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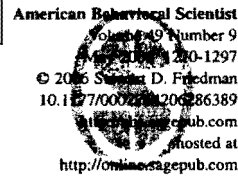
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Learning to Lead in All Domains of Life

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A new vision of management in the 21st century must address how organization members align their core values with their actions. Recent trends have changed the landscape on which business leaders pursue interests of various stakeholders. To be successful in the 21st century, business leaders at all levels must possess three important capacities— authenticity, integrity, and creativity—and enact them at work, in their families, in their communities, and in their personal growth. Building these capacities requires innovative means for educating and developing leaders. This article discusses the author's approach to realizing this goal—*total leadership*—which aims to help participants increase business results by enriching lives, to learn to lead in new ways that integrate work, home, community, and self for mutual gain. This article reviews the principles and skills of total leadership and describes experiments undertaken by participants to produce changes in both their leadership identity and their performance in all life domains.

Keywords: leadership development; business education; work/life; human resource management; organization change

E merging economic, social, and cultural pressures in the 21st century demand that business leaders at all levels find better ways to align their leadership vision, core values, and everyday actions to produce needed, valued results at work as well as at home, in the community, and for themselves. This article describes an approach to developing what I refer to as *total leadership* (TL) because of its emphasis on the whole person. It is similar to traditional leadership models for business in its focus on concepts and tools for increasing performance. It differs in its emphasis on performance in all domains of life and the goal of leveraging synergies across work, family, community, and self—traditionally seen as conflicting—which can, with a shift in mind-set and the development of new skills, become allies in producing results that matter (Friedman, Christensen, & DeGroot, 1998; Friedman & Greenhaus, 2000; Rothbard, 2001).

The business environment of the 21st century requires that we view leadership and life as pieces of the same puzzle. The TL approach—centered on self-designed and self-directed leadership challenges, or experiments, in a participant's real world—provides a motivating structure for participants to learn new ways of integrating work, home, community, and self. Participants are highly committed and engaged because the task is directly relevant and meaningful to aspects of their lives that they deem important. The goal is to increase business results by enriching lives. As a result of their efforts, participants in a TL program typically produce performance gains at work and in other life domains. Perhaps more important, they realize a shift in their leadership identity. They report increases in their capacities to demonstrate authenticity, integrity, and creativity as leaders. In this article, I describe how and why these changes happen and, in so doing, I hope to contribute to the emerging literature on forms of education and organization change that address the needs of 21st-century leaders to integrate their work and personal lives for the betterment of both.

Before getting into further detail, here is a brief illustration: the case of Jack, an information technology executive at a large manufacturing firm. As a result of his investment of time and energy in a TL program, he initiated a set of experiments in his work and personal life that improved his ability to get important things done. He now works smarter and more flexibly, uses communications technology more effectively, and is continually experimenting with better ways to align his everyday actions with his core values and with those of his business—and he insists that his employees do the same. The results have been substantial, as key stakeholders (i.e., people who matter most) at work, at home, and in the community have reported greater satisfaction with his performance. He recently reported, years after completing the program, the most long-lasting impact: He thinks and feels differently about how his work fits with the kind of leader he wants to be in all aspects of his life. He experiences a greater sense of authenticity and integrity. He has greater confidence in his abilities as a leader to drive change for improved performance for his organization, for the important people in his life, and for himself. This article describes how he made this happen.

Context and Overview

Why Now?

There are many reasons for why this approach makes sense as a means for producing the kind of leadership capacities needed for the 21st century. To name a few,

- Labor market dynamics and competitive pressures continue to point to the importance of winning the war for talent. Firms that are best able to capitalize on their human assets will gain competitive advantages.

- Workforce values have changed. New entrants and experienced business professionals are seeking opportunities to have both a full life and meaningful work. There is less willingness to trade the former for the latter.
- Organizations are less hierarchical. Broader spans of control mean employees make more decisions. No longer is business leadership limited to top executives; it is expected at all levels.
- New forms of organization such as alliances and partnerships—some spanning national boundaries—force leaders to deal with ambiguous relationships and diverse stakeholder interests.
- The credibility of business leaders is low in the wake of management scandals, leading to calls for greater social responsibility.
- Working parents need new resources and support to care well for their children. Baby boomers approaching retirement require new forms of assistance to care for their parents and for themselves.
- In the post-9/11 world, there is renewed interest in making substantial contributions to society, in healing the world, and in making every day count.

Then, of course, there is the Internet. In these extraordinary times, not a day goes by when one does not hear or read about a new discovery, invention, or business initiative that will ultimately affect all of our lives. New media are transforming virtually every aspect of human action, requiring new skills for navigating what is now a 24/7 world in which one can work anytime, anywhere.

Capitalizing on the opportunity for greater flexibility and control of time and space means learning how to manage boundaries across life domains, remaining accessible and psychologically focused while building trust and support for getting important things done. Boundaries across life domains are becoming more permeable and flexible, with employees working remotely, for example, interacting from their homes with colleagues and clients in real time or asynchronously through instant messaging or e-mail. And they have new tools for continually learning through e-courses and interactive virtual seminars. Managers in the 21st century must take all this into account and evaluate performance based on results and not on "face time."

Developing a New Kind of Leadership

What sort of leadership is needed to meet this bewildering array of unprecedented challenges? Leaders at all levels—not only people in executive roles—now have to leverage resources (e.g., financial, human, and social capital; technology; new business models) to gain synergies across diverse stakeholder domains. The discipline of TL generates a faster, more agile means to achieve superior business results in the global, anytime/anywhere economy. It de-emphasizes face time and focuses instead on initiating innovation both within and across life domains to produce better results in all of them.

Changes in performance include increased motivation and commitment, greater efficiencies in work processes, reduced cycle times, lower costs, and enhanced customer impact through both explicit emphases on performance across the value chain and more active engagement in home and community life. With employees having more control in arranging their life circumstances, there is greater attraction and retention of top talent. Alignment of values and actions produces more ethically informed action, stronger and more caring connections to community, and reduced burnout and stress from poorly managed connections between work and other aspects of life.

As pioneers on a new business frontier, the task at hand is no less than transforming the meaning of work in our lives and in our world. It boils down to being real, being whole, and being innovative—then enabling those around you to do the same. Through the TL process, participants take the opportunity to change the meaning of leadership in their own lives. Their identities as leaders change: They increase the degree to which they see themselves as leaders capable of demonstrating authenticity, integrity, and creativity.

## A Model for Creating Change in a Learning Community

The design for an educational process for producing these outcomes emerged in work done while I was on leave from academia, when I served as the director for leadership development in a large multinational company. The model blends concepts and tools from two related but typically distinct fields of scholarship and practice: work/life and leadership development. It is illustrated in Figure 1 and the elements are described in Table 1.

This article elaborates this model, with particular focus on development of the learning community within which leadership, from the perspective of the whole person, grows. In brief, the TL principles and skills proscribe what one should do in designing and implementing leadership challenges, or experiments, that are intended to produce changes in one's leadership identity and performance in all life domains. These outcomes—a greater sense of authenticity, integrity, and creativity, as well as improved performance—generate, in turn, new insights on how to apply the principles and skills in future leadership challenges.

These principles are the basis for the series of assessments done by participants that provide data to inform the design of these challenges, give their coaches grist for their dialogues, and elucidate outcomes of the experiments. The principles are guides for our learning community's various coaching relationships, organized to support participants from start to finish of our program, and beyond, as alumni.

The coaching network includes a set of dyadic links—peer to peer, alumni to participant, instructor to participant—as well as both small- and large-group interactions. The various coaching connections, made both virtually and in person, serve many purposes: They guide the design of leadership challenges with ideas for action, offer

Figure 1
Conceptual Model of the Total Leadership Approach
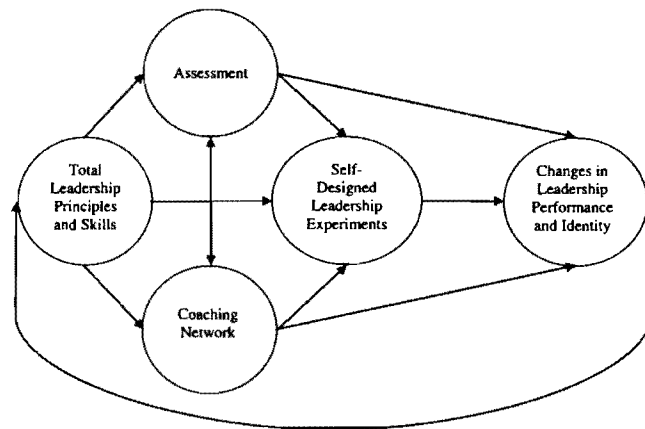
Table 1
Elements of the Conceptual Model of the Total Leadership Approach

Total leadership principles and skills
- Read background materials to understand the basic total leadership principles.
- Discuss application of principles to your work and personal life.

Assessment and coaching
- Complete assessments and get feedback on them from coaches.
- Prepare for dialogues with key stakeholders.
- Conduct stakeholder dialogues.
- Discuss results of stakeholder dialogues.
- Review initial ideas for action plan.

Self-designed leadership experiments
- Refine ideas for your total leadership experiments and develop action plans.
- Get feedback from coaches on your experiments.
- Plan for ongoing support with experiments.
- Conduct action plans and track progress with metrics.
- Ongoing coaching with peers, faculty, and alumni.

Changes in leadership performance and identity
- Review progress on changes in performance.
- Articulate lessons learned about leadership.
- Develop ideas for ongoing collaboration, coaching of future participants.

alternative perspectives on both assessment data and outcomes, legitimize openness to experimentation and new ways of thinking, provide support and encouragement for understanding assessment data and dealing with implementation obstacles, create accountability pressures, and help participants make meaning of the changes in identity and performance that result from experiments. After describing the model in more detail, and with illustrations from recent participants, I discuss some of its implications for the role of management education in shaping 21st-century business leadership.

How the TL Process Works—Discovering Synergies Among Life Domains

It starts with your life as a whole—your life at work, your life at home, your life in the community, and your own health and spirit. This approach recognizes that the expectations of people who are involved with you in each of these domains can and do affect results in other domains. Most people experience the needs of multiple domains as antagonistic and conflicting. Yet there are opportunities for common benefits across all areas, which can be tapped by clarifying what is important, recognizing and respecting the whole person, and continually experimenting with methods. TL focuses on finding and leveraging these opportunities by taking a systematic approach to creating harmony between life's domains and enhancing performance in all of them—to be a better leader in all aspects of life.

As demonstrated by the Center for Creative Leadership, a primary means by which one develops leadership capacity is by undertaking challenging experiences in the context of assessment and coaching support (McCauley, Moxley, & Van Velsor, 1998). Participants in a TL program design and implement experiments in how, when, and where things get done, coupled with assessment and support from a network of coaches. They learn to think in new and creative ways by adopting an experimental mind-set, and they acquire new skills for demonstrably improving results at work, at home, in the community, and for their own health and spirit.

It is not just an academic exercise for it involves learning from experience. Participants first learn the key principles. They then carry out self-assessments and analyze them on their own and they work with peers and coaches in a community of learning and practice—both in face-to-face and virtual contact—that builds support and enhances both commitment and accountability.

As part of their assessment work, they initiate dialogues with key stakeholders in all life domains. They conduct experiments designed to improve results in all parts of life, gather data on progress, reflect on leadership lessons learned, and finally, teach these lessons to others. Time is required for instructional and coaching sessions— ideally, four day long sessions each separated by a month—but the main efforts occur in the course of daily life between these sessions and thereafter.

The process starts with participants becoming familiar with three key principles and how they drive performance and results:

- Clarify what's important.
- Recognize and support the whole person.
- Continually experiment with how things are done.

Participants acquire an understanding of these principles by analyzing cases drawn from the real-life experiences of past participants, those of both practicing business professionals and students. They then undertake a set of diagnostic assessments designed to increase self-awareness, enhance understanding of the expectations of key stakeholders in the four life domains and how they interact with their stakeholders, and prepare to initiate innovations in how, when, and where they get things done. The goals of these experiments are to increase business results, by enriching lives, adopt a new mind-set about the meaning of work in their lives, and learn new skills for meeting leadership challenges.

The TL approach is about driving performance and improving results; it is about leadership, not "work/life balance." Furthermore, it is not based on a zero-sum mentality in which success in one area of life can be achieved only at the cost of failure in another. And it is not an entitlement for workers. The focus is on achieving mutual gains for various stakeholders. The assumption is if participants do not improve business results from their efforts to increase leadership capacity, then the program will have failed.

TL Principles and Skills

There are three principles that provide the conceptual basis for the TL approach. These are described in detail elsewhere (Friedman et al., 1998: Friedman & Greenhaus, 2000; Friedman & Lobel, 2003) and here in terms of what they look like when enacted by people taking up the challenges of leadership in their lives.

Clarify What's Important

Effective business leaders define and articulate a vision that embraces the diverse values and lifestyles of all employees. Their everyday actions fit with not only their personal values but also the core values of the business. Through continual observation and reflection, they know their priorities, strengths, and weaknesses. They strive to increase commitment to shared goals by telling their own story to the people about whom they care most, in all life domains. And they hold themselves and others accountable for pursuing valued goals. In sum, people seeking to embody the first principle of clarifying what's important demonstrate these skills. They

- align actions with core values by choosing what matters most
- cultivate awareness of true leadership priorities in all domains

- genuinely convey their own leadership story—past, present, and future
- passionately articulate clear leadership vision
- pursue accountability for meeting valued goals with metrics

Recognize and Respect the Whole Person

Leaders take responsibility for respecting the value of all aspects of their lives: at work, at home, in the community, and in their own health, spirit, and leisure. They align the interests of different stakeholders in gaining support for collective goals as well as set, maintain, and respect the boundaries that enable value to be created at work and in other aspects of their lives. They nurture networks and partnerships that provide the support needed for achieving results that matter. In sum, people seeking to embody the second principle of recognizing and respecting the whole person

- build networks of trust by caring about and contributing to others
- communicate to clarify and negotiate expectations with all key stakeholders
- ethically influence others to generate support in all domains
- transfer assets and skills across domains
- manage boundaries and smooth transitions between domains

Continually Experiment With How Goals Are Achieved

Finally, effective leaders continually rethink the means by which work gets done in ways that force a results-driven focus and provide maximum flexibility with choice in how, when, and where things get done. They have the requisite courage and openness to experiment with new work methods and communications tools to better meet performance expectations. They reduce reliance on traditional work methods, such as face time and co-location of resources, while using them more wisely to build trust while taking advantage of the flexibility and control afforded by virtual media. People seeking to embody the third principle of continually experimenting with how goals are achieved

- question assumptions about current methods, especially those requiring trade-offs
- encourage flexibility in means while focusing on results
- courageously embrace change
- foster a learning environment through smart trial and error
- seek cross-domain synergies in win-win solutions to conflict

Assessment

Participants write and reflect often in this program—before, during, and after their experiments are done. These occasions for observation and reflection, in addition to

setting the stage for action through leadership experiments, are critically important interventions in how participants see themselves as leaders.

What Matters Most

The initial assessments help participants clarify what is important to them. They write a personal vision of the kind of leader they want to become and the contributions they aim to make in the four domains of their lives. They then assess the relative importance of each area, the amount of time and energy devoted to each, and their current level of satisfaction with performance in each. Finally, they produce a "domain map," which is a graphic representation of the extent to which values and actions in the four domains are compatible (shown as four circles, drawn by participants, overlapping to the degree the domains are seen as aligned with each other).

From this first set of assessments, and analyses and discussions with coaches about them (more on this below), participants produce insights such as

- Good leaders understand their own values and leadership priorities very clearly and continually adjust them as they mature and as conditions change.
- Clarifying what is important helps leaders identify where the biggest gaps are in their lives and in the lives of people who matter most to them.
- Prioritizing what is important allows leaders to create realistic and targeted action plans for narrowing the gap between their current and desired performance and results at work, at home, in the community, and for themselves.
- There is an important difference between physical and psychological presence; that is, one can be physically present but mentally focused elsewhere.
- Understanding how actions in one domain affect other domains is central to achieving greater authenticity and integrity.

Stakeholder Expectations and Patterns of Interaction

The next set of assessments focuses on key stakeholders—the people who are most important at work, at home, and in the community. These assessments help participants understand the importance of recognizing and supporting the whole person. You identify the performance expectations that your stakeholders in each domain have of you and, in turn, what you expect and need from your stakeholders. For the "self" domain, participants describe how emotional, spiritual, and physical well-being each affects their sense of authenticity, integrity, and ability to achieve leadership goals.

A "stakeholder map" shows the extent to which expectations in the four domains are currently being met and for each stakeholder and for each domain, where there is a gap between current and desired performance. From these diagnostic assessments and analyses, and coaching exchanges about them, participants gain such insights as

- Leaders who respect boundaries between life domains realize the potential for increased performance by setting and maintaining these boundaries.

- Dialogues with stakeholders are needed to clarify and negotiate performance expectations and to design innovative ways to meet them.
- It is possible to close performance gaps in one domain by creating value in other domains (e.g., being a better father makes me a better boss, investments in community might yield greater contributions to your business, a healthier lifestyle might produce more energy for work).
- Increasing social capital—networks of support—is needed to achieve cross-domain synergies.

Most business professionals find themselves trapped by the demands imposed by the enormous amount of information that surrounds them 24/7. The next assessment helps participants see how they can navigate the virtual world more intelligently by using new media to achieve better performance in all life domains. Patterns of interaction are assessed to show how different forms of communication—face-to-face, virtual synchronous (shifting place but not time, as with phone, videoconference, instant messaging), and virtual asynchronous (shifting place and time, as with voice-mail and e-mail)—can be used creatively to better meet stakeholder expectations. Among the insights generated from this assessment and analysis are

- Creative use of new media enables flexibility and control of where, when, and how work gets done. This can lead to improved results and stronger connections with key stakeholders in all domains.
- It is possible to learn to avoid being swamped by the flood of information that arrives at a torrid pace in the 24/7 world. Used rapidly and skillfully, electronic tools can help achieve results. They need not be experienced as extra pressure.
- Skilled leaders have a working knowledge of the advantages and disadvantages of different modes of communication and of how to use appropriate media. There are occasions, for example, when face-to-face communication can be replaced by virtual (as when trust has been already established) and other times when face-to-face is irreplaceable (as when emotions are likely to run high).
- Practice and discipline are needed to learn how to stay focused while moving rapidly and diplomatically from one domain to another, that is, to develop the skill of "interruptability," which allows for switching attention among stakeholders with grace and speed.

Stakeholder Dialogues

The final set of assessments before initiating experiments is the stakeholder dialogues, usually a turning point for participants, who prepare for these conversations. After having thought through their own perceptions of how well performance expectations are being met with each key stakeholder, participants meet with each one to first clarify and then, if the situation seems right, reframe or renegotiate performance

expectations. Ideas for innovative action emerge in these dialogues and these ideas inform the design and implementation of experiments.

Coaching Network

A key component of the TL model is the network of coaching relationships that support participants throughout the process. Prior to describing the experiments in detail, here I describe the coaching network as it affects the other elements of the program.

Functions and Structure of Coaching Network

Coaching serves several important purposes in the TL process. It provides another vantage point to help participants refine and use their self-assessments; encourages intelligent risk taking in the design of experiments; promotes courage and confidence to explore new opportunities by providing emotional support; generates specific ideas for achieving results that increase authenticity, integrity, and creativity; and enables meaningful interpretation of the data gathered as a result of the experiments. Moreover, coaches bolster participants' sense that they are members of a community dedicated to supporting each participant's efforts to produce sustainable change.

Coaching relationships take several forms: dyadic, small group, plenary (whole program), and the greater community (including past participants). On entering the classroom or workshop setting, the participant finds herself or himself with an alumni coach (AC; a former participant in a TL program volunteering to serve current participants), a peer coach (PC; a fellow program member who provides feedback as part of the required work), and faculty coaches (FCs; instructor and assistant who provide written comments on all assignments and meet with participants on an *ad hoc* basis).

In addition to these one-on-one relationships, each participant is part of a coaching team comprising three or four PCs, all of whom act as an individual PC to another individual within the group (e.g., if members A, B, C, and D are in a coaching team, the standard arrangement of individual PC relationships is A coaches B, B coaches C, C coaches D, and D coaches A). Occasionally throughout, participants meet in coaching teams to share experiences and provide ideas and support.

In plenary (all current program participants), the instructor leads exercises and facilitates dialogue among all members, encouraging them to exchange insights about concepts, experiments, implementation obstacles, and so forth. Finally, the greater TL community is yet another layer; it resides not only in the instructors, current participants, and active ACs but also in the history of the program as displayed in the stories of exemplars posted online. These are exceptional assignments by

previous students that current participants use as models, benchmarks, and inspiration in crafting their own. Beyond this tacit form of community, alumni speak in workshop/class sessions and this builds credibility and enthusiasm for experiments and the lessons they yield.

Thus, each participant enters a complex network of supportive relationships. Yet it is up to the individual to initiate her or his own leadership development journey within the program, through self-assessment, active incorporation and provision of coaching, and application of lessons to ongoing relationships with key stakeholders in all life domains.

Dyadic Coaching Relationships

Here I explain participants' interactions with ACs, PCs, and FCs. Each relationship serves the functions mentioned above. In this section, I highlight the unique benefits to both coach and client in each of these dyadic relationships.

AC. The AC role is primarily a mentoring one. Like the exemplary assignments posted online, the AC serves as an example of what experiments are possible while offering guidance on how to use the opportunity to learn. In response to participants' concerns (such as "I am not sure if this is realistic" or "I don't see where there is opportunity to leverage synergies here"), the AC can tell of his or her personal experience in a similar situation. Knowing the AC has been there enhances trust in the coach and in the whole process, and this, in turn, generates greater confidence in undertaking change initiatives. Furthermore, the AC's very presence speaks to the sustainability of TL as a framework and as a community. For their part, ACs, if not actively crafting explicit action plans, are encouraged to think anew about their own lives from the TL perspective as they coach current participants, and this helps them to identify and act on potential synergies among their life domains. Serving as an AC is a prompt to sustain and build on lessons learned originally from the program. A benefit to both the AC and the current participant is their place within the larger TL community, which exposes them to networking opportunities and advice from a system of resources.

PC. The mutuality of the PC relationship is perhaps its main distinction from the others. From the start, PC and client, a fellow program member, share their learning experiences. With no hierarchical differentiation, there is a simultaneous exploration and uncovering of new perspectives and ideas for action. For example, all participants read the *Total Leadership Coach's Guide,* which provides advice for how to use nondirective coaching methods when writing feedback. After each round of feedback, participants are evaluated on their effectiveness. The instructor identifies those who compose exemplary feedback, and their work can be viewed by others,

for all are able to access anyone's work online, thus increasing opportunities to learn from each other about how to improve coaching skills.

PCs can identify with the current leadership challenges faced by others in the program. In having to help a peer work through a problem, they discover that they learn more about their own lives. And this mutuality generates a sense of community (Baker, Jensen, & Kolb, 2002) that encourages openness and inquiry.

FC. The online written feedback provided by the instructor (sometimes supplemented by an assistant) is yet another form of coaching. Again, participants are encouraged to explore a broader range of perspectives for initiating change. Although ACs or PCs are more likely to commiserate or provide real-life experiences with their coaching input, the instructor typically asks questions that relate the participant back to the TL principles and prod the search for cross-domain synergies.

The students are not the only ones to benefit. Often a student's problem, design idea, or suggestion prompts the instructor to look at the program from a new perspective and adjust the curriculum accordingly. It is, in effect, a research and development laboratory. Providing students with coaching ensures that the instructor addresses relevant concerns that participants encounter.

How the Coaching Network Evolves

Each participant is assigned an AC and PC at the start. There is a real-time conversation (not necessarily face-to-face) in which both parties get to better understand each other's backgrounds and goals. PCs see each other in class sessions and occasionally otherwise. Regular contact facilitates their ability to give useful feedback.

Explicit deadlines for coaching submissions enable timely comments that keep momentum high throughout. PCs have a few days to download their clients' assignments, write feedback, and upload the revised documents back onto the online repository where program documents are stored. ACs and FCs do the same thing.

The flow of assignments is arranged so that participants have time to read and process their feedback before having to engage in the next phase of assessment and action. For example, if a participant does not fully grasp certain concepts after the first assignment, in reviewing her or his feedback, the participant can correct mistakes, bolster knowledge, and consider additional possibilities before embarking on the next piece, which builds on the previous one. This ensures understanding of critical content and promotes creativity and confidence as participants progress forward. This is especially important in preparing for stakeholder dialogues, the anticipation of which generates some anxiety for most.

The use of multiple forms of communication in the coaching network enhances the rapid evolution of a sense of community. For example, although initial introductions among coaches are formed through real-time conversations, later feedback is exchanged online, asynchronously. These feedback exchanges are supplemented with further real-time and asynchronous interactions, as the coaching pairs see fit. And although asynchronous communication differs from face-to-face interaction in important ways, the opportunity to take time to think before sending an e-mail or posting feedback online allows both members of a coaching pair to pay close attention to their own contributions while staying engaged in a dialogue (Good & Myers, 2004; Suler, 2000). With the ability to read assessments online, peruse articles any time, and converse with coaches both in and outside specific sessions, participants find themselves at the hub of a flexible supportive coaching network that helps them tap their potential for growth.

Coaching and assessment. One of the crucial links in cultivating the learning community is that between coaching and assessment. Assessments encourage participants to explore themselves, their interests, and goals through writing, reflection, and conversation with the key stakeholders in their real worlds. After writing about stakeholder expectations, participants conduct dialogues with each stakeholder. These dialogues are part of the assessment process, and coaching exchanges play an important role in ensuring these dialogues are valuable. They play an especially important role in helping participants prepare for and then interpret what emerges from the stakeholder dialogues. Coaches help make sense of the various assessments by providing a different point of view on them and spurring deeper exploration of their meaning.

Through assessments, stakeholder dialogues, and other resources (i.e., readings, plenary discussions, and experiments), PCs and ACs learn the same principles and encounter similar situations as their clients. All members rely on these common experiences and resources to generate feedback, and this contributes to a sense of community and promotes reciprocal support for learning. And because all have posted their materials online, open to view by all others while bound by commitments to confidentiality, there is a shared sense of vulnerability that furthers mutual interest in providing guidance, counsel, and encouragement. Indeed, writing and then commenting on the contents of personal self-assessments prepares participants well for candid and constructive coaching exchanges in the face-to-face class session. This adds to members' perceptions that they are part of a community dedicated to learning.

Coaching and the design of experiments. In digesting feedback from various coaches, participants internalize how TL concepts can be applied in the design of leadership challenges or experiments. Coaches encourage participants to view course content as practical and relevant for mastering the task at hand. In addition to suggesting to clients that they try specific experiments based on what they have read or written or on comments made in class, coaches provide examples and stories to

inspire and broaden horizons about what might be possible. Thus, participants gain better understanding of the concepts and how they might realize desired results through their experiments.

Coaching and changes in leadership identity and performance. Coaching can have a powerful impact on how participants think about leadership and its meaning in all domains of their lives. At the least, coaches provide observations and ideas about how to understand what transpires in experiments and how to apply this new knowledge in future efforts to initiate change and enlist the support of various stakeholders. This new awareness is never easily attained; most participants require encouragement and pressure from coaches to have the confidence to take intelligent risks in their experiments and then draw insights from them about what has worked, what has not, and why. In learning from these developmental experiences, participants gain better understanding of their own leadership potential. The network of coaching connections becomes a laboratory for generating ideas for growth, a place in which members feel supported and safe enough to explore new approaches, and a springboard propelling them to take future action.

Self-Designed Leadership Experiments

Participants are guided through an interpretation of their self-assessments to identify how they can design experiments to achieve better results by taking actions to improve performance in more than one domain—actions that allow for greater flexibility and control of how, when, and where work gets done. They design experiments for mobilizing resources toward goals that matter to them and to the people in their lives.

Having done so, participants are ready to explore a range of potential solutions to improve relationships with key stakeholders and increase mutual satisfaction of performance expectations. The focus now is on action. Implementation challenges are addressed in conversation and feedback from coaches. And through exercises, readings, lectures, and stories from past participants and other business leaders, participants learn new concepts and tools for ethically and courageously driving change to achieve valued goals. Issues such as the following are addressed:

- Experimenting requires innovative thinking about how goals are achieved at work, at home, in the community, and for your self.
- Small experiments (pilots or innovations) are useful for introducing new thinking about how goals are achieved and for gaining legitimacy for broader initiatives.
- To align stakeholder expectations both within and across domains, leaders must be politically astute negotiators.

- Leadership involves improving the capacity of people around you to achieve their goals with greater authenticity, integrity, and creativity in their lives.

Participants give and receive coaching for how to design useful experiments and refine action plans. An important part of this phase is to ensure that appropriate metrics are established for tracking progress (and not just at work) and for gathering data on experiments. These data provide the basis for later updates, and they enhance the potential for learning leadership lessons. Experiments are opportunities to try new approaches—to develop small wins on the path toward the vision of the kind of leader you want to become. And although performance gains in all domains are expected and hoped for, in this leadership development process the only failure is the failure to learn.

There are nine kinds of experiments participants undertake—some large scale and long term, others smaller and shorter in time horizon. Examples of each follow, using participants' own words to describe their initiatives. Although these nine types are represented as separate and distinct, in the messy reality of practice, usually they are overlapping and intertwined; a given experiment might well involve more than one of the nine types. The types are presented here as a means for drawing some distinctions among them and as I discuss later, to create a categorization scheme for use in research on the impact of different experiments on important outcomes.

Experiments on Clarifying What Is Important

Tracking and Reflecting

These experiments involve keeping a record of activity, thoughts, and feelings (and in some cases distributing it to friends and family) to assess progress on personal and professional goals, thereby increasing self-awareness and maintaining priorities that in turn, serve to clarify what is important. Daniel wrote that

> one of the primary reasons I have been successful at work, in school, and with running has been my ability to quantify the level of effort needed to obtain the performance desired. Turning to my deficient performance at home and in the community, a chief factor may be the lack of quantification. As an experiment to remedy this, I maintained a monthly log of efforts (both positive and negative) I made in the home and community domains. At the beginning of every month, I wrote down goals and activities that I wanted to complete over the subsequent month and tracked my progress toward achieving those goals. In effect, this forced me to communicate more often with myself, to know more clearly and specifically what I expect of myself. (personal communication, December 2004)

In another example, Mitch

began tracking all action items across all domains and checking it regularly; adding and subtracting from it constantly to continuously reprioritize. This has helped me achieve better performance and results across all domains. I have created a prioritization system that has allowed me to delegate lower-importance, time-sensitive activities to others, while I focus more on big picture items. This increased efficiency helps me leave the office more satisfied that I have made significant progress, which enables me to leave work behind and be more emotionally present in home, community and self domains. I have done a much better job of communicating the most important daily and weekly objectives to my work team. This leadership has kept all members of my team on the same page, even during the hectic and stressful time of launching a new hedge fund. This has also made it easier for me to be an agent of change in my business unit because I have spent more time developing strategic growth ideas, instead of spending time getting myself organized. (personal communication, December 2004)

Planning and Organizing

These experiments involve taking new actions designed to better use time and prepare and plan for the future by, for example, using a new technology or tool for organizing, creating "to do" lists that involve all life domains, or engaging in a new form of career or family planning. For example, Marco created a few "must keep" dates for activities with his wife and family:

It's too easy to give your wife and your children what is left over after work is all done and others have stopped calling you. I made deliberate attempts with my various stakeholders to define things better with the knowledge that the direct "savings" would be positive for all concerned. (personal communication, December 2004)

John created a

rolling 24-hour schedule. Each evening I look at that calendar and assess what I need to have accomplished and by what date. I then consider how much time I think it will take, what my stakeholders' schedules will be like, how important it is, and whether or not I think investing some of my time immediately will set someone else up to move the ball forward while I am concentrating on other things. This input goes into a simple, one-page schedule for the next 24 hours. Thus I try to put the important things in first, even if something might not yet be urgent. For example I spend 15 minutes each day updating financials for the business, running credit cards, making journal entries, etc. (personal communication, December 2004)

Elliot's experiment was to clarify work and family goals through a 5-year plan:

Basically, we've got so many work goals that we want to accomplish that we end up either doing a mediocre job on a lot of them or taking a lot longer then we should to

get them done. By discussing a five-year plan, clearing away some of our goals that either don't fit with the plan or provide little long-term value, we are better able to focus on achieving those work and family goals that are truly important to us. (personal communication, December 2004)

Along with his wife, he

mapped out the next five years. While I have plans for my own work and clear steps that fit into the five year plan, Donna [his wife] is a bit more uncertain. I started using the tool we learned in this class of looking out 20 years and asked Donna how she envisions her life at age 50. Using the backward induction method of looking out to age 50 and then working back helps us crystallize exactly where we want to be and what we need to be doing now to get there. (personal communication, December 2004)

Rejuvenating and Restoring

Experiments that involve attending to body, mind, and spirit so that the tasks of living and working are undertaken with renewed power, focus, and commitment. For many, engaging in regular exercise becomes an important focus for their leadership experiments. These kinds of experiments show participants trying to prioritize what is most important to be most productive as leaders in all life domains.

Lisa aimed to

make more time for myself. I chose this because self had been the easiest domain to neglect since it was always easy to cancel an appointment with me. I have since made more time for myself by (a) arriving to work earlier and leaving earlier and (b) working out more often. I find that I am now much more productive at work since I make it a point to leave at a certain time (my deadline). And to help me in meeting those deadlines I have also made appointments to spend time with my friends after work. These deadlines help motivate me to complete my work earlier so that I have time for myself and for my friends. I am also exercising more which helps me to be more productive at work since I feel rejuvenated and in better spirits after a good workout. (personal communication, December 2004)

Sam's innovation was to go to

the gym at least four days per week mid-day on weekdays. I have been in quite a good workout groove lately, which has led to increased productivity at work (especially in the afternoon), more energy when I go home to spend time with my wife, and a better overall attitude. (personal communication, December 2004)

Appreciating and Caring

These experiments involve having fun with people (e.g., by doing things that are typically outside of work with coworkers), caring for others, and appreciating

relationships as a way of bonding at a basic human level to recognize and respect the whole person, which in turn increases trust and furthermore, the capacity to experiment with new work methods.

Matt tried to

increase my community involvement by establishing a scholarship fund at my high school in memory of my best friend. Of all my experiments I have pursued, setting up this scholarship was the most important to me. Taking this class has enabled me to start and complete something that I have wanted to do for the last two years. (personal communication, December 2004)

Toni decided to

organize more social events for employees. Encouraging employees to socialize builds morale and trust. This allows employees to work better as a team and to cover for one another when necessary. Building trust makes it easier for employees to take advantage of virtual communication and to coordinate so that work is still accomplished when an employee is not in the office. (personal communication, December 2004)

Focusing and Concentrating

These kinds of experiments are among the most common. They involve efforts to be physically and/or psychologically present when needed to pay attention to stakeholders who matter most at the time. Often this means saying no to certain opportunities or obligations. These stories illustrate attempts to better recognize and respect the important people encountered in different life roles and the need to be accessible and to attend in a focused way to them and to important tasks and activities.

Joan created regularly scheduled downtime,

an important opportunity for meaningful face-to-face (F2F) interaction with my children that I have been squandering in the past. By shifting this interaction to something more engaging, I took full advantage of our F2F time together, and relieved pressure to engage in F2F activities when less convenient during the week. This involved setting realistic expectations with my children—my daughter in particular—and sticking to them. (personal communication, December 2004)

Susan learned more about delegation by "involving the entire family in developing our plans and being involved in the preparation. I have not felt comfortable relinquishing control in the past, and have felt overtaxed by the need to plan the activity" (personal communication, December 2004).

Grant bounded his vacation time to role model for his employees that this is something that can and should be done and to offer chances for the rest of his team

to step up to new challenges, filling in for him in his absence. Monty realized from his stakeholder analyses that

I spend too much time during the day on non-value-add activities, forcing me to spend on average 1-3 hours each night doing work. The goal was to improve efficiency during the work day, improve my ability to delegate work, and improve my capacity to say "no" to requests of my time to create more time during the evenings during which I can do homework, work around the house, and pursue other innovations without feeling as though I'm causing more stress than positive change. (personal communication, December 2004)

Revealing and Engaging

These experiments involve sharing more of your self with others—and listening to them—so that they can better understand and support both your values and the steps you want to take toward realizing your leadership vision. Leaders continually build and maintain connections to people who matter in all domains, and by enhancing communication about different aspects of life with others, one demonstrates respect and recognition of the whole person.

Ashish realized that he wanted to

make a concerted effort to engage my parents in my work and educate them on the things I do. My parents are retired and living in India, so the world of new Internet business models is very far from their day-to-day existence. I used to simply shrug off trying to engage them in the challenges I face and the politics of my office. Given that my father worked in the U.S. for 26 years with AT&T, this was rather foolish of me. By engaging my parents in the work I do, I have made them more a part of my life here in the U.S. and have also benefited on the work front from their years of experience. (personal communication, December 2004)

Sally chose to use

lunch interactions as a means to further mentoring relationships in which I am engaged—both as the receiver and the provider of mentoring and to encourage others on my work team to engage in similar activities. By making better use of a regularly scheduled break during the day, I built stronger relationships and trust with those I am mentoring, as well as those who are mentoring me. Staging these interactions in a venue outside of the regular work environment more strongly established these relationships to open the door for more flexible means of communication in the future. (personal communication, December 2004)

For Sally, this involved "careful uncovering and negotiation of expectations" (personal communication, December 2004).

Time Shifting and Replacing

These experiments involve working remotely or during different hours to increase flexibility and, thus, better fit community, family, and personal activities while increasing efficiencies. Because they require changes in work methods, these examples illustrate participants questioning traditional assumptions and trying new means for achieving valued goals.

Manish improved

the mix of communication channels to take on increased work load and business travel while giving more time to the other domains. In the work domain I have moved from mostly phone conversations to doing a large percentage of communication via email. This has manifested itself in my doing several new things. I send out regular project update emails as opposed to waiting to have a one-on-one call with the various work stakeholders. I have moved to use this for client communication as well. Whenever I have a new idea, I send clients emails. I am even trying to send out proposals first via email and following up with a call instead of vice versa. Since I travel quite a bit, my availability on the phone transiting to and from a place is patchy. I tried doing conference calls with clients at the airport, but faced significant issues due to background noise. To get around the issue, I use airport "downtime" to write emails and catch up on old emails that I had marked as low priority. Another benefit: lots of quiet time on the plane. In addition, I have started working from home for 2-3 hours everyday in the morning before I head out to the office. In the morning I write a lot of emails, catch up on outstanding material/reports, and make initial calls. I have obtained my boss' OK. He doesn't care where I work as long as the work gets done. This helps because my wife is at home at that time and this gives me the opportunity to have breakfast with her. (personal communication, December 2004)

Ken decided to

telecommute from my community library, located only two blocks from home, instead of commuting 23 miles to go to work. I leverage wireless access, laptop and cell phone to transpose my office and work remotely. The public library offers wireless high-speed internet access, allowing me to be logged into my company's network and work effectively. I sit in a more isolated area of the library where I can use my cell phone and put it on vibrate and use an ear-bud when needed. This experiment has required me to break away from the culture of a company that doesn't traditionally support employees working remotely. (personal communication, December 2004)

In addition, Ken did

one of those easy clear "small wins," to make better use of my commute time by maximizing use of my cell phone, using a hands-free device to improve something I'm not very good at: keeping in touch with my business, community and extended family network. This experiment helps me shift some of what I've been doing over the office phone, face-to-face, or e-mail. I had used commute time to make calls in the past, but

not nearly to the potential that I could. I've been recording every time I have someone I need to call that can be called during my commute. And I check my agenda every time I leave home or the office. The advantage is a significant portion of my community network is in Europe, and is therefore within reach during my morning commute due to the time difference. (personal communication, December 2004)

Delegating and Developing

These experiments involve reallocating tasks in ways that increase trust, free up time, and develop skills in self and others—working smarter by reducing and/or eliminating low-priority activities. Toni's project was to

invest time in training and cross-training my employees. Despite the challenges of my new responsibilities, I have been able to shift away 10% of my work time to community (friends) and self. This has resulted in an increase in satisfaction in all areas. (personal communication, December 2004)

Maria decided to

delegate more of the data analysis to my reporting team to help them develop stronger data analysis skills, which they want, and I can free up my time for projects in other domains. (personal communication, December 2004)

Maria made other changes too:

I have begun communicating to my employees the importance of finding ways to act efficiently and integrate their lives . . . and of utilizing task-based metrics for evaluating for performance. This eliminates the wasted energy devoted to "face time" and allows individuals to maintain schedules that are best for them while still being recognized and rewarded for the work that they have done. As a result of my stakeholder discussions, I now offer more feedback to my employees and ask more questions about what I can improve to make their jobs easier. Additionally, to find more innovative solutions, I open up problems to my employees to encourage their suggestions for change. The benefits are two-fold. First, often the employee is closer to the situation and has more innovative ideas. Second, it empowers the employee to make changes when something is inefficient and, if there is a situation that cannot be fixed, it helps the employee understand the reasons for this, thereby avoiding the feeling that there is an easy solution that the boss does not care enough to implement. (personal communication, December 2004)

Exploring and Venturing

These experiments with how goals are achieved involve taking steps toward starting a new job, career, or activity that better aligns one's work, family, community, and/or self domains with one's core values. Erin's experiment

explored the idea of developing an upscale vegetarian restaurant (something for my self and work). During this analysis I noticed that most of my communications with my husband

were through electronic means. Therefore, one innovation was to cook one or two meals a week with him, using a new recipe, technique or ingredient. We use the scheduling and planning of these meals as an opportunity to synch our schedules for the week while using the meals to focus on something other than work or school. I also noted that my mother wasn't using e-mail as much as she could have been. Planning for these meals allowed me to shift more communications with her towards e-mail. She has begun sending me family recipes as well as using it as an opportunity to tell me more about my family history. I also increased face-to-face time with friends by re-instituting monthly dinners (at rotating households) with friends as well as attending cooking classes with them. I began using my social network to find people who know people in the restaurant industry. Finally, I now attend vegetarian events with my husband and friends, receive vegetarian newsletters, and visit vegetarian web sites for ideas and discussions. (personal communication, December 2004)

For his (huge) experiment, Larry did a leveraged buyout (LBO) of a defense contractor headquartered in California. After completing the LBO, he moved there (from the East Coast), became CEO of the company, and hired his father on a part-time basis to improve the company's performance with respect to inventory management and control.

Changes in Leadership Identity and Performance

The nine types of experiments are designed to produce change in how participants think about themselves as leaders in all aspects of their lives and how they conceive of their performance in all four domains. At interest are these three aspects of leadership identity or mind-set—authenticity, integrity, and creativity:

- Authenticity, being real, is about being yourself wherever you are, wherever you go. It is seen in leaders who act in ways that are consistent with their core values.
- Integrity, being whole, is about fitting together the pieces of your life so that it has coherence and consistency.
- Creativity, being innovative, is about having the will to learn continually while helping others to do the same, questioning traditional assumptions and experimenting with how things are done.

A primary goal of the self-designed, self-directed experiments is to increase business results by enriching lives—to initiate innovations that capture synergies among life domains and to realize performance gains. At the end of their experiments, participants write updates that include both the unique metrics to assess progress toward goals they identified at the start and a standard set of quantitative, subjective reports (described earlier) specifying the importance of, and time spent on, the four domains; satisfaction with each domain; degree of compatibility among domains, as shown in their domain map; and the extent to which stakeholder expectations are being met.

In one company's TL program, which included 35 high-potential managers from a number of different countries, the following results were obtained (and verified by finance managers in participants' respective business units): US$1.5 million in cost reductions, US$4.3 million in cost avoidance, US$0.7 million in new revenue, and US$0.5 million in productivity gains. In addition to these financial metrics, participants reported improvements in customer and employee relationships. They told stories, with strongly expressed emotion, about changes with stakeholders at home and in the community, as well as enhanced health, spiritual growth, and better use of leisure time.

Virtually all participants reported substantial changes in how they thought and felt about work and its meaning in their lives. They developed new realizations about the value of both the mind-set and skills needed for enhancing leadership performance with authenticity, integrity, and creativity. The lessons they learned were deepened and broadened when they took up the challenge of teaching others, both as coaches to future participants and in telling the story of their leadership journey to others in their organizations and in other domains of their lives.

In this section, I offer two illustrative stories from participants describing in their own words the changes they observed in their leadership identity and performance after going through their experiments, gathering data on their results, and reflecting on them alone and in dialogue with coaches and stakeholders.

Victor's Story

An information technology director at a major investment bank, Victor's reflections on his leadership lessons focus on rethinking the impact of work on the rest of life, influencing others ethically to get important things done, delegating creatively, and producing change that captures cross-domain synergies and increases performance:

I have an enhanced perspective on what it means to play a part in the community. . . . One of the alumni who came to class to speak with us gave us his view on the fact that raising children as best you can is part of being a valuable contributor to community, and I found that this perspective resonated a lot with me.

I also managed to get over my previously held view that focus on the self should really come last in line behind everything else and have come to realize that lack of focus on the self domain can definitely be to the detriment of many other areas in one's life. This felt especially true to me in the area of physical fitness. I will definitely be viewing time spent on my self as a good thing, as opposed to my former perspective that it was selfish (especially since I was already spending so much of my time away from my family with work and school).

My self domain is also more overlapped with work, mainly as a result of my perspective change and acknowledgement that work and how I am doing at work is important to me, and my outlook on life.

I have been . . . unloading some of my current responsibilities onto my team members, and have been focusing first on setting out my expectations for them, coaching them in what I want, and in providing myself with a series of tools to automate my

project control tasks. This delegation has had good side effects in terms of the morale of those team members.

These insights can be boiled down to the following. Understand what you are changing and why you want to change it. Understand your goals, make them concrete. Take small steps, identify what they are, tell people what you and others are doing, and why. Drive movement towards your goals by public commitment. Measure progress and adjust along the way. View failure as a positive signal that some adjustment is needed. Enlist others to your goals. Be inspiring by engaging people on an emotional level.

As I worked through my innovations, I also started challenging myself to search for more cross-domain synergies. I found it was like learning to ride a bike; once you get into the mindset, it's hard to unlearn. Through focusing on the cross-domain aspect, I was able to increase my performance far further than I thought possible. (personal communication, December 2004)

Roxanne's Story

Roxanne is a mother of two and sales and marketing director in a global chemical firm. Following her experiments, she wrote about her insights on maintaining awareness of leadership priorities, on the mutual performance effects of different domains, and on getting past her own skepticism to grow as a leader:

The most significant change in my actions and values during the program has been my increased emphasis on home, self, and community. In a nutshell, I became very aware that my decision to inadequately "take care of myself" was negatively impacting a number of other domains beyond the self domain (which was obvious). Because I was not finding an effective and time-efficient means of reducing personal stress, the neglect of my self negatively impacted my ability to meet my potential (and meet the expectations of my stakeholders) in all other domains of my life.

I spent a lot of time—writing, and then revisiting what I had written—to distill my thoughts into something that is accurate and meaningful for me. I think that this process, alone, has allowed me to clarify what is important to me in a significant way. I believe that this new awareness will cause me to be dissatisfied by engaging in activities that are not aligned with my values, and will allow me to understand the true source of my dissatisfaction.

There is no question that I have improved performance in my work and self domains by my improving performance in my community and home domains. The improvements I have employed seem to have an amplification feedback loop (please forgive the electrical engineering analogy) wherein an improvement I make feeds over into other domains and cause improvements in these secondary domains. These secondary improvements feed over into other domains, and these tertiary improvements lead to still other improvements, and so on. In the end, you are not sure which improvement is driving others, but you see the overall effects in all domains.

Acting authentically by integrating life domains is an approach that many believe is a luxury afforded only by those who own their own business. The company where I work, which has been recognized in the past as a great place for women to work,

encourages a healthy work/life balance for all employees which, inadvertently, sets up these domains as competing domains. I think that integrating life domains in theory, sounds ideal, but I must admit that I was initially skeptical at my ability, as a high performer, to incorporate much of this theory into practice. I believe that the process we have employed is very adaptable and can be implemented in a wide variety of life situations. Further, I have come to realize true gains in work performance (and all other life domains) once I utilized the tools provided to us to seek out activities that enhanced alignment between domains. I am very pleased at my initial results, and view my innovations as first steps toward even greater goals. (personal communication, December 2004)

Discussion

Results of the TL program are measured in the way participants view themselves as leaders in all aspects of their lives. Insights gained about one's leadership identity and potential, in turn, have an impact on one's capacity to apply the principles and skills that are at the core of this approach (represented by the bottom arrow in Figure 1).

To the extent that the TL approach works in producing intended change, it is because innovative ideas are generated and implemented by people consciously and deliberately seeking to achieve greater authenticity, integrity, and creativity in their lives and enhanced leadership performance in all domains. It is not a matter of going along with the latest top-down–driven corporate program for reducing cost, increasing productivity, and enhancing quality of life. Nor, when offered in a business school setting, is it a course with a series of assignments intended to produce learning through analysis of other leaders' experiences. Instead, participants are given an opportunity to develop a new leadership mind-set and new tools for mobilizing resources toward valued goals. Because they are in charge of design and implementation—and because of the powerful forces of accountability and support in the coaching network—there is strong commitment and follow-through. They are passionately involved in driving change toward goals that matter to them and to the important people in their lives.

Participants develop a greater appreciation for the role of leaders as agents for cultural transformation. They use lessons learned from their experiments to teach and develop others in their organizations and with stakeholders in other domains of their lives. They craft stories to convey the essence of their leadership journey through this process, and in telling them, can become part of a grassroots movement in their organizations, disseminating useful knowledge for how to improve performance with authenticity, integrity, and creativity.

Like all leadership development and change initiatives, success depends on tailoring the design to fit the needs of the target population, and the TL approach is no different. It provides a structure for learning and improving performance that works only if applied carefully in accounting for the needs of each individual and organization. This program has been run in different kinds of organizations (e.g., manufacturing,

pharmaceutical, family services, management consulting) with all participants from the same organization and with students and executives in business school courses. I have learned from these experiences that the basic concepts can be applied well, although in different ways, to people at different life and career stages. I have seen that when participants engage in self-directed learning in a supportive community, they put their ideas for change into practice and they learn to see themselves as leaders in relation to their key stakeholders in all life domains.

Yet there is much that must be done to refine this approach, for example, through studies that explore in more detail how different kinds of experiments result in specific kinds of change in leadership identity and performance. Are certain experiments more valuable than others for people in particular life and career circumstances? Furthermore, how can the coaching network be enhanced so as to provide stronger support, ongoing after the program ends, for continual learning by members of the TL community (of which there are now about 500 alumni members)? What are the best ways to use both virtual and face-to-face forms of communication in coaching exchanges?

Most business leaders have some of the required knowledge and skills to meet the challenges of management in the 21st century, yet all will need to develop their capacity to stay ahead of the competition and to adapt to the rapidly evolving business environment. Management education that begins and ends with a central focus on the critical life interests of participants might address some of the concerns recently raised by critics of current pedagogical methods (e.g., Mintzberg, 2004) and represents a promising approach to achieving this valued goal.

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