareness without building bulk by developing the core muscles and spinal alignment. Pilates may be performed using spring-resistant machines (the Reformer, the Cadillac, the Spine Corrector, the Ladder Barrel, and the Wunda Chair) on the floor (mat work).

**What is the origin of Pilates?**

Admittedly, the history of many ancient fitness activities is sometimes sketchy. Tai chi, swimming, yoga even running started thousands of years ago, and although there is some documentation, the precise beginnings are unknown. Things are different with Pilates. The beginning is clear. It was created in the 1920s by the physical trainer Joseph Pilates (1880–1967) for the purpose of rehabilitation. Some of the first people treated by Pilates were soldiers returning from war and dancers such as Martha Graham and George Balanchine (to strengthen their bodies and heal their aches and pains). Since the 1920s, the basic tenets that Joseph Pilates set down have been preserved, and to this day, even with some modifications, the Pilates remains true to its origins.

**What is Pilates?**

The Pilates "method," as it is now known, is an exercise system focused on improving flexibility, strength, and body awareness, without necessarily building bulk. The method is a series of controlled movements performed on specially designed spring-resistant exercise apparatus (the Reformer, the Cadillac, the Spine Corrector, the Ladder Barrel, and the Wunda Chair) or on the floor (mat work), and the sessions are supervised by specially trained instructors. Pilates is resistance exercise, not aerobic (cardio), although the heart rate will certainly rise for a deconditioned individual. However, it's closer to weight lifting than it is to jogging, biking or other aerobic activities, and so you should consider it resistance exercise.

Two of the key elements of Pilates are core muscle strength\* and spinal alignment. The core musculature is loosely defined as the spine, abdomen, pelvis, hips, and the muscles that support these structures. Some of the main core muscles are the erector spinae (located in your



back along your spine), the internal and external obliques (the sides of your abdomen), the transverse abdominis (located deep in your gut, this muscle pulls your belly button in toward your spine), the rectus abdominis (the "six-pack"), and hip flexors (in your pelvis and upper leg).

During a Pilates session, whether it's on the machines or the floor, your instructor will continuously prompt you to concentrate deeply on your core muscles, as well as on your breath, the contraction of your muscles, and the quality (not quantity) of your movements. These are also key elements of Pilates, and your instructor will emphasize them at every session. The objective is a coordination of mind, body, and spirit, something Joseph Pilates called "contrology." In his first book published in 1945, *Pilates' Return to Life Through Contrology*, the 34 original exercises that Pilates taught to his students are described along with the guiding principles of contrology.

### **Does Pilates work?**

Pilates practitioners swear by the method, and in some circles, it almost reaches cultlike status. It is true that there are many benefits to Pilates, but some of the benefits, even if they do occur, are unproven in research. What I've done here is present the claims made by Pilates proponents and then objectively present whether there is research to support the claims. Before I go further, I want to state that I believe that Pilates can be a great workout. It can help strengthen and tone muscles, improve flexibility, and the movements on the machines can be challenging and fun. It also has the potential to be an intense workout since the movements are slow, controlled, and deliberate. I refer individuals to Pilates who (1) are looking for an alternative or complement to weight lifting, (2) might need supervised resistance-exercise sessions, or (3) want a change of pace and would like to try something new.

### **The claims**

The following claims are stated on the Stott Pilates web site. Stott Pilates is an updated version of the original Pilates techniques that uses more modern exercise principles. For instance, it states on the Stott web site that there are more preparatory (warm-up) exercises than the original work by Joseph Pilates. Stott Pilates is widely taught throughout the U.S. and representative of contemporary Pilates thinking, and so I think it is fair to confirm or dispute the claims from that web site.

**Claim #1.** *Longer, leaner muscles (less bulk, more freedom of movement)* You can increase the flexibility of muscles and the physical

sensation may even be that they feel longer, but in order for muscles to lengthen, the bones they attach to must lengthen as well, and no exercise lengthens bones. As for leaner muscles, muscle doesn't typically contain lots of fat, and there are no studies to demonstrate that the fat that is there reduces when you do Pilates. In fact, exercise might increase it. Research shows that intramuscular fat is elevated in athletes and that it is used immediately for fuel during exercise.

**Claim #2. *Improves postural problems*** In one three-month study with 47 adults who practiced Pilates mat work one time per week for three months, the subjects reported that their posture felt improved at the end of the study (perhaps the result of pulling their shoulder blades together), but their height, which was used to assess postural improvement, did not change. In a more thorough postural assessment in a study of 24 females who did either traditional weight training or the Pilates Reformer machine for 12 weeks, results showed that both groups responded almost identically with moderate changes in posture. There is a very small sample of studies on posture and Pilates, and so more research should be done before a general claim can be made that Pilates actually improves posture.

**Claim #3. *Increases core strength, stability and peripheral mobility*** To measure core strength properly, electromyography should be used. Electromyography (EMG) is a test that measures muscle activity and the nerves controlling the muscles. It is similar to an EKG machine that you might see on TV only it measures electrical activity in the muscles and not the heart. An EMG can detect how active a muscle is, and when a test is performed before and after a study, it can detect whether the treatment had any effect. I located one EMG study that measured the effect of Pilates on three superficial core muscles: the rectus abdominis (the six-pack), external obliques (sides of your abdomen), and the rectus femoris (muscle in your leg that is part of the quads and used during sit-ups). These muscles were tested during five Pilates abdominal exercises and were compared to a general crunch. The Pilates exercises produced EMG values that were comparable to and/or higher than the general crunch, leading the investigators to conclude that the Pilates mat exercises tested appeared to recruit the superficial abdominal muscles to a level that is sufficient for conditioning. This is good news since the crunch is one of the gold standards of abdominal exercises and other exercises are typically measured against it. Pilates has been shown to moderately improve flexibility, therefore, it can improve peripheral mobility (mobility of the limbs).

**Claim #4. *Helps prevent injury*** There is no evidence that Pilates helps prevent injury. Pilates has been shown to moderately improve flexibility, but not even flexibility has been proven to prevent injury.

**Claim #5. *Enhances functional fitness, ease of movement*** Functional fitness refers to how strength, power, endurance, and flexibility affect your function during activities of daily living (shopping, carrying packages, housework, etc.). I don't think anyone would dispute that getting stronger can help improve function, and Pilates certainly can improve strength, and so by association, it's reasonable to suggest that practicing Pilates could improve your daily functioning. For instance, as the result of increased strength, you might carry packages and climb stairs with less effort. The only problem is that there is no research to support the claim that Pilates enhances functional fitness. Again, it doesn't mean that it doesn't have an effect, and I believe that it could, it's just that it hasn't been rigorously studied.

**Claim #6. *Balances strength and flexibility*** I'm not exactly sure what it means to balance strength and flexibility, but there is evidence that practicing Pilates regularly can help improve both strength and flexibility independently. An important question is if Pilates increases strength or flexibility more than other types of exercise (for example, traditional resistance exercise). Only one study that I am aware of compared the two. In that study, the good news was that Pilates improved strength equally to traditional resistance exercise, and so what it means is that if you practice Pilates, you can be confident that your strength will improve (provided you're not already very strong from working out regularly with weights) and that it may improve as much as if you were lifting dumbbells.

**Claim #7. *Heightens body awareness*** Body awareness and Pilates has never been studied. There are scales to measure body awareness, such as the Body Awareness Questionnaire, but there are no studies to my knowledge that have used it with Pilates. My guess is that it does increase body awareness because as people start moving more they certainly get more in touch with how their body feels. And Pilates instructors are certainly well trained to help prompt and cue you to focus on your muscles as you perform the exercises. If it does nothing else, it certainly teaches you to think about how your muscles are working while doing the exercises. An interesting question would be whether Pilates would have an additional body-awareness effect on already conditioned individuals with high body awareness, or would the effect, if there is one, be limited to sedentary couch potatoes.

**Claim #8.** *No-impact, easy on the joints* Pilates is definitely low impact as far as the joints are concerned. There is no pounding like there is with some aerobic activities, because many of the Pilates exercises are performed on your back or your belly. Nevertheless, keep in mind that your joints are still moving through their range of motion under tension, and so it's not entirely free of risk. Individuals who have arthritis or other medical or orthopedic conditions that limit mobility (knee arthritis, fibromyalgia, etc) should pay attention for any symptoms, and the instructor should be notified in advance of any problems. Speak with your doctor if you have any questions or concerns about the safety of Pilates for you.

**Claim #9.** *Can be customized to suit everyone from rehab patients to elite athletes* There is some justification for the use of Pilates in rehabilitation. In one study of the effect of Pilates compared with traditional treatment on individuals who had low back pain, it was shown that there was a significant and similar reduction in pain intensity and disability in both groups. And in another study of low back pain, where the effects of Pilates were compared to traditional care, Pilates was more effective in decreasing low back pain and disability. However, the number of studies is very small, and so it's difficult to say how effective Pilates is for rehabilitation. As for customizing Pilates to suit everyone, instructors are trained to modify the exercises to meet the needs of the client; the tension on the machines can be adjusted to meet the strength of the client; and Pilates mat work can be modified to the simplest of exercises. In the hands of the right instructor, there should be an opportunity for almost anyone to give Pilates a try.

**Claim #10.** *Complements other methods of exercise* Pilates is resistance exercise and could certainly be used as an alternative to, or a complement to, traditional weight lifting. I've known many individuals who do both Pilates and free weights. I don't believe there is one right answer, and so I encourage you to experiment and see what you think.

**Claim #11.** *Improves performance in sports (golf, skiing, skating, etc.)* The only study I was able to locate that addresses sports performance and Pilates was a study on the effect of six weeks of Pilates mat training on tennis serve velocity, and the researchers concluded that there was no meaningful relationship. One could argue that Pilates could improve athletic performance by increasing strength, power, and flexibility, but there are some potential problems. When athletes train for sports, they need to train specifically for their sport

(specificity of training). For instance, a lineman explosively stands up and blocks an opponent during a football game, and so he needs to do explosive squats during his training. Most of the work with Pilates is non-weight-bearing and in a supine or prone position; this is nothing like what a lineman, or most other athletes for that matter, do for their sport. Therefore, it is my thought that free weights have the advantage because you can mimic athletic motions more specifically. For instance, you can have a golfer stand at the high pulley machine and go through the motion of the golf swing (even using a golf club handle) to train the muscles that are specifically working during the swing, whereas this would be more difficult on a Pilates machine. Pilates could certainly recruit golfing muscles, but you wouldn't be in a golfer's stance when you do it. But this is all speculation. Comparison studies between Pilates and free weights need to be done to determine if Pilates can improve sports performance.

**Claim #12.** *Improves balance, coordination, and circulation* There is no real evidence that Pilates improves any of the above. I believe that balance would improve with the proper Pilates training, but I also believe that balance training can be done very effectively with an individual standing on the floor, and there are also devices like rocker boards that assist with balance training. As for circulation, it improves with aerobic and resistance exercise, and so it stands to reason that it would improve with Pilates since it too is a form of resistance exercise, but there are no studies to prove it.

It's important to note that although many of the Pilates claims are unsubstantiated, it doesn't mean that Pilates doesn't provide benefits. It's just that they haven't been confirmed with studies. When a claim is supported with research, it is called empirical evidence. When a claim is supported by what individuals have to say about it, it is called anecdotal evidence. There isn't a lot of empirical evidence for the benefits of Pilates, but it's fair to say that there is lots of anecdotal evidence, and so I suggest that you give it a try if you are curious.

*This article has been adapted from [www.medicinenet.com](http://www.medicinenet.com), a website dedicated to bringing doctors knowledge to readers.*

September 2007 – Eat Yourself Holistic  
Research Supports Additional Benefits of Eating Kiwifruit



By Jeni Pearce

A well functioning bowel is an important part of a healthy body and lifestyle. Constipation is the term used to describe a variety of symptoms ranging from reduced frequency of passing stools, firmer stools and an increased effort to defecate (to move the stool) which is often associated with strain and discomfort, and in some cases pain. Several groups in the population appear to be at a greater risk for developing constipation and these include: young children, pregnant women, people following fad diets, people receiving certain medications (anticonvulsant drugs and diuretics), and the elderly.

Many laxatives have side effects for health and nutrition status along with altering the natural motility action of the digestive system. Their use appears to be increasing and the total cost of laxative use is high. Many people would rather choose a 'natural' agent to assist them in the relief from constipation, one that is unlikely to interact with other medications, that tastes good and offers additional benefits and is widely available. In addition to increasing both fluid intake and physical activity, including a widely available fruit with known laxative effects in your diet, is a more practical option.

Many people have experienced the laxative effect of kiwifruit without recognising the benefits this fruit has to offer, or perhaps how this may actually be a benefit to their health. Eating 2-3 kiwifruit a day may provide a mild laxative effect to relieve the symptoms of constipation and provide additional nutrients (vitamin C, E, antioxidants and fibre) while also being low in fat.

A recently released research trial by the Department of Applied Science at Auckland University of Technology and the University of Auckland

Faculty of Medical and Health Sciences into the influence of kiwifruit on bowel function has shown that kiwifruit can be used as a dietary supplement to help keep older peoples' bowel motions regular. The study was performed on 38 healthy elderly people (13 men and 25 women) over 60 years of age (the average age for men was 71 years and 74 years for women) and showed an enhanced movement of bowel motions on all areas assessed. Subjects were required to eat kiwifruit (one for each 30kg of body weight) for three weeks and described the frequency, consistency, volume and ease of passing the motion and then cease the inclusion of kiwifruit for a further 3-week time frame while continuing to record the descriptions. The two time periods were then compared.

In addition to the subjects reporting that their bowel patterns were more regular with the addition of kiwifruit into their diets, their stools were bulkier and softer, making the stools easier and more comfortable to pass (defecate). One of the ways kiwifruit assists bowel function is through increasing the faecal bulk - the greater bulk means it is easier for the digestive muscle to move the mass along and pass it out of the body. Also the fibre, or the presence of other substances which keep the stool hydrated (moist), assists with comfort as the mass is softer and also easier to pass.

How kiwifruit actually works and has this laxative effect is currently unknown and is the topic for further research. There are several enzymes in kiwifruit which may be responsible for the beneficial laxative results. Unfortunately, there is no current research data available to support this. The cell walls of the kiwifruit are known to swell on ripening and this water-holding ability may account for some of the changes in frequency, bulkiness and softening of the motions. The benefits on the bowel are also possibly linked to the type and form of dietary fibre found in the fruit. However, the total fibre content of a kiwifruit is small and would not be responsible for the benefits on bowel function alone. The suggestion has been made that the type of carbohydrate found in kiwifruit may also have a role in promoting the laxative effect. Clearly there appears to be more than one benefit to bowel function by including a whole kiwifruit regularly in the diet, especially if people have difficulties with frequency, firmness and discomfort of passing motions.

Including one to two kiwifruit a day as part of a fruit salad, in a drink (fruit smoothie or shake), as a dessert or a fresh fruit serving can assist children and adults in meeting both their fruit intakes and also providing a benefit for bowel function. A preliminary study on people under 50 years of age showed the similar beneficial mild laxative results. Kiwifruit offers a more natural remedy and provides additional nutritional benefits (added vitamins and some minerals) for the relief or prevention of constipation. People who have attempted other natural methods without success (for example, non-responders to prunes and prune juices) may find the addition of 2-3 kiwifruit a day of benefit for bowel function.

The study was focused on people with normal healthy bowels. Individuals with bowel disorders should seek professional advice from their doctor, dietician, specialists before making changes to their diet.



## September 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-seven, we first invite an opportunity to revisit and reflect on the previous twenty-four 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
26. Expertise Means Persuasion
27. Talk Business Through Rapports
  
28. Reflection Matters

Reflection matters – it truly does!

By adopting a simple strategy of evaluating and recognizing daily achievements, it has been my experience that individuals and teams can put themselves on the path to constant improvement. And yet, inexplicably, in the prioritising of a busy corporate week, the importance of true reflective analysis has become a casualty - a tremendous shame given the properties of reflection and what it offers us all. Whilst the identification of performance errors are essential for a proposed up-skilling, the authentic benefit of a reflective process lies in the person's depth of understanding and their subsequent call for action. At a time when individual performance is paramount, team meetings that contend with an overall team performance are little more than an initiation, with comprehensive breakdowns of personal performance being the essential order of the day.

Tiger Woods is arguably the greatest swinger of a golf club the world has ever seen. He is the prototype player – long and leveraged as a physical specimen, diligent in his conditioning and preparation, capable of rationalising his way through any amount of playing dilemmas! He is reputed to be as hard a worker as the game has seen – a man accredited with altering the manner in which his counterparts view the game. But of all the characteristics attributed to the man, few are as resourceful as the depth of his reflective analysis. As a benchmark athlete in the world of sport, Tiger is renowned for a very simple philosophy:

*You should learn something from each and every single round you play in ... every single round you should learn something. Whether it's one thing or it might be twenty things – learn something from each and every round. And I've done that. Every round that I've played I've come back home, I've critiqued my round. I've looked at it from the mental and mechanical side. What went wrong? What went right? And applied it to the next day!*

Leaders of quality employ a reflective process as part of their repertoire, and teach for the acquisition of a reflective awareness in their staff. Guiding toward the acquirement of a reflective awareness is a three-tired pursuit, encompassing strategies for self-assessment, problem solving and planning for personal development.

Self-assessment is at the foundation of the Kiwis' 2005 to 2007 (and various other sports people and business professionals to whom I consult) campaigns. It is through the combination of a reflective diary

and detailed post-match review forms that players have come to identify appropriate standards of their personal performance. Players are encouraged to reflect upon their performance and subsequent learning, and to plan for their future development. Self-assessment enables players to discover what they know and don't know, and to make connections to essential development plans to follow.

Whilst self-assessment and personal development plans are pivotal strategies within the Kiwis, the application of a problem-based learning ideology has also proven fruitful in facilitating dialogue between team members and aiding players to make sense of situations and learning. By proposing a perceived problem to the players, we have been able to encourage them to research their thinking, select and analyze appropriate responses and apply information to what would ultimately become a call for action.

Leaders of quality appreciate the importance of reflective awareness, and vehemently set about implementing strategies of self-assessment, personal development planning and problem-based learning within the work environment.

## 29. Creating Peak Performance in the Workplace

Tiger Woods recently capped off his 2007 assault on the world golf's major tournaments by capturing the 2007 PGA Championship. The win was Tiger's thirteenth major success, leaving him second on the list of all-time major tournament winners (only the immortal Jack Nicklaus' accomplishments exceed him), and forged another chapter in the legend of Tiger Woods. But of all the characteristics attributed to the man, it is his ability to attain the state of mind known worldwide as "flow" that best accounts for his phenomenal record:

*I tend to have these blackout moments, when I don't remember. I know I was there, but I don't remember actually performing the golf shot. I get so entrenched on the moment that I guess my subconscious might take over.*

Athletes in the "flow state" are in a heightened state of awareness. There's an element of relaxation response that compliments the state, and an absolute absorption in the task at hand. "Flow" is the ultimate motivator. Whilst driving a golf ball might absorb Tiger Woods, what gives other people such pleasure also varies: a surgeon gets contently absorbed in a complex operation; an advertising manager finds delight in the creative use of colour.

The point is this, it doesn't matter what your line of work, when one works in "flow" the pleasure is built in. "Flow" alone can explain and dispel the widely held ideas about what motivates people at work. Whilst there is value in promotions, performance evaluations and bonuses (and basic salary for that matter), the fact remains that the most powerful motivators are internal, not external.

Over recent years, an increased appreciation of "flow" has been at the forefront of strategies adopted by significant corporations such as Microsoft, Ericsson, Patagonian and Toyota – all of whom realised the critical knowledge it carried for their management. With its pre-conditions of clearly defined goals and a powerful expectation to complete a designated task, "flow" has been attributed with attaining better productivity from workers and more compelling connections with customers.

In 2002, as vice president of strategic business innovation at Ericsson, Stefan Falk was given the task of integrating the merger of two huge business units and ensuring greater productivity in workers. Falk immediately identified the need to guarantee a greater ability to concentrate, the provision of regular feedback, and the importance of acquiring the skills consistent with the work. He set about having managers draw up separate "performance contracts" with their staff, including an assessment of strengths, areas for development and calls for action. Managers were then instructed to conduct bi-monthly one-on-one sessions of 90 minutes with each member of their staff, the culmination of which would be a more clearly defined and personalised strategy for professional development.

And the outcome! Ericsson has now exported the system to all its offices around the world and reports a workforce:

- Completely involved, focussed and concentrating
- Demonstrating a greater sense of clarity, highlighted by an enhanced awareness, and
- Confident in its ability to complete set tasks

Excellence and pleasure in work are one and the same. Enjoyment at work comes from doing things well. I know from my experience in international sport we have unquestionably gained our greatest accomplishments when all involved have been confident to trust their instincts and "play what's in front of them". Like Tiger Woods and Stefan Falk, all these accomplishments have stemmed from a supreme state of confidence, and that confidence can be directly attributed to a "flow state" based on both knowledge of the task and a training experience that leaves us knowing we are ready and able to perform.

30. Tell Me And I Forget, Show Me And I Remember, Involve Me And I Understand

Leadership is questioning! It is asking the right questions, the right way, and at the right point in time. And the astute leaders are adept at manufacturing questions that take their learners on a journey of discovery that encourages them to seek information. As a qualified teacher (both my degrees are in Education), I became familiar with a large array of pedagogical theory – it has shaped the way I operate even today when I am assisting both my international athletes and corporate clients in the attainment of their goals. But of all the theory and practice I was exposed to in those early days of qualifying, nothing quite resonated as much with me as the idea of “guided discovery”.

Within teaching – and here I am referring explicitly to physical education teaching - there are said to be three predominant methods or styles (although Muska Mosston’s Spectrum does in fact cover off on eight): direct instruction; task teaching, and; inquiry-based learning. The inquiry-based style of teaching is fundamentally characterised by the term “guided discovery”. The term “guided discovery” refers to a teacher-controlled style in which a designated line of questioning guides a student through to an understanding, without the teacher ever resorting to merely *telling*. By giving guidance through a series of meaningful questions, the learning learns how to accomplish a pre-determined objective through their own discovery, and the entire experience becomes lived. The whole approach is a welcome departure from more conventional teaching approaches (identified above as “direct instruction”) in which the learning is controlled and paced by the teacher.

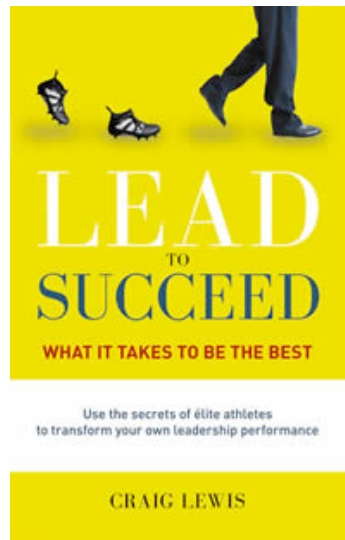
In the late-1990’s I was working as a senior lecturer in the Faculty of Health Science at UNITEC Institute of Technology. Having had some initial forays into rugby union (I’m a Melbournian, so my real game is Aussie Rules), I’d only ever really been an interested observer of New Zealand’s *game of the people*, and was still coming to grips with the intricacies of its rules – if the truth be known I still very much am, although these days I take sanctity in the fact that even the game’s participants may be similarly unfamiliar with its rules. Having been involved in the delivery of courses in Sport Psychology, I was approached by a member of the NZRU Academy’s staff to work with a young and volatile (but extremely talented) half-back, by the name of Mark “Sharkey” Robinson. It was a union that would develop into much more than either of us really anticipated, and quickly grew from an isolated get-together to become a regular meeting of supervision and mentoring.

Without truly understanding the role of the half-back (particularly to the extent a player of Mark's quality needed to), one of the initial questions I posed to him related to his options at the base of the ruck. Without batting an eyelid, Mark reeled off somewhere in the vicinity of a dozen possibilities, each with as much presumed validity as the previous. Having been briefed from the outside that Mark's primary playing flaw seemed to be related to his poor decision-making, I probably shouldn't have been surprised by his response - but surprised I was! My immediate reply was to inquire as to what happening would make one possibility stand out from the others. I explained to Mark that the processing and elimination of each possibility consumed valuable time and would culminate in either a laboured response, or a hastily taken (but ultimately inaccurate) response. Mark ultimately got a grasp of where this line was heading. This was clearly the first occasion in which he had ever had his cognitive understanding of the game questioned. Gradually he became aware as to what constituted a quality decision (or as we grew to refer to it as a "priority option").

Over a period of several years Mark and I continued to nurture our relationship, and I became progressively more alerted to the decision-making demands of his position, without ever gaining true expertise (I simply didn't need to, for it was he who needed to have such expertise!). We would meet on a weekly basis and review a captured video of his most recent performance, stalling the tape as we watched, so that I may pose an array of questions. What did you see in that situation? What did you see/not see that made that decision a good/not quite so good one? Based on what you now see, what might have been a better approach? Often we might have allocated a specific objective for our observation – one of our favourites was to look at Mark's ability to set runners off before he was *monstered* in a tackle – and we would pause each eventuality with a view to Mark interpreting his movement and responding to our "what" and "why" approach. The whole approach was designed to increase his level of awareness, and this it unquestionably did!

Leaders of true quality are able to comprehend and employ a similar approach to the development of their staff. Whilst Mark and I might engage in our process on a weekly basis, I strongly advocate people in senior leadership and management positions engaging their immediate reports in such a process on a six weekly or bi-monthly timeframe. Whilst many leaders I observe spend inordinate quantities of time telling their staff how to function and perform roles, it is the astute ones who engage their staff in a process more akin to "guided discovery". Of course, engagement in such a process takes time, but I can assure you the awareness it generates takes nowhere near as much time as a leader's constant intervention and *fire extinguishing* exploits.

September 2007 – Face to Face With Craig Lewis



The Following interview is an exact reproduction of a column that appeared the August edition of the M2 magazine. The interview was conducted in the Parnell offices of M2 magazine, and served to assist in the promotion *Lead to Succeed: What It Takes To Be The Best*. The Koru thanks M2 for its permission to reproduce the article.

*Craig Lewis is the Performance Coach of the New Zealand Kiwis rugby league team and was critical to assisting them break the 46-year Sydney losing streak against Australia when they won in 2005. He has also performance-managed other athletes and corporate clients.*

M2: How do you define success?

Craig: Pre-determining your vision, your dreams and your goals and then putting in place a process to ultimately achieve them.

M2: And leadership?

Craig: It's about having a direction to start with and then inspiring and motivating people to follow that direction

M2: So when did you think leaders go wrong?

Craig: I think in the modern era, a lot of our leadership is based on technical execution but we live in an information age, so I think technical execution is not as important as it used to be. It's still significant but it's more accessible I guess to everybody. I think where most people go wrong is that they

don't look at their culture closely enough; they don't see it as the area that they really need to develop.

M2: Company culture appears to be a key theme in your book (Lead to Succeed), but how do you achieve this with one or more of the wrong people?

Mark: You have to understand that most companies don't employ the wrong people, they employ the right people. They know what they are looking for and they go out and source the market for that sort of person. When the right person ends up being the wrong person, you have to look and see if the environment we generated was not the best for that person. I suspect it's more about getting your environment right so good people can become great people.

Sport, of late, has really understood the need for personalisation – looking at everyone as an individual. You've got your collective aspirations and collective goals but within that, you've got a number of individuals who need to be treated personally. So the environment you create for any one person is suitable for that person and it appeals and resonates with them. If you go into any environment that has a one-stop-shop approach to what they want to achieve, you are always going to have people who get disillusioned in that environment. Take the Kiwis – we have a very variable group of people with variable backgrounds and their value structures can be different. We had to understand each one of the individuals as well as we could, then implement a programme that was suitable for them. We have some generic themes that run through it but we've also got plenty of opportunity to individualise. Once you introduce "wow" factors, people start to think this is an exciting place to be.

M2: Show how would you mould a disparate team of people?

Craig: the first thing you have to do is to create a collective goal. You've got to look at each one of the individuals and get a feel for what their needs are, their passion and their purpose; then bring all those passions and purposes together into a collective vision that they can all share in and work with. Then you have to look at how you set up your principles of communication. When I was with the speed skating team in 1993, we were pretty disparate. One of the key things for us was getting everyone to learn how



to receive and give criticism so that we could perceive the criticism was an effort on the other person's behalf to try and promote the best possible outcome we could achieve as a group.

M2: What's the best way to discipline yourself to take action and achieve a goal?

Craig: People only achieve about five percent of goals they set. The main reason for that is we actually don't know where to start. People have high vision goals, which are a long way in the future but they just don't make a start. I try to get people to understand that in order to achieve a long term goal, we actually need to make a start. So I challenge them to put them on the pathway to achieving a goal. Small steps actually incrementally take us toward a goal.

M2: How should parents identify and nurture leadership in their children?

Mark: One of the fundamental things is to make people more self-aware because self-awareness allows us to predict what we're likely to do in a given situation. Great leaders are very self-aware; they understand where their strengths are and they also understand where they are not quite so strong. So with children, you need to get them to reflect everyday on what's happening and their experiences everyday.

M2: So do you think leaders are born or made?

Craig: I think some people have innate abilities that better enable them to lead effectively, but I still believe you can learn how to be a leader. These are wrapped around becoming aware of other people and being empathetic to other people. And half the time, learning them is seeing them as valued skills to acquire. One of the principle things you need to do with children is make them aware of a solid value system and get them to recognise where the values can take them.

M2: Explain your theory of Kaizen Kiwis?

Mark: Kaizen is a Japanese business management principle. By definition, it means continuous improvement so it relates to looking at every aspect of your game and every aspect of your day, and trying to work out how to

improve. What can we do that's going to give us greatest value on the path of being better/

September 2007 – Let's Go Surfing

[www.kaizen.com](http://www.kaizen.com)

With so much of the Kiwis success over the past two years being attributed to its application of a Kaizen philosophy, it seems only fitting that we acknowledge the contribution of the Kaizen Institute in formalising the work of Dr W. Edwards Deming.

The KAIZEN Institute is a global organization providing consulting services to companies represented in Europe, Asia, Africa and America. The Institute supports companies of all sizes and industrial segments as well as private and public service organizations.

Clients of the Kaizen Institute learn how to improve short and long term flexibility, by transforming their clients to Change Management experts - competent in the successful launch and implementation of improvement processes which are continually integrated into work processes. The Institute advocates an empowerment approach that enables companies to become "world class organizations".

To learn more about the Kaizen Institute, we encourage you to log onto [www.kaizen.com](http://www.kaizen.com).

September 2007 – Practical Exercise  
Adaptive Social Skills

Eighty-five percent of leadership competencies are said to tap into emotional intelligence, and the most prevalent personal competence of an emotional intelligence framework is self-awareness. By constantly developing your ability to ascertain strengths and areas in need of development, leaders and companies alike can continue to harness their capacity to up-skill. In the hustle bustle of a busy corporate lifestyle, the ability to reflectively analyse has become a casualty – a tremendous shame given the properties of reflection and what it offers us all. By adopting a simple strategy of evaluating and recognising daily achievements, individuals and companies can put themselves on the path to constant improvement, whilst the lack of such a process consigns self-improvement to little more than guess work.

The Adaptive Social Skills exercise remains the most effective exercise I employ for its ability to genuinely have business leaders align themselves to the qualities, strengths and areas for development within their leadership. It's a simple to complete process, that's true benefit is realised through the accuracy and exactness of the "calls for action" you employ at its conclusion. Try the Adaptive Social Skills exercise. I'll be surprised if it doesn't enhance your current levels of self-awareness, whilst in the process putting you on the pathway to a more complete business performance.

Below you'll find traits that characterise people. Circle the 20 traits that best describe you.

Aggressive	Bold	Cooperative	Punctual	Perceptive
Cheerful	Conscientious	Cordial	Relaxed	Respectful
Candid	Considerate	Courageous	Reliable	Sincere
Creative	Daring	Diligent	Sociable	Studious
Efficient	Energetic	Ethical	Truthful	Understanding
Friendly	Generous	Good-humoured	Unselfish	Warm
Honest	Innovative	Intelligent	Patient	Outgoing
Independent	Judicious	Kind	Reasonable	Persuasive
Logical	Loyal	Modest	Resourceful	Persistent
Mature	Methodical	Neat	Smart	Versatile
Open-minded	Organised	Optimistic	Tactful	Adaptable

Some questions to ask yourself.

1. Which of the circled traits are most critical to my continued professional success?
  
  
  
  
  
  
  
  
  
  
2. Which of the traits that remain un-circled do I see as being critical to my on-going success?

2. CALL FOR ACTION. What can I do to commence the process of acquiring such traits?

Trait	Acquisition Action Plan