

Absolute ADVANTAGE

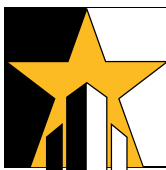
OCTOBER, 2002 • VOLUME 1, NUMBER 10

THE WORKPLACE WELLNESS MAGAZINE

THE COACHING CONNECTION



Leading By Listening — Coaches Help Employees Find The Right Path To Wellness



IN THIS ISSUE:

When health, wellness, and human development are at stake, we clearly want every dime to have the value of a dollar. It's time we added one more resource to our wellness environments—coaching. Learn what High Quality Coaching is all about and learn how you can implement it in your organization to achieve serious results.



Each month you can learn more about the articles in Absolute Advantage. Simply log on to WELCOA's members only website to get more in-depth coverage of the topics that matter to you most. Find full-length interviews, expert insight, and links to additional information that will help you do your job better!

THE WELLNESS COUNCILS OF AMERICA

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A Letter from the Executive Editor



David Hunnicutt, PhD



Wellness Councils of America



Christina Marshall

Dear Colleague,

One of the most difficult tasks for any health promotion practitioner is helping others to successfully change behaviors. In spite of the growing number of research articles, there is still much to be learned about the individual change process. In this issue of *Absolute Advantage*, we have chosen a topic that we believe is an important component in helping people to modify unhealthy lifestyles—coaching.

With the help of our special guest editor Christina Marshall, President and Founder of EduCoach, Inc., we have dedicated the entire issue to exploring what coaching is (and is not), what successful coaches do differently, and how coaching can impact your programs and organizations.

Although there is still much to be learned in terms of impact and outcome, we have been intrigued and interested in the concept of coaching for a long time. This issue of *Absolute Advantage* allows us the opportunity to delve deeper into this concept and learn more about how coaching can be successfully integrated into wellness initiatives.

I would like to extend a special thanks to Christina Marshall for her vision of coaching and exemplary contributions. I hope that you—our readers—will share my enthusiasm.

Yours in good health,

David Hunnicutt, PhD
President

Absolute ADVANTAGE

THE WORKPLACE WELLNESS MAGAZINE

VOLUME 1, NUMBER 10

Organizational Founder, William Kizer, Sr.

Welcome

Absolute Advantage is the interactive workplace wellness magazine that helps large and small employers link health and well-being to business outcomes. *Absolute Advantage* arms business leaders and wellness practitioners with leading-edge workplace wellness information straight from the field's most respected business and health experts.

With its online component, *Absolute Advantage* provides the industry's most current and accurate information. By logging on to the magazine's interactive website, you can access a whole new world of health promotion—including in-depth interviews with national health promotion experts and insider's information about industry products.

Subscription Information

For information about subscribing to *Absolute Advantage*, contact the Wellness Councils of America at (402) 827-3590 or via e-mail at wellworkplace@welcoa.org.

Ab•sol•ute Ad•van•tage:

When a company can produce more than its competitors—even though they have the same amount of resources—it has an absolute advantage. We believe that wellness is that advantage.



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David Hunnicutt, PhD

Dr. Hunnicutt is President of the Wellness Councils of America. As a leader in the field of health promotion, his vision has led to the creation of numerous publications designed to link health promotion objectives to business outcomes.



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Brittanie is the Assistant to the President and manages major writing projects at WELCOA. With a Master's Degree in Health Promotion, she regularly coordinates national health forums, major grants and state and local wellness initiatives.



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Information in this publication is carefully reviewed for accuracy. Questions, comments, or ideas are welcome. Please direct to Dr. David Hunnicutt, Executive Editor, at the address below.

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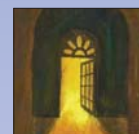
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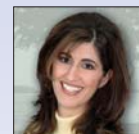
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dbye

Talking Heads

High Quality Coaching just may be the new sound of health promotion. Read on to learn more about this novel approach and how it is being used to help people get healthy.

By Christina Marshall

We talk—you listen. What's wrong with this picture? When it comes to helping people get healthy the “expert talks, everyone listens” model may not be the best. Here's an idea: actually listening to what a participant needs to be successful—and then helping them follow through—may be the best way to improve health. That's the idea behind High Quality Coaching.

It's no secret that effective health promotion impacts the bottom line of any organization in some tangible way. Consistent encouragement toward healthy behaviors has made a difference and it shows. Companies report improved morale, reduced turnover, increased recruitment interest, reduced absenteeism, containment of health care costs, and other benefits that accrue when employees have and maintain improved health and wellness.

But for all our efforts, have we tapped into every resource at our disposal? To promote better health, we want to squeeze every benefit possible from our wellness programming, encourage more effective professional development and greater job satisfaction for our health practitioners, and reap a bigger and more dependable return for all of our investments in people. When health, wellness, and human development are at stake, we clearly want every dime to have the value of a dollar. It's time we added one more resource to our wellness environments—coaching. No, not the type of coaching that involves soccer moms and Little League; this type of coaching has the potential to dramatically increase the return on every dollar invested in people. It's called High Quality Coaching (HQC), and it's going to change the way we think about results forever.

A New Line Of Questioning

In the past our wellness questions have been, “Who is our target?” and “What programming will we provide for people?” Now it's time to ask, “How can we get better results for everyone by improving what we're already doing? How can we get those results to continue, even after the programming is over? How can we get those results to expand, even beyond our original intentions?”

Sound like asking for too much?

Not so. High quality coaching provides a way of building personal capacity to create better results, and those results last, even after the programming is over. And there's more. Wellness promoters who coach are creating cultures of coaching. These coaching cultures generate better wellness thinking organization-wide, and those benefits both stay and multiply.

But coaching? Isn't that just another new fad? Not HQC, not even close. Thirty years ago at Stanford University, Dr. Arthur Costa had a big vision and the recognition that people are the main change agents in their own lives, whether at home or at work. He believed that greater attention to helping people more successfully figure out answers for themselves and think better on their own would be the key to generating greater success in accomplishing desired outcomes. He was right and his work,

which he called cognitive coaching, has been repeatedly validated as accomplishing outstanding results.

Today's HQC and the culture it can create is, like cognitive coaching, a synthesis of what we know about how people best support each other in learning and changing. Unfortunately, there's a lot out there called coaching which, bluntly speaking, doesn't cut the mustard. In fact, there's time tested HQC and then there's a fad called coaching. Confused? Not if you know what to look for.

When Flying Coach Really Is First-Class!

Understanding *how* HQC produces results that stay and multiply also provides markers for differentiating between coaching, the fad, and HQC that's been proven over time. The difference is recognized in coaching's core approach. Let's look at what this means for wellness practitioners:

- Traditional wellness programming has limitations we haven't been able to get past simply by trying harder.
- Trying harder doesn't work as well as we want because it's typically based on a deficit approach to people.
- While a deficit approach has been shown to limit people, asset approaches have been shown to enhance human performance.
- HQC generates greater results and benefits that last because it is, at its core, an asset approach to people.
- An HQC approach to wellness promotion enables wellness practitioners to get better results from wellness initiatives.
- Because the benefits of HQC stay and multiply, it creates a culture that positively impacts people, creating wellness results even when people are not directly associated with wellness programming.

Traditional wellness programming has limitations we haven't been able to get past simply by trying harder. Information and advice often don't get us the results we want. Even if they did, varying abilities and resources typically require emphasis on only one or another dimension of wellness while providing little opportunity to personalize. Additionally, “start and finish” wellness programming does little to promote integration of ongoing wellness thinking and decision making, and building upon earlier successes. Wellness practitioners want this for people, but don't quite know how to do it effectively without getting exhausted from taking responsibility for people's outcomes and motivations

and choices they do not control. In fact, this is perhaps the biggest limitation of traditional wellness programming. To be successful, programming should inherently build ongoing personal commitment to wellness. What too often happens instead is it inherently places responsibility for wellness thinking and action primarily on the organization and its wellness staff who then try harder and harder to get better results.

Trying harder doesn't work as well as we'd like because it's based on a deficit approach to people. Supportive environments are considered to have the greatest impact in producing lasting positive change.

Unfortunately, ingrained in how we help people is an approach that, simply stated, doesn't work. It's called a deficit approach, and research has shown it limits the benefits of our communication because it inhibits the learning of the people we'd like to help make better choices. Despite our best intentions, this deficit approach to people permeates almost everything we do. It's not what we want for people, but it's what we know, and that's why it's not unusual for wellness practitioners to experience frustrating patterns of one step forward and one step backward in the people they serve.

Take a look at some of the ways a deficit approach shows up in almost any kind of interaction intended to be supportive: One person looks for another person's limitations and thinks up ways to correct them. People's limitations are the focus of attention because limitations are seen as a challenge to success while people's strengths and resources are ignored because they don't present a problem. This approach leads to conversations that focus on shortcomings, problems and obstacles, with the wellness practitioner talking a lot, providing information and advice that should make a difference, if only people would act on it. With the best of intentions, this approach is entered into enthusiastically by wellness practitioners who, too often, after a while, become discouraged. They lose faith in telling the same advice over and over, advice which they, themselves, often do not follow. And because this approach is oriented around resolving failures, people can feel bad if they do not succeed, and that makes them avoid the wellness practitioner. What's a wellness practitioner to do?

While a deficit approach has been shown to inhibit learning, asset approaches have been shown to enhance human performance. Thirty years of research validate the successful impact of an asset approach to people. One profoundly significant body of research comes from Marcus Buckingham, a pioneering researcher at the Gallup Organization, who studied over 1,000 companies and verified that the most efficient way to get top performance is to build on people's

***"They already know not to stick
their finger in the socket, but they
still do it. Do you think telling them
again it's dangerous is going to
make them stop? I don't. That's
why I use a coaching approach."***

—Belinda Ward, Wellness Coach, Roebuck, SC

strengths, not focus on people's weaknesses. He laments in a *Fast Company* interview, August 2001, that regrettably "The corporate world is appallingly bad at capitalizing on the strengths of its people."

An asset approach maximizes human performance because it increases people's ability to learn in the present while also increasing people's capacity to learn and make better choices, independently, in the future. Additionally, the benefits are multi-directional in that an asset approach increases everyone's capacity to think better about choices, whether or not they are the intended benefici-

ary of the support. These are the kinds of benefits we want for people and, when we see it, this approach makes a lot of sense. There's just one hitch: Without high quality attention to learning how to put this approach into practice, it more often is something people talk about and want but, unfortunately, can't do or get. Why? Because deficit based communication habits are pervasive and deeply ingrained, making alternative asset based practices difficult to carry out.

Let's take a look at what happens during asset based conversation: Asset based conversations assume that people are fully capable and competent, one person engages another person to articulate, highlight, protect, and expand their strengths and resources. Personal assets are the focus of attention because they are seen as building blocks to success, with pivotal resources seen as emanating from the discovery of results people value most. This approach leads to conversations that focus on goals and desired outcomes and then on expanding awareness of ways to accomplish them. To do this, wellness practitioners need to do two things—listen a lot, and tailor their information and advice to whatever is needed to inform new behavior rather than wasting time answering questions no one is asking.

When wellness conversations are asset focused, people are not seen as passive recipients needing to be directed but rather are asked to lead by responding to content, assessing its applicability, and guiding the conversation to what will offer the greatest benefit. This means wellness practitioners primarily elicit and listen, rather than tell people what to do, because one-size-fits-all solutions may sound great but, in reality, actually fit no one.

When an asset approach influences supportive conversation, people feel respected as navigators of life's variables and, as such, don't fear failure, but rather see it as an additional resource for learning. This excites wellness practitioners who no longer become exhausted from trying harder and harder to get people

“Leaders of the past knew how to tell.

Leaders of the future must know how

to elicit best thinking and decision

making and make sure everyone in

their organization can do the same.

That’s coaching. It’s not going to be

any different for wellness promoters.”

to accomplish results, but instead know how to engage people in actively utilizing their resources to accomplish goals that matter to them. Wellness practitioners become more energized when they discover an asset approach to people is a more direct route to wellness results and that eliciting people’s best thinking about themselves benefits both of them.

HQC generates greater results and benefits that last because it’s based on an asset approach to people. Coaching is conversation that elicits best thinking and decision making so people can create results that are important to them. (©2002 EduCoach, Inc.) The key is, as an asset approach to people, HQC elicits from people their own best thinking about themselves. It works because it radically changes our approach to people from deficit to asset focused, enabling people to do what they want to do but don’t know how to do, individually, in practice.

Here’s how. Eliciting people’s best thinking means both people engage in a process whereby thinking about goals and strategies for accomplishment is expanded and brought to higher levels. Once people think better in one area, they have strategies to think better in other areas. Because HQC questions engage people to expand their own awareness, over time, HQC generates greater overall awareness of competencies and resources, and that expands feelings of control over life and confidence in one’s ability to succeed.

Because coaching focuses squarely on people as capable and competent, people are asked to discover and clarify values that motivate them, principles and standards they believe in, and goals to which they feel personally committed. These processes enhance reflection, learning, and increase people’s capacity to think more expansively and at higher levels. Inherent in coaching’s asset orientation is its strong support of continuous learning, meaning results are gained one step at a time, with each step informing the next.

Coaching’s support of continuous learning also means people

have plentiful opportunities for social support in the process of learning with little reason to fear judgment or criticism for outcomes not delivered as originally planned. With coaching’s asset orientation, results are assessed in terms of successful strategies for long range applicability, not in terms of victory over weaknesses, because success built on a deficit approach doesn’t last.

An HQC approach to wellness promotion is an asset based approach that enables wellness practitioners to get better results from wellness initiatives. Wellness practitioners can overcome the limitations of traditional wellness programming by bringing HQC and an HQC approach to the people they serve. What’s great about HQC is it can be seamlessly integrated into any or all wellness promotion activities and, because it creates benefits that last, from there generate better wellness thinking woven into the very fabric of people’s lives.

More specifically, HQC addresses limitations of traditional wellness programming in the following ways:

1. HQC promotes application of new knowledge and maintenance of that application.
2. HQC can occur anywhere, even by telephone, so its benefits are not limited by location or distance.
3. HQC is highly flexible and adaptable to the interests and learning style of the person or people being coached.
4. HQC is tailored and customized to the person engaging in coaching conversation.
5. HQC builds toward personalized goals, generating greater drive and attention toward overcoming obstacles.
6. HQC builds greater internal capacity to think better and more expansively about making successful choices.
7. People discover HQC is about creating results that are important to them, one step at a time, with each step informing the next. With HQC, there is no failure, only learning.
8. HQC elicits best thinking and decision making, increasing people’s ability to accomplish results on their own.
9. With HQC, people realize they have greater control over their lives than they thought.

HQC also addresses other limitations of traditional approaches to programming, including by raising expectations of training’s results:

1. HQC creates the expectation that training produces results measured in application, not just new knowledge. This reinforces the notion of HQC training because the expectation is it will produce coaches who can coach and not just talk about it.
2. Wellness promoters who coach inherently receive ongoing job embedded, personal and professional development because:
 - a. Wellness coaches who coach engage each other in coaching conversation toward attaining personal and professional development, including getting better

results with resources at hand and becoming more masterful as coaches.

b. Wellness professionals who coach learn continuously from the people they coach.

As one can plainly see, HQC addresses limitations of traditional wellness programming. Let's now turn our attention to how HQC can change corporate culture.

Because the benefits of HQC stay and multiply, HQC creates a culture that positively impacts people, creating wellness results even when people are not directly associated with wellness programming. How can High Quality Coaching accomplish all of this? HQC's strength is in its approach to people and the communication practices consistent with that approach. Because HQC views people through a different lens than we're accustomed to, HQC elicits rather than tells because people have much to learn, and teach us, about themselves.

Look at what happens when someone wants to reduce stress: People respond to stress by making continuous decisions and utilizing a variety of resources to address any number of obstacles and constraints. The quality of these decisions is what makes the difference between overcoming stress and being overwhelmed by it. These decisions, one after another, are made by the individual, no one else, and often, on the spot and alone. With HQC, a person attempting to reduce stress will receive support in better identifying goals that are personally important rather than be given a list of strategies to reduce stress. This same person will then choose new action to accomplish these goals and handle obstacles that arise, one at a time. Because HQC is a dynamic process, it enables people to have more control over their lives, and that directly impacts their ability to make healthy choices.

How we define wellness is increasingly linked with social, emotional, intellectual, and spiritual well-being. Feelings of connectedness, having a sense of meaning and purpose, being in control of one's destiny and the outcomes in one's life, and strategies and practices that enable self efficacy all enable wellness. This is what we want for people.

If wellness is, as defined by WELCOA, "a process of being aware of and actively working toward better health" then HQC's results are critical to successful promotion of wellness. More than any other kind of support, HQC directly addresses the fact that people cannot achieve their fullest health potential until they can make good decisions that successfully address the variables that impact their health.

However, even though research has repeatedly demonstrated that deficit models don't work, deficit approaches continue to permeate our way of thinking about and interacting with people, even when we want to do differently. It's important we learn how to do what we already know makes a difference for people in enabling them to think better and make better choices. It's important we adopt asset oriented approaches toward people to unleash their

full potential to accomplish important results—and that's the content of the rest of this issue of *Absolute Advantage*. ★

Deficit Approach to People:

1. People's strengths and resources are overlooked in favor of imperfections and limitations to correct.
2. People's limitations are the focus of attention because they are seen as challenges to success, while assets are ignored because there's no problem to address.
3. People focus on problems and interferences more than goals that are important to them.
4. People are expected to squeeze their individuality and varying realities of living into alignment with one-size-fits-all recommendations.
5. Information is expected to make the difference for people.
6. Advice is given often and freely.
7. People complain a lot.

Asset Approach to People:

1. People's strengths are highlighted and awareness of resources is expanded in search for assets to protect, develop, and build upon.
2. People's strengths, rather than weaknesses, are the focus of attention because strengths are seen as building blocks of success.
3. People focus on goals to accomplish, and problems that arise are solved along the way.
4. People regard one-size-fits-all recommendations as a starting point and expect to adapt them to their individuality and varying realities of living.
5. Information is expected to increase knowledge but not, necessarily, create behavior change.
6. People listen a lot and ask questions.
7. People view challenges as opportunities for learning.



The Coach **APPROACH**

One of Our Greatest Resources is Also One of Our Oldest—Communication.

Ask ten people in a weight loss class why they are there and you might get ten different answers. Why then do we still insist on talking at them about what they need rather than listening to what they want?

By Christina Marshall

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“Coaching is a process that allows people to take charge of their challenges in personally tailored ways, ultimately leading them towards happier, healthier, and more productive lives.”

As wellness practitioners, we are often frustrated by the roller-coaster of events involved in making a positive difference in the lives of the people we serve. We are happy when they start programs, only to become disappointed and frustrated when they quit. We celebrate with them over a success, only to find it was temporary.

Too often, we reach the limits of our best resources: information, programs, advice, and compassion. But have we used every resource available to us? What if there were a method to get better results for our people and greater satisfaction in our work? There is, and it's coaching. Coaching has some remarkable attributes that allow employees to live healthier, more fulfilling lives—and the field is gaining momentum. But can something called “coaching” really make a difference? Read the following and see if you are not convinced this is the future of your wellness programming.

Coaching's Roots

Modern coaching's roots spring from Stanford University in the mid-seventies, where Professors of Education Arthur Costa and Robert Garmston began searching for ways to improve the professional development of teachers. They found that informing teachers about successful behaviors and providing feedback on shortcomings didn't increase teacher success because most teaching decisions are made in the classroom, on the spot, and by the teacher alone, in the face of complex and unpredictable variables. Costa and Garmston realized the solution to better teaching was to increase teachers' abilities to think better independently, allowing teachers to get results even when no one was there to give direction.

Utilizing the knowledge base of psychology, communication, education, and studies

of the brain, Costa and Garmston synthesized what was known about how people improve performance to develop a model of professional development that was infinitely more successful at helping people make effective decisions. They called it cognitive coaching, and it is the precursor of today's High Quality Coaching.

Though coaching finds its roots and ongoing development in the synthesis of many continuously developing sciences, the central theory of coaching continues to hold the key to its effectiveness. At its core, coaching is an asset approach that elicits people's best thinking about their

“Coaching has some remarkable attributes that allow employees to live healthier, more fulfilling lives—and the field is gaining momentum.”

own behaviors. It makes a lot of sense, and it sounds easier than it is. Before further addressing what coaching is, let's look at what coaching is not. Let's begin by looking at the word “coach.”

Coach: “To Instruct, Direct, Or Prompt”

When coaching originated 30 years ago, it was seen as a vehicle—a conveyance by which people could move from where they were to where they wanted to be. Its first practitioners understood that the key to coaching's success in facilitating personal change was skillful conversation that elicited expanded and better thinking. Both the coaching conversation and the new learning it generated were understood to be the conveyance, not the knowledge and ideas of the practitioners themselves. However, as coaching began to catch the attention of the general public some 10 years ago, its meaning was popularized and changed. When health professionals first said, “I coach,” most people asked, “What sport?” Today the word “coach” is used indiscriminately, and the focus has switched from skillful conversation that elicits best thinking to the experience of the person doing the coaching. We have “career coaches,” “business coaches,” and even “relationship coaches.” But what we don't have today is a way to immediately tell whether the “sales coach” is skilled at coaching or skilled at sales. Indeed, the word “coach” is on the verge of losing any dependable meaning, and if the term is not demystified soon, we will be in danger of obscuring coaching's proven benefits and removing it from the serious consideration of wellness practitioners.

To preserve the rigor that High Quality Coaching brings, let's take a look at five benchmarks that identify High Quality Coaching, allowing us as wellness practitioners to distinguish it from other models of the same name.

“Coaching is different from mentoring, consulting, teaching, and advice giving.

Coaching is conversation that elicits best thinking and decision making so people can create results that are important to them.”

High Quality Coaching Can Be Described And Defined

Coaching is different from mentoring, consulting, teaching, and advice giving. Coaching is *conversation that elicits best thinking and decision making so people can create results that are important to them*. Because it is an ongoing process whereby people clarify, explore, decide, act, assess, and report outcomes in relation to behavior change, the first and central question of coaching conversation is, “What do you want?” After people clarify their goals, they build toward ultimately answering, “What will you do and when?”

By pondering and addressing great coaching questions, people expand their thinking about important changes and ways to accomplish them. Generating new and expanded thinking is why it's important that the coaching process allows people to answer these questions for themselves. High Quality Coaching allows people to work toward goals that are important to them and take charge of their challenges in personally tailored ways, increasing their ability to accomplish additional changes on their own in the future and ultimately leading toward happier, healthier, and more satisfying and productive lives.

High Quality Coaching Builds On Solid Ground

Research shows that preconceived notions about other people impact the results of our interactions with them. Positive beliefs usually yield positive results while negative beliefs have been shown to produce less than optimal outcomes. Because of this, High Quality Coaching is built on the following seven beliefs demonstrated to improve human performance:

- People have inherent worth and unlimited promise.

- Successful outcomes occur in the context of caring relationships that respect differences and varying levels of personal development.
- Supportive relationships succeed in a context of dedication to people, learning, wellness, and taking responsibility for growth.
- All people are capable of change, can grow cognitively throughout a lifetime, and possess a vast reservoir of untapped potential.
- While we have knowledge about performance, we do not have certainty about it and cannot reduce performance enhancement to a formula.
- Observable performance is based on thought processes and decisions that drive behaviors.
- Through conversation, people can significantly enhance each other's cognitive processes and therefore increase their ability to create results that are important to them.

High Quality Coaching Begins With Inherent Core Goals

If the purpose of coaching is to elicit best thinking and decision making, it follows

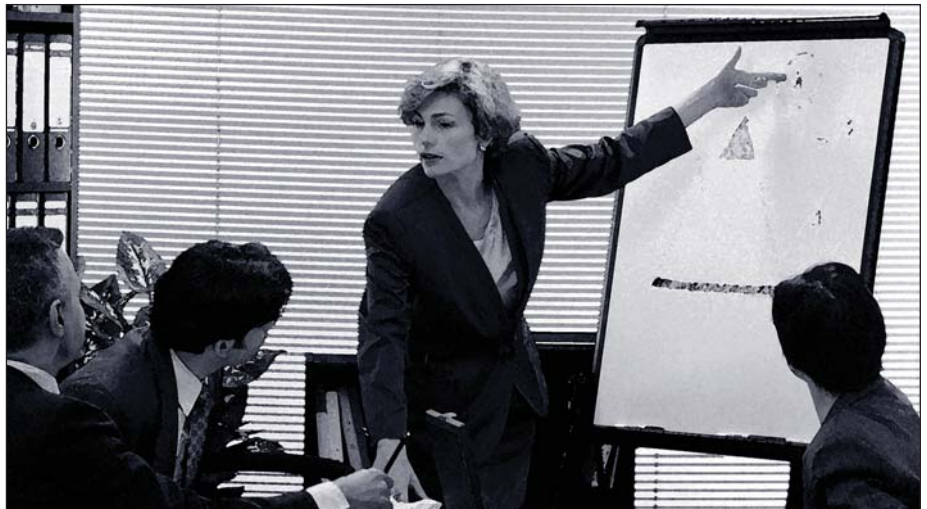
that less and less coaching will be needed over time—coaching builds capability in people that outlasts the coach and reduces the need for on-going coaching. To accomplish this desired result, High Quality Coaching begins with the following four goals:

- Creation and management of mutual trust
- Facilitation of best thinking and decision making
- Development of both autonomy and interdependence
- Increased capacity for thinking more expansively and at higher levels

Coaching relationships that begin and end with these four goals result in more effective decision making, problem solving, and self-initiated continuous learning. When this occurs, the benefits of coaching outlast the coach.

High Quality Coaching Has Absolute Standards You Can Count On

Without a strong foundation, standards are words without substance. When an effective definition of coaching is in place, presuppositions that improve perform-



Coaching improves effective decision making, problem solving, and furthers continuous learning.



A coach's primary responsibility is to engage people by asking questions.

ance are practiced, and goals to increase independent capacity are established, you can use the following eight standards as defined by EduCoach, Inc. to assess coaching in progress:

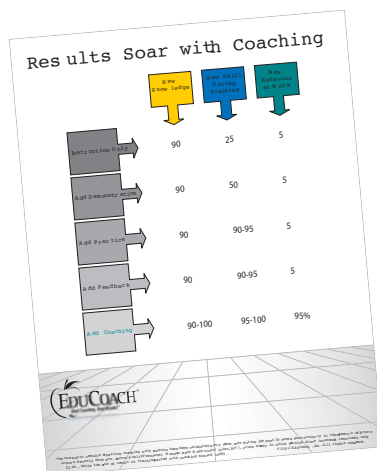
- High Quality Coaching is always a product of caring relationships.
- High Quality Coaching always gets results.
- High Quality Coaching is never destructive.
- High Quality Coaching aims for the best that can be achieved and never settles for less.
- High Quality Coaching always remains alert for improvement.
- High Quality Coaching never tells people what to do.
- High Quality Coaching will always seem right; if it doesn't seem right, it's not.
- High Quality Coaching builds capability, never dependency, and is always structured so the benefits of the coaching outlast the coach.

High Quality Coaching Stems From High Quality Training

High quality coach training is a prerequisite to High Quality Coaching. You will recognize bad coach training when it doesn't incorporate the above mentioned foundational principals and elements of coaching. With High Quality Coach training, coaches in training will be coached in their practice of coaching. Learning will occur over time, learning will be embedded

in the ongoing coaching experiences of coaches in training, and coaches in training will have the opportunity to clarify, explore resources and options, decide, do differently, assess the outcome, and report. It's been repeatedly proven that telling people to "do it like this" doesn't work when the array of variables is complex. Coaching came about because people perform better when their ability to think about choices is expanded. That's why coach training offered as one-shot seminars typically produces graduates who know about coaching but can't coach.

The principles and theories behind high quality wellness coaching find their roots in some of the most intriguing and progressive research in the field of human development, with leadership now being taken by the wellness field. And while nobody would argue its potential benefits, how can coaching be implemented into a working environment? What does wellness coaching look like in a day-to-day scenario? ★



High Quality Coaching can dramatically improve wellness outcomes.

Big League Coaching in the Little League

Well-trained wellness coaches are bringing their coaching approach to the sports arena. In *Coaching for Performance*, John Whitmore tells of assigning tennis coaches to skiers and ski coaches to tennis players so the coaching was, of necessity, oriented around eliciting the thinking of the athlete. The results were astounding.

Recently, a story in EduCoach, Inc.'s *Coaching for Life* tells of bringing this same coaching approach to Little League.

Says one Little League coach, "I know a lot about technique but, no matter how many times I tell the kids, it goes in one ear and out the other. I have a player who is the best batter in the league but a slow runner. How he moves his body to hit the ball is a beautiful sight. How he moves his body to run is...well...inefficient, at best.

I told him and I showed him how to move better as a runner but his arms still worked against him when he ran. So, I got him a tape on running.

Then I remembered the coaching approach. To elicit his thinking, I asked, 'What can you do with your arms to make them help your body get there faster?' He first made swimming gestures but then something changed. His arms began working for him instead of against him. I put the running tape away."



Killer MYTHS

10 Myths of Coaching *that Belong in the Hall of Shame*

Have you read any good fiction this year? You're about to. Many ideas and notions exist about coaching that just aren't true. Here are some hardcover facts about 10 paperback coaching myths to sink your teeth into.

In January 1999, *The Harvard Management Update* published an article written by the President and Fellows of Harvard College (article U9901B at www.harvardbusinessonline.com) in which they opened a conversation that many in coaching find difficult to address: It is not unusual for "coaches" to act the same as everyone else and for "coaching" to be, in effect, no different from what has come before.

Between then and now, there's been little change. It is still true that not many people have a clear idea of what coaching is, in practice. It's a shame. Coaching is a real science that gets real results and, unfortunately, it is often buried under popular notions and ineffective (or non-existent) coach training. This can only give coaching a bad name. Worse yet, the confusion it causes can keep wellness practitioners from getting the results for their people that only real coaching can offer.

Real coaching gets real results and that's why it's important to know the *Ten Myths of Coaching*.

Myth #1:

Nobody Can Really Define Coaching.

False. In fact if coaching can't be defined, how can you know it's coaching? The reality is that coaching has a solid definition you can depend on. Coaching is conversation that elicits best thinking and decision making so people can create results that are important to them. (©2002, EduCoach, Inc.)

Myth #2:

Coaching Is Managing With A Happy Face.

When people don't make important lifestyle changes, a manager can feel that smiling is the best way to keep the subject open. That's because managing is making sure people do what they're supposed to do. Sometimes it works, but, too often, the benefits of successful management leave with the manager. Coaching isn't managing. Coaching is making sure people's internal capacity to produce results on their own increases over time. With coaching, the benefits outlast the coach.

Myth #3:

Coaching Is Just Another Name For Mentoring.

A mentor "knows the ropes," provides guidance, shares his or her experience, and passes on lessons learned. That's mentoring, and it's good; it's just not coaching. When someone refers to their work as "coaching" and then uses the word interchangeably with mentoring, consulting, teaching, and advice giving, expect that you might benefit but don't expect to get coaching.

Myth #4:

Being A Coach Means Being A Cheerleader.

Getting people to feel fired up and motivated about living a healthy lifestyle is great and has a place in any organization. However, it's no secret the results of cheerleading are limited; the feeling goes away and it's back to business as usual. Coaching is about continuous support in eliciting best thinking and decision making toward taking action that produces sustainable results. With coaching, the expectation is that cheering is reserved for accomplished goals and actions that occur along the way.

Myth #5:

Coaching Takes A Lot Of Time.

It might seem quicker to tell someone what they ought to do. However, few would disagree that information and advice don't give us the results we expect. If information and advice resulted in healthy lifestyles, we'd all live to 120 and bicycle to the end. Those who know High Quality Coaching find out it actually saves time because people are more likely to do what they, themselves, figure out is right for their lives. Additionally, eliciting and expanding best thinking through coaching increases people's capacity to think better on their own. Over time, this adds up to a huge benefit. High quality coaching respects processes, expects results, and takes only the time that is necessary.

Myth #6:

Coaching Is A Kind Of Psychotherapy.

While coaching requires a fundamental knowledge of how people best achieve their goals, it does not focus on a person's psychological history. In therapy, people expect to focus on the impact of past experiences on present difficulties. With coaching, people should expect to look at what to do now to take charge of the present and future.

Myth #7:

One Recipe Can Handle All Coaching Situations.

It's not unusual to see a health education program called coaching. That's a mistake. Coaching is not a one-size-fits-all activity, and no single program does what coaching does. How people best determine and achieve wellness goals is highly varied; wellness programs, alone, aren't customized enough to get the job done well. Integrate them with coaching and watch the results soar.

Myth #8:

Some People Just Can't Be Coached.

People who are unresponsive to coaching are too often labeled uncoachable. Sure, sometimes what is needed is a doctor instead of a coach. However, when someone is unresponsive to coaching, it's usually more productive to find out what's holding the person back instead of labeling him or her as a problem. Often what's needed is simply a reclarification of goals or a different coach.

Myth #9:

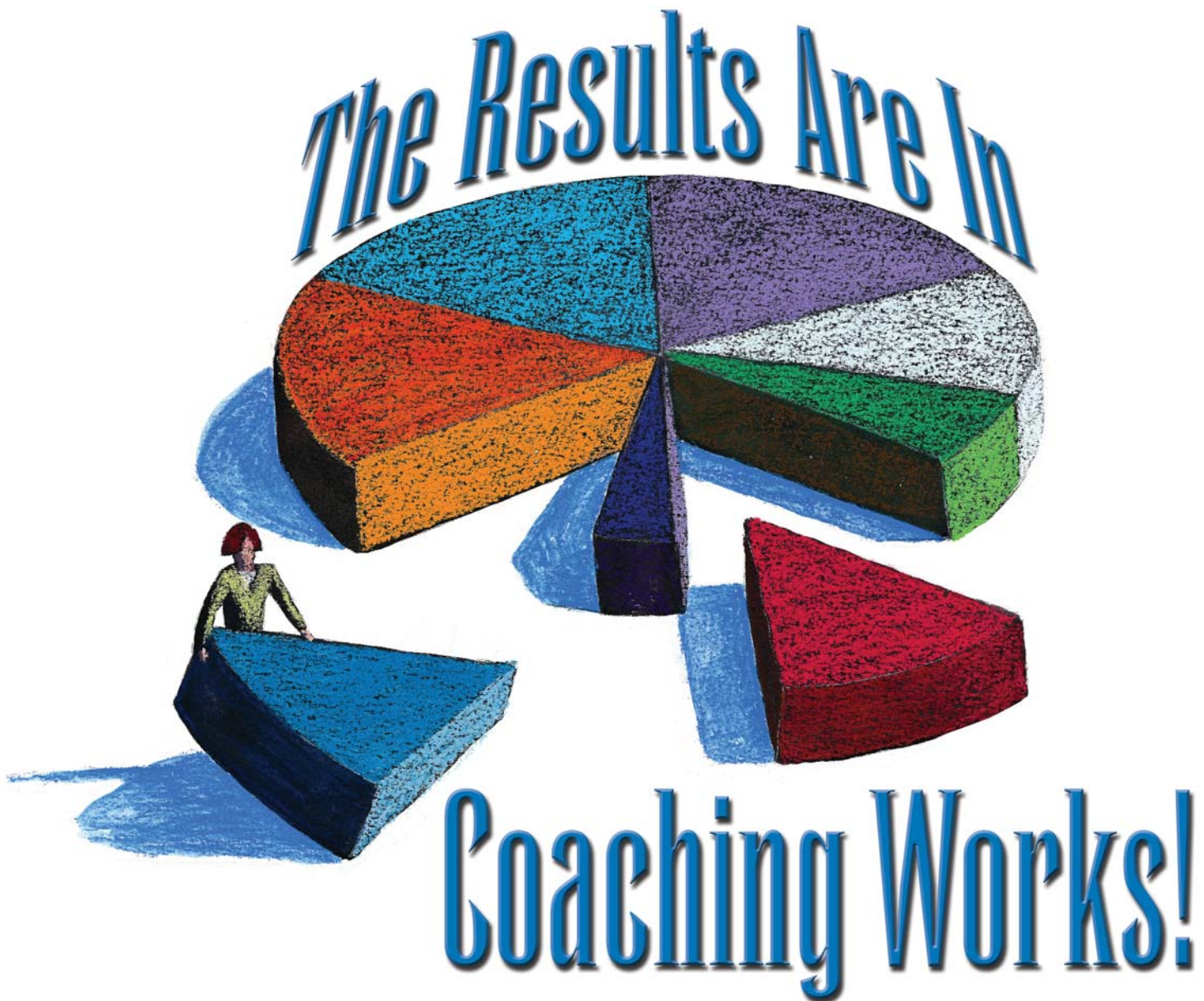
If You Successfully Coach People, They May Leave.

Sometimes people will find out they are working at the wrong job and, in that case, you want to find out sooner rather than later. Sometimes people will make lifestyle changes that temporarily disrupt things at work. However, more often, people being coached will find out more about what they bring to the table both at work and to their lives in general. They get jazzed about it and feel greater loyalty because their organization is helping them reveal, reach for, and utilize their full potential.

Myth #10:

Coaching Doesn't Add To The Bottom Line.

People get that impression because they think coaching is just another version of more of the same. And, if they fall for any of the above myths, more of the same is what they will get. Coaching isn't just another program; it's different. It builds consistent, replicable results because it's a science that develops people to think more effectively about accomplishing results that are important to them. High Quality Coaching generates self-assessment, responsibility taking, and leadership thinking. Over time, that has a substantial impact on any organization's bottom line. ★



Coaching's Bottom Line: It's real, it works, and the results are SPECTACULAR!

Investing in coaching as part of your wellness program philosophy can change not only the health of your employees, but the very cultural fabric of your organization.

Wellness experts agree people cannot achieve their fullest health potential until they can make good decisions and successfully address variables that impact their health. That's what coach-

ing is all about. It elicits people's best thinking and decision making so they can create results that are important to them, even on their own.

It's a great idea and it works. However, great ideas with great results sometimes, nevertheless, go by the wayside. With coaching, its biggest risks for failure are clear. People often don't really know what coaching is, how it's done, and how it's different from the kinds of support that have come before.

Because coaching can be incorporated into all of a company's wellness activities, it's important to know what wellness

coaching and a coaching approach look like, not on paper but in practice, and how they can be implemented into the worksite in ways that generate great results on a continuing basis.

This Kind Of Coach Doesn't Play The Field.

It can be a challenge when the word "coach," has been popularized and linked with sports and other metaphors that create trendy but not scientific understandings. Personal development programs and people motivating each other are fine, but they shouldn't be confused with High Quality Coaching

What a coach listens for that most people don't: A coach wants more than a great plan. A coach wants signs of commitment. A plan might be great, and a person might agree to it, but personal lifestyle changes are made by the person, not a plan. Without commitment, people don't tend to change, at least not for very long.

because they don't do what High Quality Coaching does. To preserve the benefits and results of coaching, organizations need to know what coaching is and how it's done; otherwise "coaching" will come and go, and waste people's time, money, and efforts in the process.

Following are six benchmarks that will allow practitioners to understand what coaching is and how it can be implemented into the workplace.

Coaches get results because they regard people as completely capable and competent. You can't expect to elicit people's best thinking and decision making if you tell them what to do. Coaches elicit, they don't tell, and to do that they focus their attention on others' thinking processes to help people figure things out themselves. Coaches regard the person being coached as the only expert that counts when it comes to that person making important changes; they regard their own opinions and thoughts about that person as strictly superficial and incomplete.

Putting this into practice sounds easier than it is, but you can begin the process by trying an EduCoach coach training exercise. Regard the people you meet as being fully capable and creative. If you don't believe it, act as if you do. And give people a little more time than you normally would to prove it. That's the basis of a coaching approach to people and research shows it works.

Since research confirms that telling people what to do doesn't work, especially when variables are complex, how do you help people change? You listen. But it takes a special kind of listening to listen like a coach; to begin, you focus on others instead of yourself.

Coaches get results because they listen so well. Coaches are much more interested in listening than talking. To elicit people's best thinking and decision making, they have to make sure they hear the people they coach, often times better than they hear themselves. To make sure people build on what they themselves decide will work, coaches manage their own internal dialogue—which otherwise would run unchecked and clamor for attention.

How does a coach do that? They do it by

Turn a "why" question

into a "what" question.

For example:

"Why did you do that?"

becomes "What are the

benefits you wanted

to accomplish?"

See the difference?

maintaining an awareness of three ways of listening—managing one while freeing up the others.

Typically, when we talk to other people, even when we try to do our best listening, we keep our primary focus on ourselves. While another is talking, we tend to be most occupied by our own thoughts, reactions, and what we want to say in return. When we do that, we keep ourselves the central actor of the interaction and no amount of mirroring back what was heard makes it any different. Is it bad? Not really. We all do it. It's just that for coaching to be successful, the person being coached must remain the central actor. After all, that's who is going to enact the change.

With their internal dialogue in check, coaches mainly practice two other kinds of listening. One is listening for the person by hearing their values, assumptions, areas of personal motivation, and much more. Coaches listen with their focus placed completely on another, and that enables them to hear much more than the content. It also prevents coaches from boxing a person in by their own limited perspective. It takes practice to do this well.

The other way coaches listen is with a completely open mind. Coaches are open to hearing through intuition, senses, and even the environment, as long as the coachee is the arbiter of what makes sense and what doesn't. When coaches notice and ask about a heavy atmosphere or a word that "jangles," they acknowledge that logic and sense exist for a coachee, even without the coach's prompting.

Coaches unleash a coachee's thinking by

listening for the person being coached, instead of focusing on themselves and what they think about the content, and by keeping a completely open mind to the logic and sense their coachee provides. Listening like a coach increases humility, compassion, and respect for people, and that further enables coaches to offer the most room for the people they coach to figure things out for themselves.

Here's an example of what too often happens in wellness programming. A weight management professional unintentionally "boxes in" participants by focusing on the processes of weight loss instead of focusing on the people losing the weight. When the focus is on weight loss processes, the health professional primarily listens to his or her own internal dialogue instead of the people who want to enact the change. By taking a coaching approach to weight management, the health professional places his or her focus on the people who

"People put their action where they put their attention.

Coaching helps you put your attention

where you want to create a difference."

must enact the change and listen for the myriad of goals, challenges, and strategies real people represent. This shift of direction in listening enables the whole person to be understood and addressed, rather than primarily addressing processes for weight loss that would work, if people would do them.

There's one hitch to great listening that every coach has to deal with. Because coaches are people who care, it's natural for them to listen to someone while also wanting to figure out a solution to their challenges. That interferes with great listening because it makes the coach the central actor and responsible for the results. Coaches don't want to do that, but it sneaks in by way of the coach's best intentions. Ultimately it makes them ask questions that elicit

information needed to figure out the solutions they believe in. When coaches do that, they are addressing their own thinking instead of the people they are coaching—and that short circuits the process of coaching. Coaches invest a lot of time in learning to be great listeners

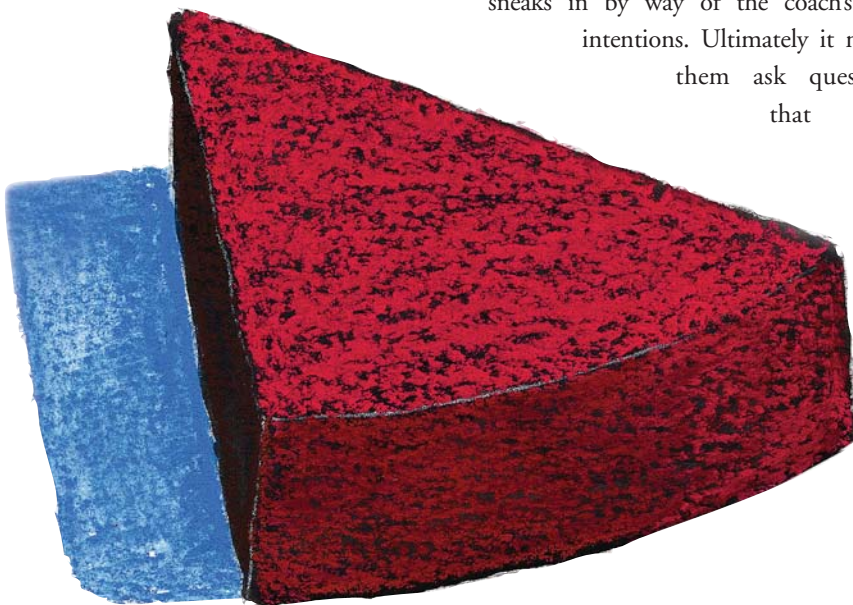
because the better they listen, the better they ask questions that engage other people's best thinking about themselves.

Socrates Would Be Proud!

Coaches get results because they ask great questions. A coach's best asset for listening is their belief in the coachee's capability. A coach's best asset for speaking is curiosity that leads to great questions. Great questions are important because they bring out an abundance of clarity and resourcefulness. What makes a coaching question great? No one immediately knows the answer, and the only person who can answer it is the person being coached.

However, questions can sometimes raise defensiveness, and coaches have to make sure that doesn't happen. When a person feels they have to protect themselves, their creative thinking stops and coaching can't occur. That's why coaches rarely ask "why" questions and virtually never have the words "why" and "you" in the same sentence. Because even the best coaching question can cause defensiveness if it's misunderstood, great coaches make sure their people have ways to keep the coaching conversation, and the coach, on the right track.

There's one more hitch to great questioning and it's the same one that gets in the way of great listening. A coach who wants to provide a solution will tend to ask questions that get answers the coach needs or wants to design solutions and strategies the coach believes in. It gets in the way of



questioning that benefits the coachee and doesn't work. It puts the coachee into a passive role and puts responsibility for the outcome on the coach.

Bottom line, great listening leads to great questions and both unlock people's genius. That's the reason for coaching's results.

Coaches get results because they use information wisely. Though we've come a long way in getting information to people, too often, we expect too much from it. Coaches don't expect information to do their job; they want people to do something with the information. If a coach gives out a pamphlet, they don't want it in the waste paper basket until it's had at least one single, sustainable impact. If a coach offers training or education, they're not happy if the program provides lots of valuable information but, on Monday, it's business as usual. Coaches use information to generate new and better thinking and action. To do that, they tailor their information in ways that make a difference for a coachee, rather than expect a mountain of information to create a mountain of change.

"Dear Confused, If I Were You, I Would..."

Coaches get results because they rarely give advice. We expect too much from advice, and wellness practitioners get tired of giving out the same advice over and over especially when they, themselves, often don't follow it. Besides, more advice doesn't mean better results. If it did, we'd all be fully fit and healthy. Wellness professionals who coach share their expert opinions only when the person being coached both needs and wants it, and that means only when there are no other options. Even then, coaches maximize the results of their advice by shifting out of an expert role into a coaching role as soon as they can, allowing them to elicit their coachee's thinking about what was just said. This coaching approach to expertise keeps responsibility for change where it belongs. Responsibility for change doesn't rest on the coach's advice or even on how persuasively or forcefully the coach presents it. A coach's responsibility is to be a great coach, and responsibility



for
change
always rests
on the person being
coached.

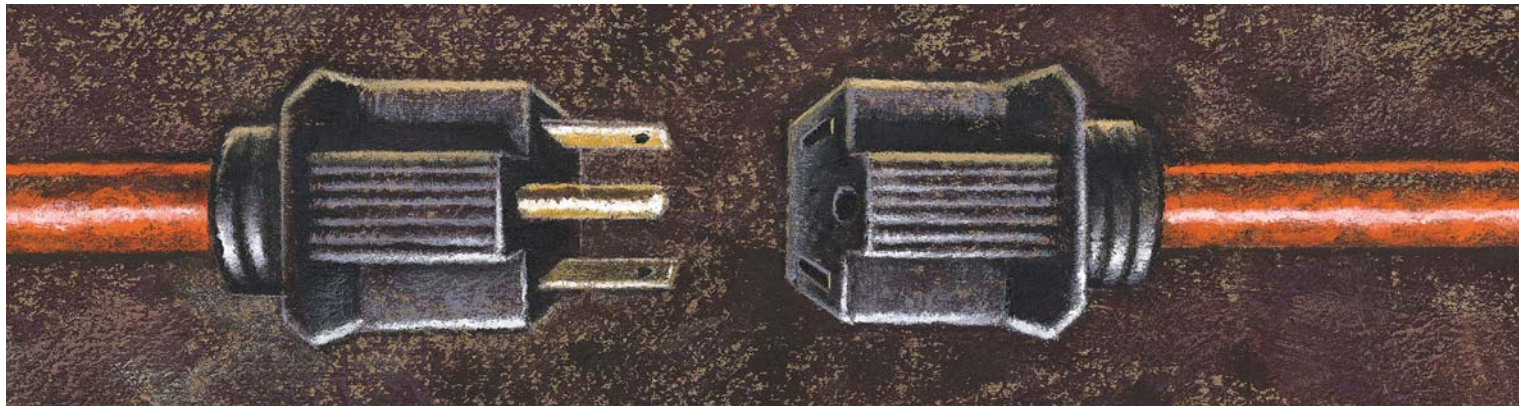
Coaches get results because they value time. Coaching radically changes what we want from time. A call to 4,000 people with completed health risk appraisals looks very different when the calls are made by coaches who don't want to lose a minute of people's opportunity to benefit from coaching. Polite formulaic salutations are replaced by an invitation to get the most from the conversation and being told how to do that with a coach. Unnecessary review of information doesn't happen because, with only 15 or 20 minutes at most for each individual, a coach wants people to tap into what is important and spend the time talking about THAT. For a coach, success means people leave a conversation focused on an outcome they want and an action they will take, even if the action is simply to get some questions answered. With limited time, coaches make choices about conversation to maximize the opportunity for coaching.

And there's more. Coaches not only maximize the time they have with a coachee, they want the value of that time to continue even after the conversation has concluded. One way coaches extend their

coach-
ing presence is

by offering questions to ponder: "Look forward by five years and imagine a satisfying day. Can you see it? Over this next week, will you spend some time asking yourself what you did to make it that way and when did you start? Would you be willing to spend a few minutes with me next week to tell me what you learned?"

Looking at the points above, you can see that coaches discover and then build on assets previously not recognized, they listen for what will make a difference, not just for good ideas, they question to bring out hidden resources, they use information in ways that support changed behaviors, not just knowing what to do better, and they get the most from their expertise by sharing it in ways people can make their own. Telling a lot might sound good, but it's an illusion. If others don't take it in and use it to discover what exactly it is they can and will do, there's no point and it's a waste of time and energy. Bottom line, coaching is economical. Tie it all together and you get efficiency, results, and ongoing greater capacity for people to create positive change, including benefits that last because people who coach and are coached also think better and more expansively on their own. ★



A CULTURE OF WELLNESS

COACHING CONNECTS WITH CLARIAN

Clarian's "*Healthy Results For You*" shows us how coaching connects all involved with a single "aha!" moment.

With coaching, a single point of clarity can have amazing results. The *Healthy Results for You* program invites you to see for yourself the power of coaching on connecting people with their own unlimited possibilities.

Healthy Results for You is located in Indianapolis, Indiana, and is part of Methodist Medical Group, a Clarian Health Partner. They serve 12,000 Clarian associates and their dependents. Their mission is to improve the health of Clarian employees and their families. Their long-term vision is to create a culture of wellness. Specifically, some of the services they provide are wellness coaching, referral to programs available at Clarian and locations throughout the city, making lifestyle change convenient for associates and dependents, yearly Health Risk Appraisals, and collaborating with Clarian departments who are helping Clarian employees become healthy.

To Thine Ownself Be True

Wanting to find ways to offer better results for the people they

serve, *Healthy Results for You* decided to incorporate coaching. In January 2002, Elaine Gaither began coach training at EduCoach, Inc. After that, Tanya Most joined the department and also received coach training. With the support of their manager, Beth Neilson, Gaither and Most have integrated coaching into various wellness promotion activities, with their largest practice of coaching occurring during calls to talk with people about their Health Risk Appraisals.

Results were noticeable after only the first week of coach training. Gaither, the first to take coach training, said the most immediate change was in herself. "I became more reflective about what I was doing, and I know more now about what holds me back. I want more for our people now and I no longer unintentionally limit them to my own limitations." Following are some of the differences coaching has made for Clarian.

At The Sound Of The Beep...

Coaching is uniquely different; people notice and respond. Gaither and Most are excited about the ways people now respond to them. Before coaching, they had to track people down to try to



talk with them. Gaither says, “Now I’ll have a coaching conversation with someone and, 10 minutes later, they’ll call back and say, ‘You know, I thought about what we discussed and I just wanted you to know that I decided to....’ They say, ‘It’s really been a help, thank you so much.’ It’s so amazing. People call back and tell me that coaching is different than they thought it was going to be and they really like it.” Most says, “We coach now rather than direct and it’s really interesting to see everyone’s response—there’s a night and day difference. I’ve even had people give me their cell phone number or home telephone number and ask if I can call them there.”

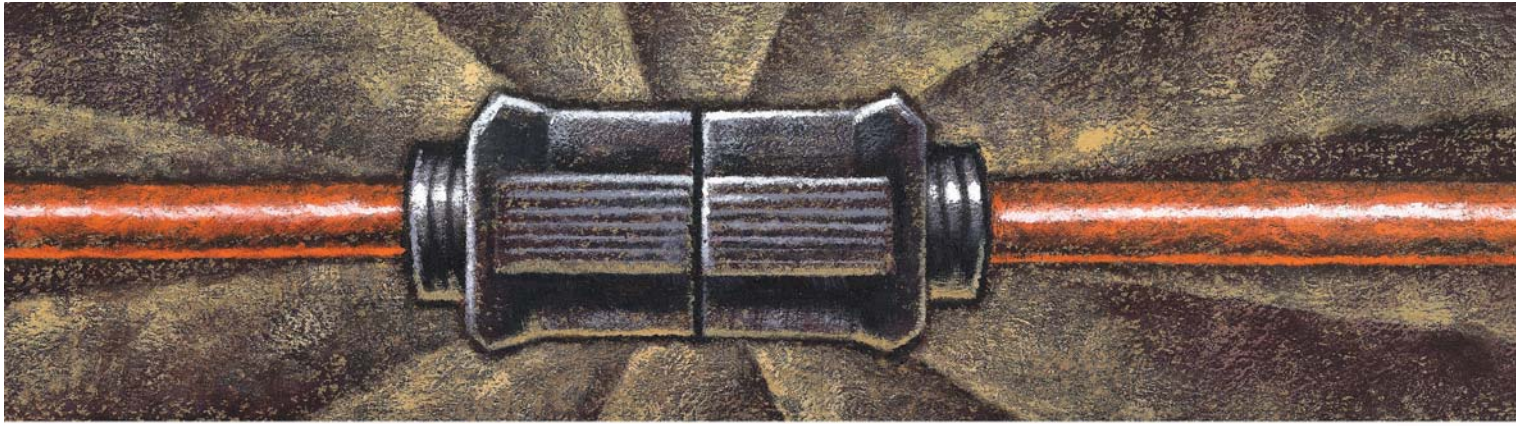
At Clarian there is no such thing as a routine call. If you’re going to get a Health Risk Appraisal call you want one from Clarian; because there are no routine people, Clarian wants no routine calls. Gaither says, “With coaching, there is no such thing as a routine call. I have found amazing stories with each call. Sometimes I am taken aback with the honesty and ease that employees share their stories. Most employees feel they have been given an opportunity to talk candidly. The more I listen and use a non-judgmental and open approach, the more they are willing to divulge information that can really get to the root of a problem. Listening is the key. Then reiterating, clarifying, and asking what they want and how can they achieve their goals helps them to define what is really important to them. For example, a lot of people may want to quit smoking, but often times they are not ready. Preparing them for a stage of readiness is sometimes more important than placing them into a program. I have had a

***“In less than a year, we went from
an idea to a respected and integral
program within Clarian. Coaching
created an avenue to be successful
in new and exciting ways.”***

lot of fun brainstorming and exploring possibilities and options in an effort to set goals and move forward. Sometimes we set goals and the next time I call they might say, ‘You know I thought a lot about that and I’ve changed my mind. I’m doing this now and it’s working great!’ I tell them coaching is all about thinking about what is best for you.” According to Gaither’s manager, Beth Neilson, “Everyone thinks they know how to call someone on the phone. But then you realize they don’t know, until they learn about coaching. Coaching really is a skill.”

At Clarian, people—not programs—are the most important resource. Gaither explains, “In July of 2001 my role as a case manager for a new health and wellness program was to call employees and their dependants who appeared in claims data for diabetes and asthma. I called these people with the primary goal of getting them into disease management programs in hopes of decreasing medical claims and bringing down the costs of employees utilizing services. I was able to get 60% of the people that I could reach into diabetic classes. However, many did not attend the class, some did not bring along their lab data as hoped, and some were not committed. Bottom line – people said they would go to class, but some were not ready and didn’t attend, some attended and didn’t finish, some finished but didn’t make the changes.”

“During coach training at EduCoach, I realized many people with diabetes *were* taking care of themselves and not everyone needed programs to do better. Instead of focusing on diabetes management programs so much, I started asking what they needed and came up with many more options and possibilities of managing their diabetes.



“Coaching has been very rewarding.

People say, ‘You have made a difference in my life.

I can tell that you really care. Clarian must really care about me.

This is a great benefit for employees.’ ”

I was still able to share my nursing experience and expertise, but with new vision—assuming each individual to be capable, competent and creative. This was a wonderful discovery. It was like opening the door. No longer did I feel the need to have all of the answers or the definitive word, but could allow each person to state their needs and figure out how to reach attainable goals. It has been challenging and rewarding to be able to struggle with someone and finally get to that “aha!” moment, like a light bulb just came on. The combination of claims data and coaching has been a wonderful tool. I found that it is OK to use my nursing experience, but to encourage people to decide what is best for them is very important.”

“Coaching has been very rewarding. People say, ‘You have made a difference in my life. I can tell that you really care. Clarian must really care about me. This is a great benefit for employees.’ Coaching has helped me professionally and personally to be able to define my values and goals, to be clear about communicating what is important to me and, when I help others do that, it makes a difference for them.”

Ready, Aim, Coach!

Gaither continues, “We want people to be ready to be coached. We want them to take on challenges and ask ‘Why waste a precious moment when it’s your life?’ *Healthy Results For You* has enlisted their marketing department’s talents and skills to make sure every one of their employees is ready to be coached.

Gaither explains, “I had a wonderful conversation today about smoking cessation and at the end the woman said, ‘I thought you were going to shake your finger at me and that’s why I didn’t call you back.’ I had called her three or four times. I asked her how it was different from what she expected and she said, ‘It was so much better!’ There’s a fear factor that makes people not call us back and that’s why we want to get the word out on what coaching is. We want people to expect more.”

Gaither, Most, and Neilson, want it known that, with coaching, both their organization and the people they serve can expect more. Most says the shifts that happen when you think, and therefore communicate, like a coach make a big difference. Most explains, “Asking someone ‘How do you feel about it?’ is fine, but a coach always wants the most from every conversation. Even a subtle change, such as asking instead, ‘What does that mean to you?’ shows caring while also generating a more productive conversation.”

Healthy Results for You is not only making strides in bringing coaching into their organization, they are also creating the future of coaching and the fuller meaning of “Well Workplace” by educating their employees to be ready for coaching.

The Sky’s The Limit

Gaither and Most report results beyond their original expectations. Gaither explains, “Because of the coaching, we’ve seen

differently, not only by the people we're calling but also by the people with whom we're working. Employees are surprised by our approach and many are very interested in this new concept that meets them where they are. By eliminating barriers, we're helping people set goals and accomplish them. Our goals are bigger." Most adds, "In fact, senior management has become interested and we've been asked to give them presentations on what we are doing with the coaching. It's changing the way top management values us."

Gaither agrees, "Employees and senior leadership are really buying into our efforts and supporting them because they're seeing the benefits. We have recently been asked to present our program to the Board of Directors as an example of a program that builds trust with employees. In less than a year, we went from an idea to a respected and integral program within Clarian. Coaching created an avenue to be successful in new and exciting ways."

There's no doubt these coaches, with the support of their manager, are making waves that won't stop at the walls of their office, or even their organization. Neilson explains, "Our long-term vision is to create a culture of wellness." By integrating coaching and preparing employees on how to best benefit from it, they are well on their way. ★

What Is A Coach?

A coach is someone who asks...

"What do you want?"

"What are your goals?"

"What motivates you?"

"Are you ready for a change?"

Someone who wants to...

"Elicit your best thinking."

"Partner with you."

"Work with you as an individual."

Elaine Gaither's Favorite Coaching Questions:

1. What do YOU want?
2. What do YOU think?
3. What are you doing now that is working?
4. What are you doing now that is not working?
5. Close your eyes, visualize what you want, and describe it to me....
6. If it were possible, where would you start?
7. Is anything stopping you from doing it right now?
8. What do you need from me so I can be the best coach for you?
9. If you were going to set a goal during this conversation, what would it be?
10. What do you recommend we do/talk about next?
11. What do you want to take away from this conversation?
12. What structure do you want in place to keep you more accountable?
13. If you were coaching yourself, what would you ask yourself?
14. Will you send me an email to let me know? Or call me?

Making The Grade

Cuyahoga Community College Gets High Marks
for its Innovative Use of Coaching.



When does 1+1 = 3? When you add one-to-one coaching to the wellness program at Cuyahoga Community College (Tri-C), you have a formula for distinction!

Replacing traditional health services with something new and different, Cuyahoga Community College (Tri-C), the largest and oldest community college in Ohio, wanted to better serve its more than 55,000 credit and non-credit students each year attending four modern campuses located throughout the greater Cleveland, Ohio area.

Beginning three years ago, Tri-C made a major change in the way it responded to the health and wellness needs of the College community. Instead of utilizing the health services department to treat injuries and illnesses as it had in the past, the College would phase out this role and focus more on disease prevention and promotion of healthy lifestyles. Though a decision was made to step up wellness promotion, how to offer a world class initiative for Tri-C students and 1,100 full-time and 2,000 part-time employees of the Tri-C group still

needed to be determined. The task of bringing that about was given to Debra Dailey, Health & Wellness District Director, whose mission was to create campus-based wellness centers that would provide students, faculty, and staff with challenging programs, information, and activities that would promote well-being and enhance the quality of life for the entire College community.

One-On-One: A Singular Sensation.

Dailey wanted the Tri-C Wellness Centers to offer the best, most comprehensive, outcome-oriented wellness programs and reach as many people as possible. In making sure the faculty and staff of Cuyahoga had available to them whatever they needed to live healthy lives, she wanted to include lifestyle coaching among their wellness services. Their intention was to offer one-on-one lifestyle coaching for those wishing to create changes in the

context of a supportive coaching relationship. As Dailey says, "I wanted coaching because I felt group programs did not meet the needs of everyone, and some people would benefit more from an individualized approach."

She had heard of the reputation of EduCoach, Inc. in bringing coach training to educators, so she asked about coach training for wellness practitioners who wanted to offer lifestyle coaching. EduCoach, Inc. responded by creating a coach training program specifically for wellness practitioners and called it *Coaching for Life*. Dailey and her newly appointed Wellness Manager, Nicole Cantor, began coach training August, 2000, and the Cuyahoga Wellness Centers had their grand openings the following month. One year after launching their comprehensive employee wellness program, they received the WELCOA bronze level Well Workplace Award. At present, after two years in operation, they have almost 50% of their employees actively engaged in the program. Dailey and her wellness coaches credit coaching as having played an important role in these results.

Dailey's original intention was to offer one-on-one lifestyle coaching to those who wanted it. However, since then, Tri-C's use of coaching has expanded beyond the original plan. Dailey says, "When you first learn to coach, you don't realize just how much you will use it." While many have heard of wellness coaching, Dailey and her group are taking it to the next level by integrating a coaching approach to all of their wellness activities. One example is that weight management at Tri-C is now blended with coaching so that individu-



alized strategies for successful weight management can be discovered, thereby creating better results for the participants. Dailey says, "Instead of providing the same educational information participants have heard over and over about exercise and dieting, we now provide coaching support groups to focus on specific issues around weight loss such as successfully dealing with lapses, relapses, and the challenges and barriers around maintaining a long-term exercise program."

Commit To Fit

Since taking a coaching approach to weight management, Dailey noticed that participants are more willing to share their experiences and successes with each other. Working together, they also set goals and address questions that, once answered, provide new and individually tailored ways to deal with the challenges and obstacles of weight loss and its maintenance. Additionally, for the weight management educator who coaches, it provides an approach that allows the participants to take a more active lead in discovering and sharing what works best for them, rather than the coach telling people over and over what they need to do to lose weight and hoping it works. They find that coaching not only provides an avenue by which to create better results for the people served, it also provides greater work satisfaction for the coach.

Dailey says, "When coaching is incorporated into the daily activities of wellness promotion, it creates a coaching approach that impacts health-related conversation across the board. For example, before coaching, a faculty member needing to lower cholesterol would be tested and given a packet of information on diet. With coaching, the interaction between health promotion specialist and coachee goes one step further because information and advice alone, doesn't get

us the results we want. As lifestyle coaches, we still hand out the brochure but then also, on the spot, take a few minutes to elicit our coachee's thinking about the content, about choices, and about one small difference he or she can think of right now to do, to ponder, or to research, beginning today."

"With coaching, we continually help people find ways to take charge of the results they want. Because we know people will do what fits them, we elicit from them their thinking about what they want and how they will accomplish it. Thus, the decisions they make are choices that match them as they live in the life that is uniquely theirs. That's the coaching way."

For Nicole Melnick, Wellness Manager

***"When coaching is
incorporated into the daily
activities of wellness
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across the board."***

of the Eastern Campus, coaching has made a significant difference in the way she interacts with others, "Coaching has changed my life and my approach to assisting employees and students with their personal wellness goals. Rather than providing my coachees with answers, I empower them to discover their own path forward toward success."

Broaden Your Reach

According to Dailey, "In the process of learning to coach, we saw immediately how much coaching would change wellness at Tri-C. However, there were more positive changes to come that we couldn't have anticipated until we completed the training and began coaching.

For example, in addition to wellness promotion, Tri-C has a strong commitment to professional training and development in all areas and, as a result of their contact with our wellness centers and our coaching approach, Tri-C has committed to a coaching approach to management, with a large group of college leadership and administrators now learning how to coach.

Now when we get ready to implement an educational program, we ask ourselves how we can integrate coaching. For example, in promoting exercise, coaching means we do more than just spell out various exercise programs and plans for employees to choose from and encourage them to participate in one. It means we ask our people, our coachees, questions to elicit their thinking about what they already know about fitness in relationship to themselves and their lives, so they can develop a program that will work for them.

For example, we will ask, "What does it mean for you to be physically active? What type of exercise plan have you successfully been able to maintain in the past? What do you need to assure success in your next exercise program? What are the steps you will take or what structure do you want to

***“As a professional in the health and wellness field,
coaching is one of the most significant skills I’ve been able to learn
and more importantly, apply, on a daily basis.”***

assure you will follow through with your plan? Do you anticipate any obstacles? Do you want to address obstacles now?” When a participant’s answers to coaching questions are the answers that make the difference for them, they feel a sense of ownership and commitment. It’s where they want to go, not where I want to take them, and because they are accountable only to themselves, they can keep at it until they find the plan that works. As a result, they are much more likely to follow through and be successful with the exercise program they design. What’s more, they think better about themselves and exercise, even when they aren’t in the presence of the coach.”

For Dailey, coaching has become a life changing experience. “It’s a relief to people when they discover they can design a plan for greater wellness that is molded to their needs, their lives, and themselves, and they don’t have to bend themselves to the requirements of a predetermined program, whether it fits them or not, in order to achieve their wellness goals. Because coaching creates personalized wellness strategies and, with experience, enhances independent thinking about wellness, coaching is a way to create independently determined and achieved wellness behaviors for life.”

“Because coaching is conversation that elicits best thinking, our coaches are able to be of service to a wider range of people than ever before. For example, one of our Wellness Managers, Jodi Sivon, is one of our younger employees, and she was concerned about her ability to coach people in superior job positions. Early in her coach training she was forced to deal with this concern because, though young, she began coaching someone in a leadership position. From their first coaching session, the coaching relationship flourished and she has been coaching this individual for almost a year now. Not only has her coachee achieved numerous goals and successes, Jodi feels

she, herself, has grown as a coach, and as an individual, because of this coaching relationship and the interdevelopmental nature of coaching.”

Dailey says, “Since the health and wellness staff here at Tri-C have all been through extended, including advanced, coach training from EduCoach, Inc., we have also learned to coach each other in the various situations of work life. For example, we use coaching techniques and skills when setting departmental goals and to accomplish and exceed the expectations we have for the wellness program. We have also coached each other to discover ways to deal with difficult co-workers or challenging coachees. This has made a significant difference in

our productivity, time management, and success and satisfaction at work.”

“For example, like any work environment, (ours too) can be stressful at times. Following is a sampling of questions I asked one of my wellness managers to elicit best thinking and decision making to develop a plan that would work for her in dealing with and reducing stress: ‘What will tell you that you are in a significantly high stress period?’ ‘Are there specific times of the year or activities to note that trigger high stress

In their commitment to coaching, Cuyahoga regularly tracks employee participation, satisfaction, and changes in knowledge.

"It's a relief to people when they discover they can design a plan for greater wellness that is molded to their needs, their lives, and themselves, and that they don't have to bend themselves to the requirements of a predetermined program, whether it fits them or not, in order to achieve their wellness goals."

periods?' 'What action steps can you take to assure you are in control during these periods?' 'At what point will you actually need to implement those steps?' 'What will tell you it's time for implementation?' 'Are there any resources that can support you in your plan?' 'What will let you know your plan is working?'

"After only two years of wellness programming, early results from our health risk assessment have shown an improvement in the low-risk health status of our employees. There is no question that coaching played a role in this result. Although we have seen a reduction in health risk factors of many of the employees involved in the one-on-one coaching sessions, most of our programming success has come from integrating coaching into the daily interactions we have with the people we serve."

Coaching's Impact Knows No Boundaries

At Tri-C, they are discovering that the impact of coaching goes well beyond the accomplishment of an identified goal or health status improvement. Dailey explains, "With coaching, every conversation is an opportunity to make a difference,

even when we simply leave the coachee with a question to ponder. Coaching proves that all of us have important ques-

tions to answer which, over time, help us to create the outcomes we want. By answering these questions, we create lives that reflect the conscious and healthy attention to living that coaching generates. These answered questions help people change their lives in positive ways and bring satisfaction to coaches who trust, and eventually hear, how their coaching continued to create a positive impact even after the coaching relationship or coaching conversation has ended."

Dailey summarizes her experience as a coach by saying, "As a professional in the health and wellness field, coaching is one of the most significant skills I've been able to learn and more importantly, apply, on a daily basis." She anticipates using coaching in more group settings such as with specific departments who would like to set up wellness programs in their areas, and also by expanding coaching services to the student population. In addition, she would like to use her experience with other businesses and organizations around the process of developing their own worksite wellness programs. "The great thing about coaching is it extends way beyond how you think you will use it. I even use coaching at home." ★



HEAD



COACH

***Christina Marshall, Founder
and President of EduCoach,
Inc. lays out the game plan
for how coaching and wellness
programs can combine to
form a powerful team.***



Recently, Bo Abresch, Director of Communications at WELCOA, sat down with EduCoach, Inc., top gun Christina Marshall to talk about wellness coaching. In this interview she discusses what coaching is, what it does, and the potential it holds in a worksite setting.

Q:

What is wellness coaching?

MARSHALL: It's a conversation people have that elicits best thinking and decision making so people can create results that are important to them. Specifically, wellness results.

Q:

Why is coaching so hot today?

MARSHALL: Coaching takes what we know from psychiatry, psychology, brain studies, education, learning, change, organizations, and puts it all together. Why is it becoming more prevalent now? We've known about coaching and its results for a long time, but the challenge has always been what coaching recognizes: that you create change one step at a time; you can't just know how to do things differently, you actually have to receive support in behaving differently; and, in the process, you have to address challenges that come up along the way.

In the past, coach training was based on information and advice, and so what we had was a wonderful system that works, but, because coaches were trained traditionally, guess what? They couldn't actually coach in practice, but they could talk about it really well. Now, because of technology as simple as teleconferencing, we have the ability to train coaches by coaching them as they learn, enabling them to put coaching into practice and become great coaches. The other great thing about a coaching approach to training coaches is that, while they are learning to coach, they are also developing new ways to put coaching in practice. It's just more proof that coaching is interdevelopmental and its benefits are endless.

Q:

Talk to me a little bit about what that conversation might mean, and what that conversation might resemble. What does it mean for a person to elicit the best of what another person has to offer?

MARSHALL: Health coaching means you regard the person you're coaching as fully capable and creative, recognizing

that when you look at another person, you don't know a whole lot about them, but they know a whole lot about themselves. So, wellness coaching means you spend less time telling and more time asking people questions that can help people create a path from where they are to where they want to be.

Q:

What would one or two of those questions be?

MARSHALL: I think we would begin with a conversation about what's really important to that person. Too often what we do is we jump into solving problems. Identifying what's personally important is really a critical component of helping people achieve wellness results. People who want greater fitness, for example, already know they can exercise 20 minutes a day, three times a week. But knowing it doesn't make things any different. Coaching—eliciting—addresses that while telling doesn't.

Q:

Say somebody wanted to lose weight. From what I'm gathering, it sounds like coaching is a conversation that would allow this person to explore how they could best help themselves—fair to say?

MARSHALL: That's right. A wellness coaching conversation is based primarily on listening and asking questions, not telling them what to do.

Q:

Why should organizations pursue coaching as a means to improving employee health?

MARSHALL: Because nothing unleashes people's full potential the way coaching does. We have a history of telling. Telling just plain doesn't get us the results we want, but we haven't really understood anything different. In fact, much of what's called coaching right now is based on telling, but it's really just more of the same. When variables are as complex as a human life, I don't know how anyone can expect to unleash someone's full potential by telling them what to do. Coaches who practice High Quality Coaching give less and less advice—they know they can do much better without it.

“High Quality Coaching has neither jargon nor processes that seem unnatural.

*In fact, High Quality Coaching brings people together in ways that multiply who
and what they can be for each other, and relationships improve.”*

Q:

When an organization uses coaching within their wellness program, do successes increase?

MARSHALL: In my experience, yes. Changes are noticed right away and wellness professionals themselves report an immediate increase in job satisfaction. They are thrilled with the responses they get from people who suddenly take charge of wellness conversations in ways they didn't know they could or would. Wellness professionals enter the field because they want to make a difference, but what I hear too often is the discouragement and frustration from saying the same thing over and over and not getting the results they want. Then, what happens is people will avoid them or clam up because they didn't accomplish their wellness goals. However, when wellness professionals learn to coach, literally within a week or two, they are very excited about the results and thrilled about what happens when they change their orientation. I've heard so many times from people we've trained, "Coaching has changed my life." However, unlike fad-based models for personal improvement, a genuine coaching approach doesn't change people in a way that removes them from themselves and the people around them. High quality coaching has neither jargon nor processes that seem unnatural. In fact, High Quality Coaching brings people together in ways that multiply who and what they can be for each other, and relationships improve.

A CEO once said to me that organizations have to be careful about what they bring in because people's lives are at stake. This is a CEO whose company was ripped in two by bad coaching; actually, it wasn't coaching at all but they didn't know it until it was too late. High quality coaching creates a coaching culture, and this benefits organizations in ways that expand and multiply while also benefiting people at home and in their communities. Bottom line, organizations that support High Quality Coaching within their walls benefit enormously, while also creating a legacy that reaches far and wide.

Q:

How is High Quality Coaching different than just telling people what to do?

MARSHALL: Well, primarily telling people what to do is very limiting. It's based on the tiny slice of your life that I see. Also, if I just tell you what to do to accomplish a wellness goal, I'm telling you what I would do. What also happens is I might give you good ideas, but they're not your ideas and they don't fit your life. Here's an example: Let's say you want lower cholesterol and so you visit a nutritionist who understands the aspects of eating differently. However, knowing what you should do isn't necessarily going to make the change, and a nutritionist gets tired of just handing out pamphlets. Nutritionists who coach will still give you the pamphlet, but then they'll open up a conversation—your conversation. "What does this information mean to you?" Now that's real and all sorts of real life things come into play. When you have a real person in a real life making real decisions about what they can do differently in their own two shoes, that's when you have a conversation that counts. No matter what the book says, you're working with a real person and a real life. That's the difference between telling somebody what to do and coaching.

Q:

What does coaching look like in practice? If a practitioner wants to implement coaching into the workplace, could you outline the things they'll need to do?

MARSHALL: Well, different organizations have different wellness goals and different ways of approaching wellness. One change that always happens very quickly is health practitioners expect more from their conversations. Health risk appraisal calls are a good example. Before coaching, health practitioners call up, identify

themselves, and then go through a routine that is very much based on the appraisal. “Your three highest risks are this, this and this.” When they learn to coach, they become aware of talk that just takes up time and they limit it to only what’s necessary. With coaching, practitioners become much more interested in the person than the appraisal and want to find out what’s most important as quickly as possible. “Which of these health risks concern you the most? Which ones do you want to tackle?” They literally reverse roles—instead of calling up and saying, “I’m the expert on you,” they’ll say “I’m calling, you’re the expert on you, and I’m interested in finding out about it.”

Q:

Can a wellness coordinator be trained in coaching, or do you have to be trained as a coach from the beginning of your career?

MARSHALL: Wellness practitioners are among the best to train as coaches—there’s no lack of clarity about their goals. Everyone we train has first traditionally trained in another area and it’s wonderful to see what they do with their original training once they are able to blend it with coaching. I would say that the only thing that is required up front is a willingness to serve other people—a willingness to recognize that other people have competencies about their own lives that you don’t have, even though you’re the identified expert. Here’s an example: A woman who wanted to work for EduCoach had the opportunity to talk to a man with a health challenge while having me observe her in the process. Eager to show me what she does, she literally took over the conversation and ran with it. She told him, “what’s going on with you is, and you’ve got to know that, and until you do this, and unless you do that, and blah blah blah.” You know, it sounded very profound! But the next day the man said to me “She sounded so good and what she said was so on target—but I just can’t remember what she said.”

If you’re the type of person who needs to sound really smart and walk around looking really smart, then you wouldn’t make a great coach because the best coaches know it’s not their own smarts that count the most. In fact, they expect to learn from the people they coach. We say that the way to tell the difference between high quality coaching and something else is to ask yourself whose brilliance counts. If it’s the coach’s brilliance that counts, then you are certainly are not getting coaching, and you won’t get coaching results.

Q:

What are the keys to implementing a coaching model into your organization? Is there a model you can build it around—first thing you need to do is this, second thing is this?

MARSHALL: The first thing is you have to shift from a deficit approach to an asset approach.

Q:

What is a deficit approach? What do you mean when you say that?

MARSHALL: A deficit approach looks for problems, and that means people are primarily viewed with an eye for shortcomings. I’m simplifying here, but a deficit approach basically says, “Since problems stand in the way of accomplishing goals, and assets don’t get in the way of anything, we are going to solve problems, starting with you.” What happens is it completely obliterates people’s assets, strengths, and the ample resources they already have. Take an asset approach, and the road to better health gets really interesting, there’s never a dull moment, because you are building from people’s strengths and what’s important to them. I want to say that, as coaches, we take an asset based approach to wellness programming, too. You can keep whatever it is you’re already doing or add whatever you want to add. The only change we’ll ask for is that you expect better results. The details are always going to be yours. You know, what you talk about is what you get. If you want to spend your time talking about problems, go ahead, if that’s what you really want. But if you want to create results that are important to you, focus on what you’ve got instead of what you don’t and build from that. You’ll be amazed to see how quickly your problems get solved along the way.

Q:

How do employees react to coaching?

MARSHALL: One of the most gratifying parts of what I do is hearing wellness practitioners report on employee reactions to coaching. They’re exhilarated and excited by it. It’s just wonderful. In areas such as weight management for example, people are very excited to find out that not only are they going to be given the information, but they will also receive personal attention. And that doesn’t necessarily mean one-on-one—you can coach a group of people at a time so it’s still time efficient. But each person is encouraged to look at themselves as individuals and personally take every piece of information to the next step.

Q:

In the area of rising health care costs, everybody is concerned about return on investment—everybody is concerned about results. What kind of results can organizations expect from coaching?

MARSHALL: The first result we usually hear is greater employee receptivity to working with wellness practitioners to achieve wellness outcomes. That happens in the first or second week. We also quickly hear about wellness practitioners bringing coaching home, particularly to their teenagers, and they are very excited about the results. By the end of coach training, wellness practitioners have not only experienced better outcomes for the people they serve, they also typically report greater enthusiasm in their work, less exhaustion, and less stress and worry. That's fantastic. Additionally, because a goal of coaching is that people will think better about accomplishing results, even when on their own, the benefits of coaching multiply in ways we can't count directly. The *Coaching for Life* newsletter tells stories about success through what basically is self-coaching—learned by being coached. Only high quality coaching does that, by the way. Telling people what to do typically doesn't go far.

Until we have quantified measurements taken over time, we have to go by qualitative measurements, which are also scientifically valid. This is something we are doing, and we are open to joining with another group who has expertise in conducting these studies. In the meantime, we draw on the feedback of others—and one telling evidence of great results is that wellness practitioners who coach don't stop using a coaching approach once their training is over. In fact, they expand its use and bring coaching with them wherever they go. That says a lot.

Q:

Briefly tell me how a practitioner or an organization could identify High Quality Coaching?

MARSHALL: The single most important thing is High Quality Coaching elicits, it doesn't tell. That really is the core of it. But you can run into trouble because it sounds like it's going to be easy. People think, "Oh, no problem. I'll just ask questions and listen." The truth is it sounds easier than it is, and that's why it takes a little investment of time to learn how to do it well. There was a recent article in the *Harvard Business Review*, and it actually was very much about wellness. The article was called, "The Very Real Dangers of Executive Coaching" and it detailed CEO's and top management who got hooked up with a coach—somebody who was called a coach, anyway—and ended up having serious problems, including becoming depressed. What happened was these coaches went in and said, "OK, if you want to be a great CEO, do this, do this, do this, do this," and they crumbled under the pressure of feeling like a fraud and fearing the day others would find out. Great coaching increases independent capability, but these people were made weaker as CEOs and as people. I sent a letter to the *Harvard Business Review* and told them it was a fabulous article but I think the title was wrong. The article wasn't about the "very real dangers of executive coaching," it was about the "very real dangers of bad coaching." There's good reason to know what High Quality Coaching is. The good news is you can, and that means you can choose only High Quality Coaching for your people. ★

TEAM Educoach:

From left to right:

Christina Marshall, President & Founder of EduCoach, Inc. and Founder of TotallyCoached®

R.W. (Bob) Johnson, Pres. Leader Search, Inc. and partner in TotallyCoached®

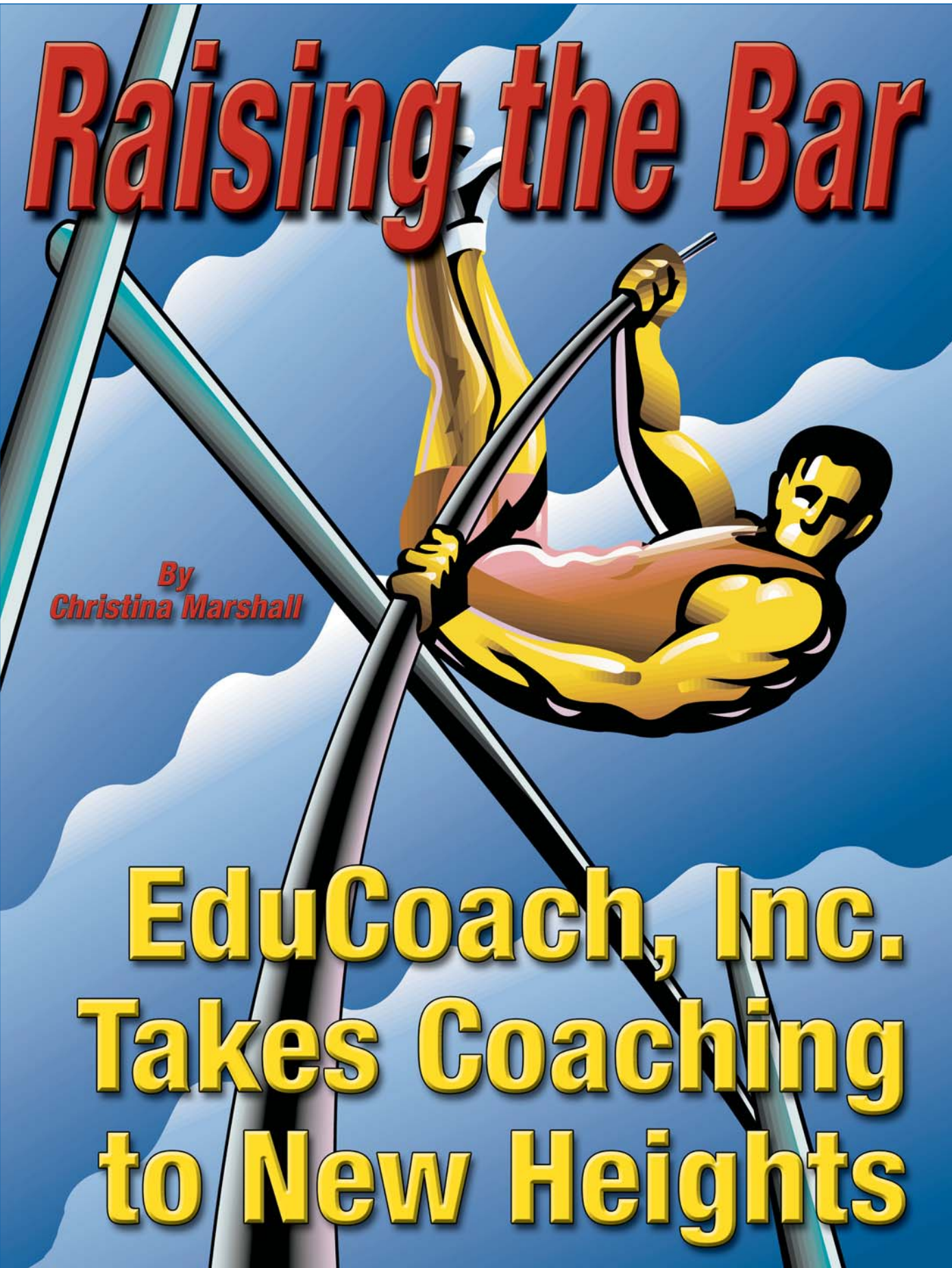
Linda Anderson, Coaching for Life Program Coordinator

Kassandra (Kassie) Chizek, Executive Assistant to Christina Marshall

The four of us represent the core team. Our work is complimented by coaches from locations across the USA and Western Canada.



Raising the Bar



By
Christina Marshall

EduCoach, Inc. Takes Coaching to New Heights

Wellness practitioners are taking the lead in bringing High Quality Coaching to people and organizations, and EduCoach, Inc. is showing them how.

For the last three decades, coaching has been proven to help people think better and make better decisions, both in concert with others through coaching conversation and independently in the future. Though originally intended for education, nowhere is coaching more poised to take the nation by storm than in the wellness industry. Coaching generates greater wellness results, increases job satisfaction for wellness practitioners, and is serving to promote wellness programming organization-wide, taking workplace wellness to new levels of cultural acceptance and enthusiasm.

entiating itself in important ways. We begin by insisting we meet our own high standards—standards we believe should be held in esteem by anyone practicing coaching. How do we do this? Quite simply. When a company engages EduCoach, they are given the standards and then asked to hold EduCoach accountable.

EduCoach also differentiates in how training outcomes are measured. Though our completion rate is extremely high, EduCoach wants to be measured by successful application in the field. That's why coach training at EduCoach is never approached traditionally and, instead, is always offered in the context of coaching. To do otherwise would be a contradiction when only a coaching approach gets a high rate of return for training dollars.

might still benefit from that person, you can be certain it's not coaching and you won't get coaching's results." Dr. Edward Poole, Professor of Education at Aurora University and EduCoach advisor, adds, "Coaching has been proven time and time again to generate outstanding results, but too often care isn't taken to assure that the coaching or coach training is high quality. It's a shame when an organization invests for the best and then unknowingly accepts more of what they've had in the past. It happened too many times in education. It doesn't need to happen again in industry."

The Only Approach That Makes Sense

Imagine the results of expanding and raising to higher levels the thinking of every person in your organization. Imagine having a way to improve your wellness ini-

In this article, Christina Marshall, President and Founder of EduCoach, Inc., discusses how her organization has positioned itself in the marketplace and makes its services available to clients of all kinds.

Put simply, High Quality Coaching is the approach that makes a difference, improving virtually anything that involves human endeavor. While coaching engages people to think better about their own wellness, it also improves people's abilities to think better about working together, whether toward wellness goals or any other individual or organizational objectives. Coaching turns upside down the ways people unintentionally limit each other's performance, and replaces it with ways people best enhance each other's accomplishments, even when no one is identified as a coach.

EduCoach leads the way because it insists on high standards—no exceptions

Since 1998, EduCoach, Inc. has consistently received recognition as leading the way in bringing High Quality Coaching first to education, and then to industry. EduCoach earns that recognition by differ-

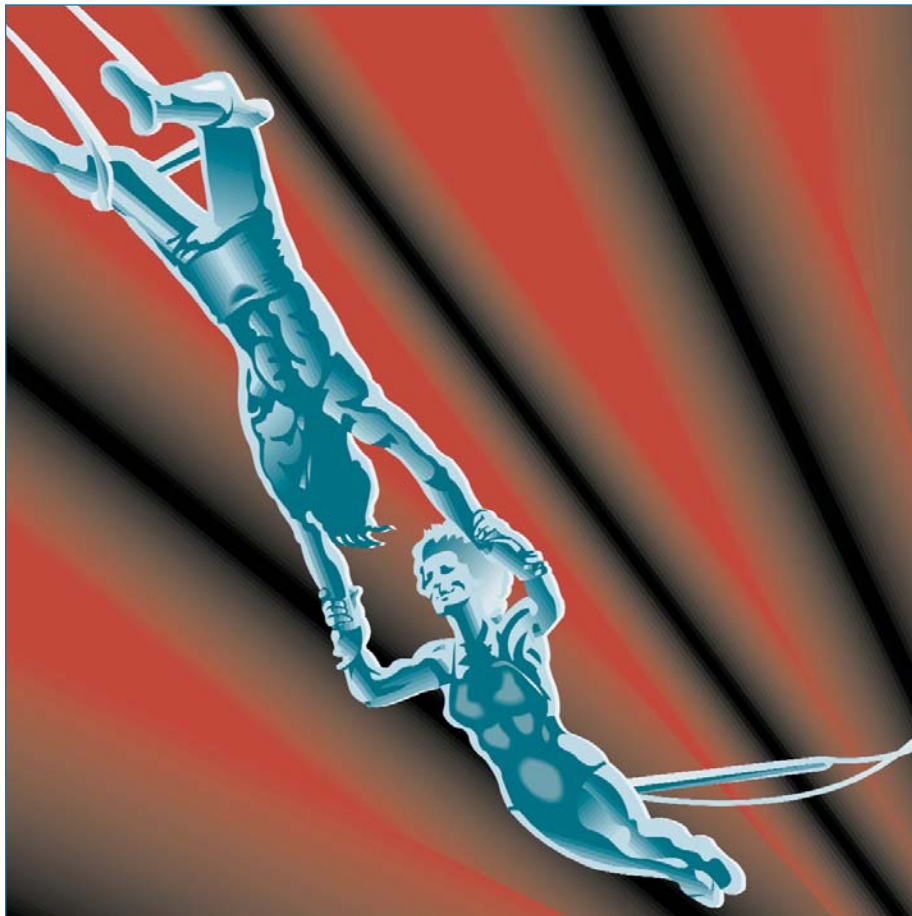
EduCoach, Inc. brings best thinking and decision making to organizations via external coaches and also by developing an organization's own in-house coaching. Along with the wellness professionals we train to coach, EduCoach impacts wellness programming results, creating a healthier workforce while also increasing organizational wellness across the board. That's good news for organizations and their people, both at work and at home.

However, confusion still exists among employers on how to recognize, up front, what is and what isn't High Quality Coaching. Employers don't want to waste money on a fad. But a bigger danger is when there is a mystique that surrounds the person known as "the coach." In that case, bad coaching can cause damage before anyone realizes the source. Linda Anderson, EduCoach's wellness Coaching Coordinator says, "If there is a mystique about the coach, watch out. Though you

tiatives without disrupting anyone, without costing a lot of money, and while creating benefits that stay and even multiply. Imagine the hundreds of health and wellness objectives we could and would like to achieve. Coaching does this by improving people's ability to think better both together and independently, shifting conversation from information to action and from problems to accomplishing goals.

The High Quality Coaching and coach training you get from EduCoach is the only approach that makes sense. But there's more to practicing High Quality Coaching than just knowing about it. Any new behavior is difficult to practice consistently, no matter how well someone explains it. In fact, that's the reason coaching was developed in the first place.

When bringing coaching and coach training to organizations, employers will want to start on the right foot. They can, guided



“Eliciting best thinking

and decision making

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they want.”

by the knowledge that High Quality Coaching is an asset approach to people. This means high quality coaches aren't as interested in telling as they are in eliciting thinking and then listening. A marker for high quality coach training is it always includes coaching support; coaches in training receive coaching to apply what they learn, learning will be job embedded, provide opportunities to meet goals and address challenges as they come up, and take place over time. Simple teleconferencing makes this high quality, job embedded, coach training over time both accessible and cost efficient. Lastly, educating employees on how to benefit the most from coaching further accelerates the results of employers' coaching investment.

EduCoach, Inc. moved from education into business at the invitation of wellness industry members who originally wanted to offer coaching as an additional wellness promotion service. EduCoach responded by creating *Coaching for Life* and, after that, wellness practitioners responded by taking coaching to the next levels. Though EduCoach leads in upholding and passing on High Quality Coaching

and coach training, EduCoach also follows the wellness practitioners they once led. One phenomenal result is that wellness practitioners are doing what coaching industry leaders said was impossible. Though it has been long assumed that top management is the only way to bring High Quality Coaching into an organization, wellness practitioners are accomplishing it from the side. While buy-in from the top is necessary for coaching to thrive, wellness practitioners are effortlessly bringing great coaching into organizations, one High Quality Coaching conversation at a time.

As wellness practitioners are demonstrating, all EduCoach services promote individual and organizational wellness. Imagine what it would mean to the workplace if wellness practitioners were to provide some of the services below. We imagine it because some of them already do.

We Believe It Because We Live It

Why Coaching? Because things have changed. The demands for constant adaptation to change means intellectual capital is paramount. Leaders need people to be more

responsible for outcomes, yet typically don't know how to make that happen. Eliciting best thinking and decision making is and will continue to be the central process by which organizations create the results they want. Leaders of the past knew how to tell; leaders of the future must know how to elicit best thinking and decision making and make sure everyone in their organization can do the same.

Why Coaching as Organizational Culture? Band-aids don't work. When the daily experience of work includes coaching, members share responsibility for better thinking and decision making. When everyone knows how to coach and be coached, tapping into individual potential is expected, coaching can occur continuously, and people can enhance each other's capabilities even when no one is identified as a coach. It's also important for leaders to coach and be coached because the level of thinking of individuals in an organization becomes directly proportional to the thinking of its leaders.

Why Coaching with EduCoach? EduCoach differentiates between mentors, consultants, and advisors, so when you ask

for coaching you get it. It begins with the EduCoach definition: Coaching is conversation that elicits best thinking and decision making so people can create results that are important to them. (©2002 EduCoach, Inc.) At EduCoach, you won't find fads, you'll find a proven approach, and it's customized, not "one size fits all."

Why Build a Coaching Culture With EduCoach? So the benefits and results of High Quality Coaching are organization-wide and self-replicating. EduCoach expects coaching to build independent capability. We want the benefits of coaching to outlast the coach.

Here are some of the ways we help organizations realize the benefits and results of coaching, generating immediate results, long-term sustainability, and capabilities that stay and multiply, building one step at a time, with each step informing the next.

Coaching. Even when in-house coaching is available, some will engage in coaching with an external coach. For example, a CEO might prefer to work on accomplishing outcomes with a coach from outside of the company. And, as CEOs pay greater attention to their own personal wellness, an available external wellness coach makes it more likely CEOs will get the support they want to accomplish wellness goals.

Coach Training. The EduCoach method of training utilizes a coaching approach that promises maximum applicability in the least amount of time. For example, by using teleconferencing, EduCoach offers wellness practitioners the opportunity to learn coaching in the context of the immediate needs of their job. Anything less than a coaching approach to training yields a very low rate of return—around 15%-22% compared to the 88%-95% return with coaching. Teleconferencing makes it easy to provide a coaching approach, yielding fantastic results in an easily accessible and time and cost efficient manner.

Assessment. EduCoach offers on-site and web-based assessments for both individuals and organizations. They even have an assessment that reports what someone's personal behavioral style will mean to their golf game.

Coaching Compatible Executive Search.

What's the point of coaching across an organization and then bringing in a leader who doesn't get it? Through EduCoach, organizations can benefit from "fit factor" culture compatible executive recruitment through a partnership with Bob Johnson of Leader Search, Inc. Bob knows what happens when a company brings in an executive who doesn't match the company culture and, through coaching, Bob makes

"EduCoach offers wellness practitioners the opportunity to learn coaching in the context of the immediate needs of their job. Anything less than a coaching approach to training yields a very low rate of return – around 15%-22% compared to the 88%-95% return with coaching."

sure the right person is the right match for the organization.

Forums and Roundtables by Teleconferencing.

It's no secret leaders are often isolated and too pressed for time to do anything about it. Through EduCoach, CEOs and other leaders work together in a coaching context to generate answers in a time efficient manner. Wellness practitioners benefit from gathering with other wellness professionals to work on questions as simple as, "How do I talk to 4,000 people when I can't get them on the phone?" Look for this in 2003.

Just in Time Coaching. When it comes to performance and retention, some are likely

to slip through the cracks. EduCoach provides a confidential coaching hot-line for employees who self-select on a "just in time" basis. EduCoach wants to take this one step further: Imagine struggling at work and being too afraid to tell anyone. Who would you most likely call? EduCoach believes it's a wellness practitioner. Look for this in 2003.

Coaching for Life. Though *Coaching for Life* comes under both coaching and coach training, we believe it deserves a special mention. Workplace promotion of health and wellness is a solution to skyrocketing health-related costs, especially when wellness practitioners are coaches. *Coaching for Life* increases workplace wellness results, provides greater job satisfaction for wellness practitioners, and creates wellness cultures, organization-wide. Individual wellness practitioners who want to coach can always take *Coaching for Life* training. However, if your organization is launching, expanding, or reorganizing your approach to wellness, you might benefit even more by being coached through the process, discovering ways to embed coaching into wellness activities, increasing your results, while at the same time, learning to coach. A tall order? Not with coaching.

Bottom line, at EduCoach, Inc., coaching is both focused and dynamic and brings benefits to both individuals and organizations. Perhaps because we share our high standards up front, our work generates immediate results, long-term sustainability, and builds coaching environments that stay and multiply. Because it's coaching, the work is customized and grows one step at a time, with each step informing the next. That's the coaching way. Why would anyone do it differently? ★

To learn more about EduCoach, Inc, visit www.educoach.com. To learn more about TotallyCoached®, visit www.totallycoached.com. To receive the free *Coaching for Life* e-newsletter, email cflnewsletter@educoach.com.

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Coaching Futures



A Sound Investment

***The Future of Coaching
Is A Growth Market***

Imagine a workplace culture where conversation that elicits people's best thinking is available to anyone, and people are assisted in creating results that really matter to them. Imagine an organization, or even a community, where this kind of supportive conversation is available to anyone at any time.

Imagine the impact of such a culture when experts agree wellness is enabled only when people can take charge of life's circumstances and make decisions that result in healthy outcomes. Imagine the impact of such a culture when experts agree that a supportive environment nourishes healthy decision making.

Wellness practitioners who coach are imagining this culture and playing it out in the real world. It's the future of coaching; a coaching culture, and no one expected that it would be wellness practitioners who would make it a reality. But it's happening, beginning at the practitioner level and spreading left, right, and all the way to the top.

It's in the future of coaching and the future of wellness to create wellness attitudes organization—or community—wide. Here's how:

In a Class by Themselves

At Cuyahoga Community College, which introduced coaching in the fall of 2000, coaching has moved from their wellness centers to top management and is now poised to filter throughout the organization. Deb Dailey, District Director, says, "In the process of learning to coach, we saw immediately how much coaching would change wellness at Tri-C. However, there were more positive changes to come that we couldn't have anticipated until we completed the training and began coaching. For example, in addition to wellness promotion, Tri-C has a strong commitment to professional training and development in all areas and, as a result of their contact with our wellness centers and our coaching approach, Tri-C has committed to a coaching approach to management with a large group of college leadership and administrators now learning how to coach." While experts agree culture change has to be supported from the top, Dailey's experience shows that wellness practitioners are bringing it to their attention.

Dream a Little Dream

At Methodist Medical Group, where Elaine Gaither and Tanya Most began coaching at *Healthy Results for You* this year, they report results beyond their original expectations. Elaine explains, "Because of the coaching, we're seen differently, not only by the people we're calling, but also by the people with whom we're working. Employees are surprised by our approach, and many are very interested in this new concept that meets them where they are. By eliminating barriers, we're helping people set goals and accomplish them. Our goals are bigger." Most adds, "In fact, senior management has become interested and we've been asked to give them presentations on what we are doing with the

coaching. It's changing the way top management values us." Elaine agrees, "Employees and senior leadership are really buying into our efforts and supporting them because they're seeing the benefits. We have recently been asked to present our program to the Board of Directors as an example of a program that builds trust with employees. In less than a year, we went from an idea to a respected and integral program within Clarian. Coaching created an avenue to be successful in new and exciting ways."

A Journey of 1000 Miles Starts with the First CEO

Though wellness practitioners who coach are often opening the doors to a coaching culture, a Canadian hospital system, Calgary Health Region, is building a coaching culture from the top. Bob Johnson, of Leader Search, Inc. and a partner with EduCoach, Inc. in TotallyCoached.com, says, "Calgary Health Region's goal is to be a total learning organization so they can better address their issues from inside and in concert with their affiliates, rather than having to go outside their organization." Their leaders have stepped up to be coached, then learn to coach, and then to coach each other. Calgary Health Region's plan is to expand the benefits of coaching and being coached, continually on a step-by-step basis, until it reaches all 18,000 employees.

Bob says, "When coaching impacts all members of an organization, all members have the resources available to better learn with each other and make decisions that successfully accomplish results that are important to them." Calgary Health Region's vision of being a TotallyCoached® organization points to the future of coaching. Bob says, "They're impacting culture now, creating a coaching culture that dramatically improves the way people work and learn together. A coaching culture, in and of itself, promotes wellness attitudes, and that makes for a healthier and more productive workforce across the board."

Coaching Means Never Having to Say "I Told You So."

Now, visualize a coaching approach to 20,000 people all at once. That's exactly what's on the mind of Kerry Little, Account Manager with LIVE FOR LIFE, run by Johnson & Johnson Health Care Systems, Inc., Health and Fitness Services at Duke University. Wanting to outdo their NEW YOU IN 2002 program, which resulted in 1091 people losing three tons of weight, the LIVE FOR LIFE team is gearing up to do even better in 2003, with coaching. Taking seriously one of the goals of coaching, Kerry wants the benefits to last longer than the program, saying, "The problem with programs is they end; coaching give people a process, and eventu-

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“The sports coaching model is not an appropriate metaphor for wellness coaching—it belongs in sports. With the sports coaching model, responsibility for people’s oomph and drive falls on one person who gets exhausted, stressed out, and even discouraged when people who feel they let the coach down shy away.”

ally a culture, that lasts.” Brainstorming with Christina Marshall of EduCoach, Inc., Kerry plans to first address the limitations of the sports coaching model. Christina explains, “The sports coaching model is not an appropriate metaphor for wellness coaching—it belongs in sports. With the sports coaching model, responsibility for people’s oomph and drive falls on one person who gets exhausted, stressed out, and even discouraged when people who feel they let the coach down shy away.”

To get the most for the faculty and staff of Duke University Medical Center, Kerry wants to create a culture where employees can coach one another, and therefore elicit from each other their

own thinking and decision making about healthy lifestyle plans that will successfully work long term. To Kerry, achieving wellness means engaging people in the process of coaching, providing them, and then everyone else, with a culture of support, more specifically, a culture of coaching. Part of Kerry's plan is to take action on an important coaching principle: It's as important to know how to be coached as it is to know how to coach. Because Kerry is committed to a coaching culture, she wants everyone to be ready for coaching. At Duke University, the future of coaching and wellness is in progress.

Yo Adrian! Rocky's Hometown Plans a Knockout!

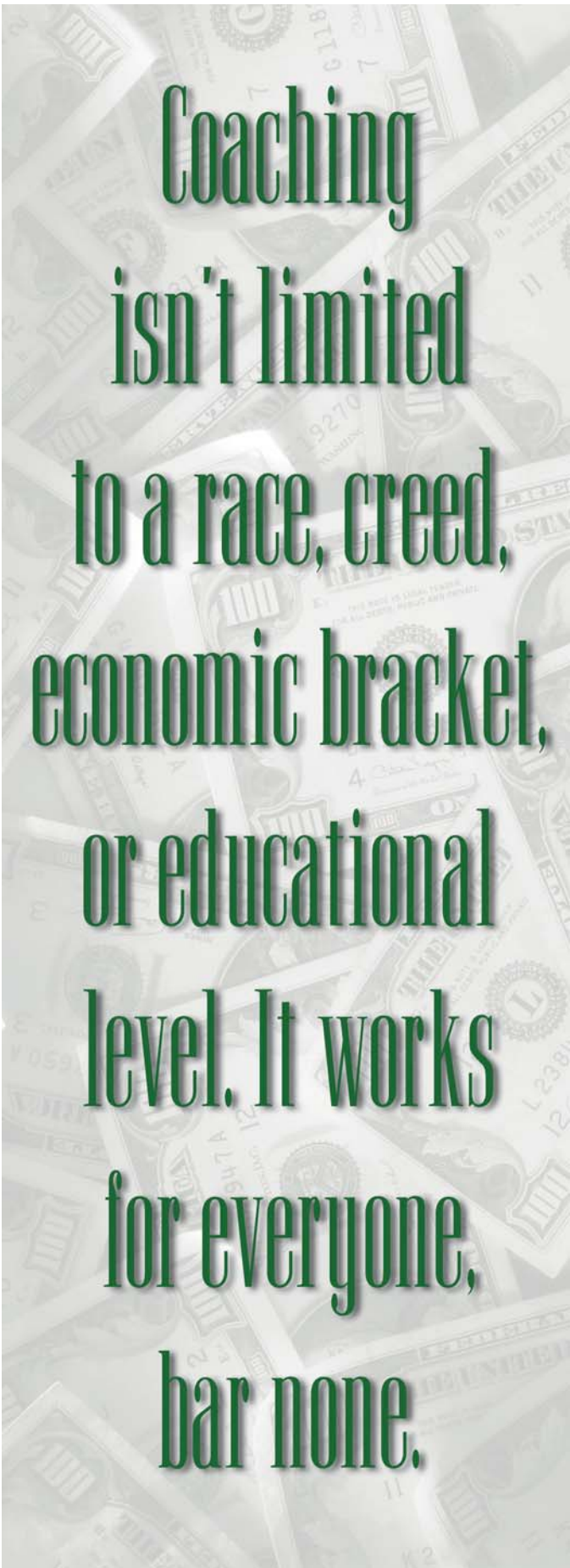
Lastly, how about imagining an entire city with a coaching culture? Ever since Philadelphia Mayor John Street commissioned Gwen Foster, Philadelphia's health and fitness czar, to make Philadelphia the healthiest city in the world, Gwen has thought of little else. If Gwen has her way, she's going to do it, and she plans to accomplish it through coaching.

Gwen says she wants to use coaching to take her successful Fun, Fit, & Free health initiative "to the streets." "They've got to have the information, but they also have to do it," Gwen says. Knowing the limits of just telling people how to be healthier, Gwen envisions an army of lifestyle coaches ready to help people put healthy choices into practice. Gwen says, "We want this in the schools, in the churches, in the workplace, in homes; we want this everywhere." For Gwen, a culture of wellness is a coaching culture that extends across the entire city.

Wellness practitioners who coach are embracing coaching as a culture because it works. Coaching requires no equipment or supplies and it doesn't take up any space or have to be squeezed into an already busy schedule. It has no special jargon and if someone tells you it does...watch out! Because it's grounded in what we know about how people think and learn, it doesn't get stale or outdated, and it always reflects the people and workplace involved.

To benefit from coaching, you don't have to change people first to make it work. Coaching builds on knowledge and capabilities, while bringing out hidden capacity. Coaching isn't limited to a race, creed, economic bracket, or education level. It works for everyone, bar none.

Still not convinced? Think about this: Because coaching shifts the focus of wellness conversations from deficit centered views of health and people to asset centered views, it impacts how we see ourselves and others, ourselves in relation to others, and how we work together to create important results. Instead of emphasizing risk factors and personal limitations, coaching builds individualized approaches to wellness that emphasize people's strengths, capabilities, creativity, and what people value most, while also increasing people's capacity to think better about their choices in the future, including on their own. Coaching increases our internal capacity to think better, alone and with others, and that doesn't go away. A coaching culture is a wellness culture that stays and multiplies. ★



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Coach Approach

We talk—you listen. What's wrong with this picture? When it comes to helping people get healthy the "expert talks, everyone listens" model may not be the best. Here's an idea: actually listening to what a participant needs to be successful—and then helping them follow through—may be the best way to improve health. That's the idea behind High Quality Coaching.

In this issue of Absolute Advantage we explore the idea of coaching. With the help and expertise of our guest editor, Christina Marshall, President and Founder of EduCoach, Inc., we take an in-depth examination of the benefits and logistics associated with wellness coaching.

Although there is still much to be developed in terms of applying coaching to workplace wellness—especially in recording quantifiable outcomes over time—one must admit that wellness coaching brings an interesting, refreshing, and exciting new dimension to workplace health promotion.

Within this issue we explore the rationale behind coaching and present a solid operational definition for use in the workplace. Moreover, with the expertise of Christina Marshall, we distinguish true coaching from pseudo approaches. Finally, we take an in-depth look at two organizations that have adopted a coaching approach and have begun to incorporate this concept into the very fabric of their organizational culture.

Admittedly, there is much to be learned about the concept of wellness coaching. However, we have for a long time been intrigued by the idea of "engaging" people in the management of their own health and well-being and High Quality Coaching offers a tangible way to make this happen.

This issue is our first step into the arena of coaching, and we hope you find it as fascinating as we do.

David Hunnicutt, PhD
President

P.S. To order additional copies of this issue of *Absolute Advantage*, contact The Wellness Councils of America at (402) 827-3590 or go to our website at www.welcoa.org.

ABSOLUTE ADVANTAGE UP NEXT...

Online Health Management

Are you harnessing the power of technology in your worksite wellness program? As a leader in the e-health movement, the November/December issue of Absolute Advantage will be guest edited by Mayo Clinic Health Management Resources. This issue will feature a number of compelling articles written by leaders in the fields of both business and health.

Find out about the trends driving employee e-health management, get the truth about medical credibility on the web, learn how to design an easy to use health website, and get expert insight on choosing the right provider of e-health services. As the power of technology continues to grow, it's important to use its capabilities to the fullest in your wellness program.

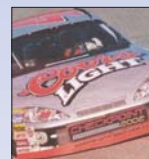
E-health at Mayo

Get the facts on the "Evolution after the Revolution" as Philip Hagen, MD, Medical Director of Mayo Clinic Health Management Resources, looks at the future of e-health.



Head for the Rockies

Colleen Reilly Perkins, MBA, MSM, Director of Corporate Wellness at Coors Brewing Company, discusses how Coors delivers e-health solutions in a blue-collar worksite.



Bank One

Join us as Wayne N. Burton, MD, Senior Vice President and Corporate Medical Director for Bank One Corporation discusses how his organization measures the impact of data integration on its wellness program.



**DON'T MISS THE NEXT ISSUE
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