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Applying the TPI Curriculum to Physical Culture

by Dr. V.M. Popovsky

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At the beginning of a New Year, many of us make resolutions to take better care of ourselves, to engage in daily exercise, to lose weight and to get fit. By Valentine's Day, however, most of us will have abandoned our plans.

A Better Way

When we *push* ourselves to work out, we resist inside, wasting our energy, blocking our progress. Taking good care of our bodies should be easy, like second nature. When we start from the inside, it works its way out.

In order to make it second nature, an exercise program must be tailored to *you*. Studies show that we can increase our fitness and longevity levels significantly by reflective life style changes along the lines of the program described herein.

My consulting practice, designing tailored wellness and fitness programs, comes from my years with Russia's premiere Physical Culture Academy: the Lesgaft Institute*. Here in America, I have integrated what I have studied about the body, with what I have learned through The Pacific Institute with the programs *Investment in Excellence*® and *Purpose In Life*®, *Ethics and Organizational Success*. The *7 Step Program for Personal Wellness*® is the result (Table 1 below):

Table 1

7 Step Program for Personal Wellness®

- Assume an optimistic, positive attitude
- Be accountable
- Get a higher point of view
- Design an authentic wellness program
- Build efficient support group
- Develop resilience to your wellness failures
- Permanently empower and motivate yourself

1. Assume an Optimistic, Positive Attitude

Table 2 reveals clearly that our potential for wellness is bigger than our performance. (Most of us can increase our fitness performance, even people from the ages of 60 to 90.) The secret is in our mind—believing we can.

The TPI curricula stresses the importance of habits, attitudes, expectations and beliefs in the accomplishment of our goals including fitness goals. Table 2 represents your potential and current reality in fitness according to studies that the author and others have done.

Table 2

Unleashing Wellness Performance

Performance

- 60-80 years
- Lack of fitness
- Health problems

Potentials

- Life expectation of 125-150 years
- Excellent level of fitness
- Excellent level of health

2. Be Accountable

Accepting accountability for our wellness opens our reticular activating system. We become more receptive to information around us about wellness, and more persistent in our efforts to achieve results. We don't expect someone else to do it for us.

3. Get a Higher Point of View

Check your wellness fulfillment through the levels of happiness, we learn in the curriculum *Ethics and Organizational Success*, the goal here is to be motivated at each level of happiness. When you get a higher point of view, you create your own vision for a healthier you and you begin to create the dynamic tension in yourself to change your life and improve your wellness. Getting an education about your body helps you create that vision.

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Lou and Diane Tice



Dr. Glenn Terrell, Editor

Welcome to The Letter

The Pacific Institute and its centerpiece curriculum Investment In Excellence was founded 27 years ago on the basic premise that human beings have a virtually unlimited potential for growth. Our Mission Statement reads:

“We affirm the right of all individuals to achieve their God-given potential.

The application of our education empowers people to recognize their ability to choose growth, freedom and personal excellence.

We commit ourselves to providing this education through all means that are just and appropriate.”

During the years of our development there has been much interesting research done on this premise by leading edge researchers. “The Letter” is our endeavor to share with you some of this significant and meaningful research—The editor of The Letter is Dr. Glenn Terrell.



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About Dr. Glenn Terrell

A Florida native, Dr. Terrell earned his B.A. in Political Science from Davidson College, his M.S. in Psychology from Florida State University, and his Ph.D. from the University of Iowa.

Dr. Terrell served as Chairman of the Department of Psychology, University of Colorado, Dean of the College of Liberal Arts and Sciences and as Dean of Faculties at the University of Illinois in Chicago before embarking on his 18-year tenure as President of Washington State University. During this period, he also served as President of the National Association of State Universities and Colleges, Commissioner for the State of Washington on the Western Interstate Commission for Higher Education. Dr. Terrell served on the Board for General Telephone Northwest and West for 23 years, was a Fellow for the Society for Research in Child Development, and as Fellow for the American Psychological Association.

Dr. Terrell has received numerous honorary degrees and awards, among them a listing in *Who's Who in America: American Men of Science*, Distinguished Graduate of the Department of Psychology, University of Iowa. He has managed numerous multimillion dollar technology transfers and faculty and student exchange programs throughout the world.

Building Strength: Psychology's Mission*

by Martin E.P. Seligman, PhD

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Before World War II, psychology had three missions: curing mental illness, making the lives of all people more fulfilling, and identifying and nurturing high talent. After the war, two events changed the face of psychology. In 1946, the Veterans Administration was created, and practicing psychologists found they could make a living treating mental illness. In 1947, the National Institute of Mental Health was created, and academic psychologists discovered they could get grants for research on mental illness. As a result, we have made huge strides in the understanding of and therapy for mental illness. At least 10 disorders, previously intractable, have yielded up their secrets and can now be cured or considerably relieved. Even better, millions of people have had their troubles relieved by psychologists.

Our Neglected Missions

But the downside was that the other two fundamental missions of psychology—making the lives of all people better and nurturing “genius”—were all but forgotten.

We became a victimology. Human beings were seen as passive foci: Stimuli came on as elicited “responses,” or external “reinforcements,” weakened or strengthened “responses,” or conflicts from childhood pushed the human being around. Viewing the human being as essentially passive, psychologists treated mental illness within a theoretical framework of repairing damaged habits, damaged drives, damaged childhoods and damaged brains.

Fifty years later, I want to remind our field that it has been sidetracked. Psychology is not just the study of weakness and damage, it is also the study of strength and virtue. Treatment is not just fixing what is broken, it is nurturing what is best within ourselves.

Bringing this to the foreground is the work of the Presidential Task Force on Prevention, headed by Suzanne Bennett Johnson and Roger Weissberg. This task force will take on a number of jobs: It will attempt to identify “Best practices in prevention” led by Karol Kumpfer, Lizette Peterson and Peter Muehrer; it will explore “Creating a new profession: training in prevention and health promotion,” by setting up conferences on the training of the next generation of prevention psychologists led by Irwin Sandler, Shana Millstein, Mark Greenberg and Norman Anderson; it will work with Henry Tomes of APA's Public Interest Directorate in the ad campaign to prevent violence in children; it will sponsor a special issue on prevention in the 21st century for the *American Psychologist*, edited by Mihaly Csikszentmihalyi; and, led by Camilla Benbow, it will ask what psychology can do to nurture highly talented children.

Building Strength, Resilience and Health in Young People

But an underlying question remains: How can we prevent problems like depression, substance abuse, schizophrenia, AIDS or injury in young people who are genetically vulnerable or who live in worlds that nurture these problems? What we have learned is that

pathologizing does not move us closer to the prevention of serious disorders. The major strides in prevention have largely come from building a science focused on systematically promoting the competence of individuals.

We have discovered that there is a set of human strengths that are the most likely buffers against mental illness: courage, optimism, interpersonal skill, work ethic, hope, honesty and perseverance. Much of the task of prevention will be to create a science of human strength whose mission will be to foster these virtues in young people.

Fifty years of working in a medical model on personal weakness and on the damaged brain has left the mental health professions ill-equipped to do effective prevention. We need massive research on human strength and virtue. We need practitioners to recognize that much of the best work they do is amplifying the strengths rather than repairing their patients' weaknesses. We need psychologists who work with families, schools, religious communities and corporations to emphasize their primary role of fostering strength.

The major psychological theories have changed to undergird a new science of strength and resilience. Individuals—even children—are now seen as decision-makers, with choices, preferences and the possibility of becoming masterful, efficacious or, in malignant circumstances, helpless and hopeless. Such science and practice will prevent many of the major emotional disorders. It will also have two side effects. Given we all are learning about the effects of behavior and of mental well-being on the body, it will make our clients physically healthier. It will also re-orient psychology to its two neglected missions, making normal people stronger and more productive as well as making high human potential actual.

Accordingly, the theme of APA's 1998 Annual Convention in San Francisco, Aug. 14-18, is “Prevention: building strength, resilience and health in young people.” I urge you to bring your family, particularly your children and grandchildren. ■



Dr. Martin Seligman

**Editors Note: We are including Dr. Seligman's vision for the future of psychology because of its relevance to the mission and current work of The Pacific Institute. Dr. Seligman's election to the Presidency of the American Psychological Association is indicative of the esteem that his peers have for him. Dr. Al Bandura is a former president.*

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Applying the TPI Curriculum to Physical Culture...

More than anything else, my clients appreciate training in the Physical Culture model I use. It helps them understand their bodies and *how the body and mind work together to produce a healthy person. They get a perspective on their wellness they have never had before, and it empowers them.*

Table 3
Personal Wellness Fulfillment

- III. Good Beyond Self
 - Desire to make a positive difference in another person's life, including their wellness.
- II. Personal Achievement/Ego
 - Excellence health/fitness level
 - Elimination of bad habits
- I. Immediate gratification
 - Enjoyment of physical activities
 - Positive mental and emotional feelings

Use current reality as a beginning point to help create a vivid picture of how good you want to feel. Study your body and what it needs to feel wonderful. Set your goals: *How do you want to look and feel 5, 10 years from now? What do you want your cardiovascular fitness to be, your muscle strength, etc.?* Goals and a vivid picture of a healthier you create your vision—the other half of the dynamic tension that brings you to looking and feeling better.

4. Design of Authentic Wellness Program

Any effective wellness program should be based on the individual: their fitness condition and goals, age, genetic factors and past wellness experiences. In TPI terms we assess current reality. See Table 4 below.

Table 4
My Wellness Program Consists of the Following

- Create 5-10 year Personal Wellness Model
- Define Content of Wellness
- Choose Remedies & Organize Wellness Activities
- Select Tests for Measuring Your Health & Fitness
- Choose Remedies & Organize Wellness Activities
- Manage Personal Wellness Program

5. Build an Efficient Support Group

It helps to have others around you who share your vision of your wellness, people who can support your self-talk. You also can benefit from a coach, a coach who works right along beside you. Be careful that you choose someone whose personal goals, philosophy, values and personality match your own. Then your teacher will become a model, not merely a coach. You become the subject of your wellness program, not an object to be worked

*The West has long admired Russian Olympic athletes. Underlying their success is a well-established design developed through centuries of social and biological research called "Physical Culture." This system combines Sports, Physical Education, Physical Recreation and Physical Rehabilitation under one umbrella and is a path to personal development which includes not just the physical, but the psychological, social and spiritual as well. Designed specifically for different age groups, from the mildly active to the Olympic champion, *Physical Culture* programs effectively target improvement in fitness, wellness and sports.

on.

6. Develop Resilience to Your Wellness Failures

Personal wellness is not a destination, but a process, from one comfort zone to the next. When we slip, when we forget that work-out or eat that banana split, like all highly effective people, we simply acknowledge the mistake, learn from it and move on.

7. Permanently Empower and Motivate Yourself

I ask all my clients to write affirmations around their fitness goals. We also work on their self-talk so that it is encouraging and forgiving. Physical improvement is full of ups and downs. Keeping our eyes on the target, continuing to reenergize ourselves to accomplish our goals keeps us on the fitness track for life.

Managing our wellness is a cycle—we must continually diagnose our wellness levels, predict our potential according to our personal wellness model, then decide what exercises to do, where and when to do them, and who will be our support group. From these decisions come an authentic personal wellness plan, individually tailored for optimal results. With an individual plan, we can monitor a continuous feedback loop, through a complex of controls, on a weekly, monthly and annual basis as we progress.

Perhaps you've noticed the above 7 steps can be applied as easily to other areas of life. Improvement in our bodies is an example of what we can do in other areas of our development. Success in our wellness program becomes that beacon we can flick back and flick up to the present to remind ourselves of how successful we can be. Nothing is more empowering than achieving our fitness goals.

An assessment of the results of the *7 Step Program for Personal Wellness* was conducted through a survey of all clients. 100% identified changes they made, or experienced, as a result of this program. The results are reflected on Table 5.

Table 5
Results

| Amount of Exercise | % Before | %After |
|--------------------|----------|--------|
| None | 25% | 0% |
| 1-2 times/wk | 62.5% | 12.5% |
| 3-4 times/wk | 12.5% | 62.5% |
| 5-7 times/wk | 0% | 25% |

The most notable change as a result of the program is the sharp decrease in frequency of those who exercised infrequently, and the corresponding increase in frequency of exercise of those who exercised more often. Similar improvements were reported by the participants in their nutrition, and in their overall health improvement. ■

BOOK REVIEW: *Increasing Productivity Through Performance Appraisal*

Reviewer: Pat Given

Editors Note: This book is the second edition of a previous book by the same authors, Latham and Wexley. It has been chosen for review in *THE LETTER* because of its extensive application of The Pacific Institute's IIE for the '90s. The concept of Goal Setting occupies a central role in the several types of performance appraisal methods that the authors describe. The reader will also discover that the terms efficacy, self-talk, Pygmalion effect, affirmations and cognitive modeling are important concepts in the development of Latham and Wexley's treatment of the subject of organizations' use of employees' performance evaluation as a means of increasing productivity.

One other note of a general nature about this book: Latham, recently elected the president of the Canadian Psychological Association is well known for his work in applying behavior science principles to business organization in this country and in Canada. The Pacific Institute has much to offer in organizational development in addition to the application of goal setting to performance evaluation.

Types of Appraisal Instruments

Four types of appraisal instruments are described and evaluated against the criteria of validity, reliability, freedom from bias and acceptability to the user. Instruments discussed are: Forced Choice Scales, Behaviorally Anchored Rating Scales (BARS), Behavioral Observation Scales (BOS), mixed standard scales.

In Forced Choice Scales, the rater is forced to choose from several sets of four behaviors which best describes the employee. The rater does not know which behavior counts, a factor that enhances its objectivity.

Behaviorally anchored rating scales consist of standardized ratings of behavior, thus increasing the probability of objective rating.

The Advantages of the Behavioral Observation Scales are:

- It is developed from a systematic job analysis
- It can serve as a job description or as a supplement to an existing job description
- It is valid and reliable
- Rare bias is minimized

Both supervisor and subordinate know, in advance of appraisal, what the employee is to do on the job and how the supervisor should coach, counsel, and develop the employee. On the other hand, the employee is helping in self-management by goal setting, feedback and self-reinforcement of effective behavior.

Non-Traditional Sources of Appraisal

To round out this section of the book on appraisal methods, the authors in Chapter 5 investigate other types of appraisal: appraisals by superiors, by one's peers or colleagues, by subordinates, by oneself and by outsiders, such as assessment centers, human resources specialist, and by training staff.

In 1977, ninety five percent of U.S. companies used superiors to appraise subordinates. Research indicates this system is flawed by the fact that the supervisors spend less than one percent of their time observing their subordinates. Appraisal by peers, subordinates and self-appraisals are useful, under appropriate conditions.

Increasing the Accuracy of the Appraiser

The chapter on Increasing the Accuracy of the Appraiser describes common rating errors and the accompanying cognitive processes which help to explain why appraisers are often inaccurate. They have scotomas, a concept central to *Investment in Excellence for the '90s*.

Unfortunately, most organizations do not build the training of appraisers into the appraisal system. The final part of the chapter, therefore, provides a useful survey of different approaches to training appraisers, emphasizing the importance of participation, feedback and the opportunity to practice the skills acquired in training.

Throughout this chapter, *Investment in Excellence* graduates will come across familiar concepts: efficacy, self-talk, the Pygmalion Effect, the right way to correct ourselves when we fail, and affirmations under the guise of 'cognitive modeling.'

Conclusion

It will be clear from this survey that this volume is a rational and well-documented approach to the most difficult of all managerial problems: the appraisal of fellow human beings. When this reviewer, during the sixties and seventies, was responsible for a major performance appraisal scheme he would have welcomed this book.

If it is to be criticized, it is for the defects of its virtue. The authors have achieved clarity by focusing on increasing productivity through performance appraisal. The emphasis has been on productivity. This has led to validity, reliability and measurable results. Is this enough? Do men and women work only to produce?

If appraisal is to help people develop their unending potential to be better, then we need to work out a humane philosophy of work. The elements of such a philosophy are available in the wisdom literature of the East and West. The challenge is to develop instruments which will appraise men and women against such a scheme of meaningfulness and not merely in terms of production. What is needed is to apply the analytical, quantitative approach developed by Drs. Latham and Wexley to other human values work. ■

Research Notes Volume 1, Issue 3

Salient comments from several organizations who have used IIE for the '90s:

“During the time that we have been using “Investment In Excellence” at our bottling plant, production output has increased from 25,000 cases per day to 50,000 cases per day; production efficiency has increased from 33% to 70% and sales have doubled each year. While there are many factors contributing to these results “Investment In Excellence” has been a significant factor in the improvement.”

—A Bottling Plant

“Last year the Investment In Excellence programs were conducted in each of the countries which fall within our responsibility-Vietnam, Cambodia and Laos. This, with Australia taken into account, entails four quite different cultures. One of the remarkable aspects of the Investment In Excellence program was that it was able to deal effectively in such a cross cultural environment.”

—A Telecommunications Corporation

“In Change Management and in developing a Corporate Culture, the organizational change revolves around the capacity for individuals to change.

Investment in Excellence has been the most powerful program that I have found to date, that provides the information and skills, and provides the individual with the capacity to take action to convert these into new attitudes and habits.”

—A Postal Service

“Police are often seen as being conservative and resistant to change, however Investment in Excellence is dispelling this belief. Word of mouth within the force brings a high level of demand for the course from all ranks and staff.”

—A Large International Police Department

Applying the thinking from Investment In Excellence allowed us to increase our 1997 revenue by \$1.8 million over last year... set the goal, believe in the end result and you will invent the how.”

—A Major International Television Network