Wellness Champion Competencies:
What Every (Heart-Centered) Leader Needs to Know

Joel Bennett & Lindsay Simone

Objectives

• At the conclusion of this session, attendees will be able to:
  – Identify different competencies that can be incorporated into cultivating and supporting champions
  – Identify different training modalities that can be used for champion development
  – Recognize strategies for engaging managers/supervisors/directors as heart-centered leaders of champions
### Background

- Competent champions who engage participants are critical in health promotion. (Best Practice Reviews
  - expert-panel reviews of essential elements (NIOSH, 2008)
  - a scientific sampling of best practices (Goetzel et al., 2007)
  - multi-employer study on organizational resilience (Spangler et al., 2012)
  - study of 10 high performing wellness programs (Berry, Mirabito, Baun, 2010)
  - recent review of 20 studies (Kaspin, Gorman, & Miller, 2013).
- Champions are a key part of any culture-based strategy.
- They are part of a team involving good stewardship, coaching, and support from their own supervisors, managers, or other organizational leaders.

### Why Heart-Centered Leadership?

1. Leader support lies beyond a “check-the-box” sign-off
2. Leaders want to know that there are “good” people fulfilling the call for overall health enhancement
3. Competencies of champions are, in effect, similar to virtue-based, servant, or transformational leadership
4. Wellness champions play a key (informal) LEADERSHIP role; require audience of senior leaders
5. Clearly defined champion competencies will be an asset for forward looking organizations
6. The development of such competencies is enhanced through heart-centered leadership
PART 1

Introduction

Behind every Champion is a Coach. The Champion sees oneself supporting the team; while the Coach just sees one team.

~ Timothy Wong
Anyone* who has a role† to play:

in facilitating the implementation of a wellness or prevention program; engaging participants in that program; and/or fostering cultural conditions that lead to improved health and well-being amongst staff and the worksite as a whole

*internal or external; formal or informal; selected or volunteered; Professionally trained or line-level
† Sparkplug, ambassadors, advocates, coordinators

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**Identifying Competencies**

- Important to know **what**: core knowledge, skills, and relationships
- Important to know **how**: to develop
- Ongoing development
- Leaders and managers need to support the growth of these
The effectiveness of our wellness program is a function (f) of...?

<table>
<thead>
<tr>
<th>Outcomes (f)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes = PE + Culture [C]</td>
<td>Program with a healthy culture</td>
</tr>
<tr>
<td>Outcomes = PE + C + Champion [Ch]</td>
<td>Program with a healthy culture and champions leading the way</td>
</tr>
<tr>
<td>Outcomes = PE + C + ([\text{Ch}^{\text{competencies}}])</td>
<td>...with a healthy culture and a champion who grows in competency</td>
</tr>
<tr>
<td>Outcomes = PE + C + ([\text{Ch}^c]) + ([\text{C} \times \text{Ch}^c])</td>
<td>...with a healthy culture, a competent champion, who is embedded in and facilitates the culture</td>
</tr>
</tbody>
</table>

[1] examples of outcomes = Participation, Reduced Risk, Cost Effectiveness, ROI  

Think Before Develop Approach

- Review literature
- Interview champions at other firms or own firm
- Think broad strategy (part of leadership team)  
  - What background do they have?  
  - Who will they interact with? (internal/external)  
  - What tools do they already have?  
  - What community of practice will they need?  
  - Is position voluntary, required, selected, appointed?  
  - Are they there for professional dev. or just a job?  
- Incremental Goals (one competency at a time)
- Do you need to evaluate demonstration of competency?
PART 2

Case Studies

Three Case Studies

• Through NIH funding, we tested an e-learning system to train wellness, HR, and EAP professionals on adapting evidence-based programs with four key competencies (Assess, Design, Deliver, Evaluate).

• As consultants to the National Guard, we designed, manualized, and trained "Prevention Coordinators" (PCs) from over 20 states in 3 areas: Educate, Refer (e.g., tracking), Outreach (e.g., leadership buy-in).

• The ACEC Life/Health Trust has trained champions from several dozen engineering firms in 3 areas: Laying the Foundation (e.g., gaining support), Building (e.g., optimizing design), and Sustaining (e.g., celebration)
Case Study 1

E-Learning System Delivered to Wellness, EAP and HR Professionals in context of a clinical trial

Why

- low alignment between wellness offerings and behavioral health (EAP) programs
- growing problem of behavioral health (eg. stress, depression, alcohol and drug issues) in work setting
- evidence-based programs (ebp) shown to reduce these behavioral risks
- no mechanism to train providers in these ebp (providers in wellness, EAP, and HR roles)
Four Broad Competencies Via an E-Learning Self-paced Platform

Assess • Design • Deliver • Evaluate

Assessment Tools

• Self-Efficacy
• Organizational Readiness
• Workplace Culture (Climate)
Design Tools

- Review of Evidence Based Programs
- Access to Synopses of program
- Access to developers

Expandable library of proven programs

Promising Programs

Research Sample Received Program for 6 months

- 72% Female; 87% Caucasian
- Human Resources, Health Promotion, Employee Assistance Professionals
- 42 states; 15 Industries (healthcare, education highest representation)
- Highly Educated (65% with greater than college degree)
- Many (84%) had professional license
- 65% held manager, executive, CEO status
- NOTE. Not all had a strong role in currently implementing wellness programs
### Perceived Program Impact (% Agreeing)

<table>
<thead>
<tr>
<th></th>
<th>All Users (n= 112)</th>
<th>Received Web/Coaching (n = 43)</th>
<th>Strong Role in Organization (n = 68)</th>
<th>Main focus on Program (n = 27)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program improved my role, my knowledge, or my skills as a prevention/wellness advocate.</td>
<td>57%</td>
<td>66%</td>
<td>65%</td>
<td>93%</td>
</tr>
<tr>
<td>I have enjoyed using the program.</td>
<td>62%</td>
<td>70%</td>
<td>75%</td>
<td>95%</td>
</tr>
<tr>
<td>It is a very useful program.</td>
<td>64%</td>
<td>73%</td>
<td>71%</td>
<td>96%</td>
</tr>
<tr>
<td>I would recommend this to other professionals I know.</td>
<td>64%</td>
<td>74%</td>
<td>73%</td>
<td>96%</td>
</tr>
</tbody>
</table>

### Post-Training Attitudes and Engagement in Programs

<table>
<thead>
<tr>
<th></th>
<th>Control</th>
<th>Experimental</th>
<th>One-Way F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Expectancy [PE]</td>
<td>4.58 (1.28)</td>
<td>5.08 (1.03)</td>
<td>9.56; p &lt; .002</td>
</tr>
<tr>
<td>Effort Expectancy [EE]</td>
<td>4.71 (1.26)</td>
<td>5.05 (1.05)</td>
<td>4.61; p &lt; .03</td>
</tr>
<tr>
<td>Attit. Toward Technology [ATT]</td>
<td>4.65 (1.27)</td>
<td>5.18 (1.00)</td>
<td>11.01; p &lt; .001</td>
</tr>
<tr>
<td>Orientation to Evidence-Based Programs [OEB]</td>
<td>4.37 (1.18)</td>
<td>4.97 (1.16)</td>
<td>13.81; p &lt; .001</td>
</tr>
<tr>
<td>Ability to Address Behavioral Health (AOD)</td>
<td>4.54 (1.18)</td>
<td>4.92 (1.12)</td>
<td>5.58; p &lt; .02</td>
</tr>
<tr>
<td>Engagement/Interest in Specific AOD Programs</td>
<td>1.94 (.96)</td>
<td>2.57 (1.32)</td>
<td>15.75; p &lt; .001</td>
</tr>
<tr>
<td>Role Improvement</td>
<td>2.35 (.92)</td>
<td>2.52 (1.06)</td>
<td>1.46 (NS)</td>
</tr>
</tbody>
</table>

**Means (SD)**

**One-Way F**

PE: I have the tools I need to implement
EE: If I were asked to implement I could do it
ATT: I like working with tools and programs
OEB: I know about, have an interest in, and could realistically use
ABLE: Can, likely to, know how to address AOD as well as Wellness
ROLE: Did your role improve to assess, design, deliver, evaluate wellness programs
The E-Learning Program
Improved Actual Use of Evidence-Based Programs and The Role of the “Champion”

If they already had a strong role in implementing wellness programs

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**Take Away Insights**

1. It is possible to use e-learning to train champions
2. Critical to distinguish champions with no influence, some influence, or a strong implementation role
   - If No strong role, important to supplement e-learning with webinars + coaching
   - If YES strong role, e-learning can (by itself) improve the strength of that role in implementing programs across 4 competencies (Assess, Design, Deliver, Evaluate)
3. A broad-brushed competency training can lead to engagement with other (evidence-based) programs
4. EAP, Wellness, and HR are very different in how they process wellness and behavioral health but all benefit from competency training via e-learning
As wellness programs proliferate and diversify in the market, there may be growing recognition of

(1) NEED FOR EVIDENCE and
(2) PROGRAM FIT for the business.

Champions need education on evidence-based programs and tools for determining best fit

Leaders want to know that their champions are confident in these areas

2 years training strategy in progress (2011-current)
In context of health benefit through National Health Trust

Case Study 2
Designed & Implemented A Champion Training Program to Engineering Firms
Why

• provide wellness programs to customers
• need to continue to bend the cost curve
• widely dispersed and diverse set of firms
• programs by themselves cannot help with decentralized training

“Working to establish the Consulting Engineering Industry as the healthiest in the U.S.”

LINDSAY SIMONE
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(708) 257-8332
## Participating Firm Profile

- 150 Firms from 33 different states
  - Over 9,000 employees and spouses are currently eligible to participate
- Majority of firms have 2-50 employees
  - Specific focus on these “smaller” firms
  - Program is a great fit for firms of all sizes

## Wellness Champion Profile

- 156 Wellness Champions from participating firms
- Few Champions have a background in health and wellness
- Most are informally considered the wellness coordinator
Key Deliverables

1. Provide champions both the tools and training to feel confident in their abilities to implement the program at all stages of development.
2. Facilitate a community of practice to empower Champions to work and learn from each other.
3. Help champions to optimize engagement of employees and leverage all of the resources that they have available to them.

Three Paths to Being a Wellness Champion

Champion Role

“"I was told to do it by someone in my firm."”
“"I administer other benefits, so I took this on."”
“"I have an interest in health and wellness, so I wanted the role."”

Increasing personal relevance for the job

1. Champions who wanted the role found the job easier and felt more effective.
2. Monitoring and support for other champions is important to prevent burnout.
3. Employees in firms w/different champions all report satisfaction with wellness
4. All types of champions can be effective at promoting program use.
5. Champions should not consider program satisfaction a performance evaluation.
Champion Competencies

Laying the Foundation
- Commitment and Ownership
- Know Infrastructure
- Gain Support
- Planning
- Optimizing Design
- Communicating
- Resourcing
- Evaluating
- Professional Development
- Celebrating

Building

Sustaining

Self-Coaching Tool

Wellness Champion “Self-Coaching” Tool

How is YOUR well-being?
For each area of well-being, give yourself up to 100 points for your LEVEL & CAPACITY for greater health.
100 = I am doing fantastic! I couldn’t be doing any better
90-10 = I am just getting by right now. Not too bad but things could be better.
80-89 = I am unhealthy, in pain, very low energy. Respond, Tolerate, Hope.
70-79 = In pain, not very healthy. Respond, Tolerate, Hope.
60-69 = In pain, not very healthy. Respond, Tolerate, Hope.
50-59 = In pain, not very healthy. Respond, Tolerate, Hope.
40-49 = In pain, not very healthy. Respond, Tolerate, Hope.
30-39 = In pain, not very healthy. Respond, Tolerate, Hope.
20-29 = In pain, not very healthy. Respond, Tolerate, Hope.
10-19 = In pain, not very healthy. Respond, Tolerate, Hope.
0-9 = In pain, not very healthy. Respond, Tolerate, Hope.

Self-efficacy checklist
- Have resources
- Goals clear
- My job is clear
- My work fits with my interests
- My responsibilities make a difference
- I am well trained
- My efforts have had positive impact.

Your competency level?
For each of the 10 support areas rate yourself anywhere from 1 (high) to 7 (low, on the circle). Place a mark. Then connect the marks.
7 = I am very productive, meet goals, success!
6 = I am just getting by, doing things but little progress
5 = I am frustrated, things are not working
4 = I am just getting by, doing things but little progress
3 = I am unhealthy, in pain, very low energy. Respond, Tolerate, Hope.
2 = I am unhealthy, in pain, very low energy. Respond, Tolerate, Hope.
1 = I am unhealthy, in pain, very low energy. Respond, Tolerate, Hope.
0 = I am unhealthy, in pain, very low energy. Respond, Tolerate, Hope.

Where are you now? • Where do you want to be? • What is the priority? • How will you get there? • How will you know? • Can you celebrate success?
Champion Training Program
(and TOT for Lunch & Learns)

- Bi-monthly 90 minute webinars cover one competency at a time
- Mix of informational slides and interaction
  - Encourage Champion input and discussion
- Training session materials are posted on our website and include:
  - Recorded webinar
  - Slide Deck
  - Exercises
  - Articles on the topic
  - Small Business Tool Tips

Other Champion Resources

- Web-site
- Blog
- Marketing Materials
- LinkedIn
- Interactive Forums
  - Open discussions on specific topics
  - Example: Well-Being and Going Green
- Buddy Coaching (paired up)
- Lead Well Live Well (engage managers)
1. Important to distinguish 3 ways champions come to their role (want to, told to, already an admin)

2. Each one needs different things to engage competency development
   1. **Told to** > more focus on personal well-being
   2. **Want to** > open to competency development in all areas
   3. **Admin** > Focus more on infrastructure/planning competency

3. Critical to not assess Champions according to level of employee engagement (may be due to more to programs)

4. Important to get feedback and deliver feedback

5. They enjoy sharing their insights with each other (give and take) – keep the forum alive
There are significant challenges to building a network of champions in a diversified or decentralized organizational matrix.

Giving champions a single portal and set of competencies gives coherence and a sense of cultural unity (community of practice).

A common language is a key tool for clarity in organizational leadership.

**Case Study 3**

Designed, Implemented Champion Competency Framework for National Guard Bureau (40 states)

2007-2013; 7 years strategic development with TOT, Competency manual, evaluation, outcomes
Why

• Office of Strategic Defense (OSD) recognized that National Guard has greater and growing risks of alcohol and drug problem following deployment
• No mechanism within units to help service members get help, reduce stigma for seeking help, and enhance military readiness
• Need for established evidence-based program

How Competencies Were Developed & Implemented

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 2007 | 1. Interviews with new working group  
         2. Focus Groups  
         3. Armory Site visit  
         4. Two 2-day large group brainstorming  
         5. Meet Joint (Air & Army) HR personnel  
         6. Working group meetings  
         7. Iterative Development  
         8. Review current policies |
| 2008 | 9. Developed Working Draft  
         10. Developed Competency Scoring System |
| 2010 | 11. Implemented in 2-year cycle of review |
| 2012 | 12. Final Trainings |

In person

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 2007 | TOT  
         TOT  
         TOT  
         TOT |
| 2008 | Group COP  
         web  
         web  
         web |
| 2010 | TOT  
         web  
         web  
         web |
| 2012 | TOT  
         web  
         web  
         web |
The 12 Core Competencies

1. DESCRIPTION

The Prevention Coordinator is ultimately responsible for: (1) ensuring that continual progress is made in meeting all goals of the remaining 11 components of the PTO program; (2) ensuring that they receive the education and support necessary to build their confidence, ability, and efficacy for meeting the goals; and (3) checking in regularly with NGB, state leadership, and regional supports to develop and refine strategies the PC is seen to be champion in their state.

1. A "trusted agent," whereby the PC is followed ethical guidelines, and has been trained in cultural competence.
2. Knowledgeable; whereby they have acquired a broad perspective for particular resources for their area.
3. Committed; whereby they are actively involved in the process and about those agreements and objectives.

Expected Skills and Abilities

Specific skills and abilities are required within the Prevention Coordinator role, including:

1. The PC speaks with passion and advocacy, and supports the program through training and clear commitment to the PC's objectives.
2. The PC presents both an initial implementation and reveals situations or otherwise show an independent and proactive approach.
3. The PC demonstrates the ability to make informed decisions and implement the plan.
4. The PC is knowledgeable about the expected outcomes.

Sample from Manual
Most Prevention Coordinators (PCs) reported that service members were increasingly willing to step forward to get help.

- 20,737 SM received prevention
- 2,234 SM referred to treatment
- 195 SM self-referred

Reported Improvements in Self-referral Process (% of 43 Prevention Coordinators reporting “Better”)

- Willingness of SM to approach you: 72%
- Self-referral rates: 54%
- Either willingness or self-referral: 90%
Data suggest that increased prevention leads to more self-referrals

Command Referrals 215
Positive Drug Test Referrals 1274

Positive Drug Test Referrals 2011: 8.7%*

Self-Referral 2012: 26.5%

537 is 26.5% of all 2012 referrals

a 300% increase from 2011

*195 of 2,234 referrals

The education > referral process saves money for the Guard while helping service members and increasing readiness

For every 100 substance-using service members who self-refers instead of getting caught with a positive drug test, the National Guard reaps benefits:

Save 2000 staff hours and $62,100

Retain 18 additional service members

Avoid $1.44M in training costs to replace discharged svc. members
1. A large decentralized system with full-time coordinators represented a unique opportunity to develop a strategic competency framework.

2. As in previous case studies, it is critical to assess the readiness, role, previous training of the coordinator and to work with them where they are at.

3. In a large system, the competency of partnerships and collaborations may be most important for effectiveness (especially for referral process).

4. Local leadership buy-in and support can be the single most inhibiting factor but such buy-in increases normatively as the program gets institutionalized.

5. 4 years may be the minimum amount of time to start seeing effects of training (due to turnover, competing programs, diversity, and storming > norming cycles).

Take Away Insights

It helps to have operational standards for large systems looking for formal positions of coordinators:

- Clarity
- Credibility
- A Method for Professional Development
- A Method for Evaluation

Leadership Value
OVERALL SUMMARY FOR LEADERS

• Champion training improves their confidence and ability to think about how programs fit into and enhance the culture
• Uniform competencies create cultural coherence and clarity (in service to leadership)
• Competencies can provide operational standards for enhancing the measurability and legitimacy of the wellness initiative

PART 3

Application
How is YOUR well-being?

For each area of well-being, give yourself up to 100 points for your LEVEL & CAPACITY for greater health.

100 = I am doing fantastic! Couldn’t be doing any better
50 = I am just getting by right now. Not too good but things could be better and worse
0 = I am unhealthy, in pain, very low energy, depressed, lonely, low hope.

Self-efficacy checklist

- I have resources I need
- I have tools that work
- My job is clear
- I am well-trained
- My efforts have positive impact

Your competency level?

For each of the 10 support areas rate yourself anywhere from 1 (high, toward the center) to 7 (low, on the circle). Place a mark. Then connect the marks.

- 7 = I am very productive, met goals, success!
- 4 = I am just getting by; doing things but little progress.
- 1 = I am frustrated, inactive, things have stalled, failure.

This is one of several ways to draw your productivity map.

Where are you now? • Where do you want to be? • What is the priority? • How will you get there? • How will you know? • Can you celebrate successes?
Your Well-Being

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body</td>
<td>Physical health in diet, exercise, energy, strength, flexibility, substance use</td>
</tr>
<tr>
<td>Mind</td>
<td>Behavioral health in mood, clarity, thinking, outlook, reasoning, creativity</td>
</tr>
<tr>
<td>Purpose</td>
<td>Sense of meaning, purpose, fulfillment; has values/virtues/spirituality</td>
</tr>
<tr>
<td>Relations</td>
<td>Time for others in family and/or community; intimacy, feeling connected</td>
</tr>
<tr>
<td>Finance</td>
<td>Money well-managed; no/decreasing debt; mindful of budget; charitable</td>
</tr>
<tr>
<td>Environment</td>
<td>Mindful of waste, clutter, toxins; cares for surrounding, enjoys outdoors</td>
</tr>
</tbody>
</table>
PART 4

Leadership

(How to Support Your Champions)
Message to Leaders

1. Connect with your own passion for having a healthy organization
2. Have a chat with the champion (see template below)
3. Help the champion to recognize and celebrate their own strengths (as they apply to their job in general and their role as a champion) (see Strengths grid below)
4. Keep encouraging them in exercising those strengths
5. Challenge them to grow in competency areas that lie outside their strength

What is your own passion as a champion?

- **Cause**
- **Calling**
- **Destiny**
- **Legacy**

- Where are you now?
- Where do you want to be?
- What is the priority?
- How will you get there?
- How will you know?
- Can you celebrate success NOW?
I want to do what I can to support you in this position. To do so I want to make sure I understand what you need. I would like to ask you some questions so I can find out more about ways I and the company can help you to be successful. The health of the company is important to me and that includes you. This should only take about 15 minutes. Again, I am not interviewing you for the position. I want to find out what your own thoughts are about this so we can team up for success.

### Template for conversation between firm manager and champion

**STEP 1**

*Introduce the topic*

**Question for leader to ask him/her self**

Do you understand his/her background in any health field that may be relevant to this position?

**Question for the champion**

I would like to understand your background for being a champion. What would you like to tell me about previous work in health, safety, or workplace strategies that relate to your role as a champion?

**Question for leader to ask him/her self**

Can you speak to their motives for getting involved?

**Question for the champion**

What do you think motivates you to be healthy and help us be healthy? Is it a cause for you? A calling? What inspires you about helping us to be healthy?

**STEP 2**

*Inquire in ways that seek to understand and surface inspiration*

**LISTEN**

**LISTEN**

**LISTEN**
**STEP 3**

_Inquire in ways that allows the champion to speak freely about his/her strengths_

**LISTEN**

**LISTEN**

**LISTEN**

You can use Wellness Champion Strengths Grid on next page as a tool to guide champions to talk about strengths

<table>
<thead>
<tr>
<th>Question for leader to ask self</th>
<th>Question for them</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you acknowledge and reinforce any current competencies they have that might be leveraged in their wellness champion role?</td>
<td>IF YOU KNOW THEIR STRENGTHS: Outside your new role as a wellness champion, I want to understand current strengths that you already have. Before I do, can you tell me what you see as your major strengths and competencies? IF YOU DON’T KNOW: To help me to help you better, I would like you to use your natural strengths in your champion role. Please, in your own words, tell me what you think your strengths are?</td>
</tr>
</tbody>
</table>

Based on your answers to the above, How much time can you reasonably give them to do this job and, once you negotiate that, CLEARLY commit to and provide full support for that time.

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### Wellness Champion Strengths

- **ASSESS** Ability to assess the work climate and its readiness for programming
- **DESIGN** Ability to review different program elements and design a program that is engaging; knowledgeable about budget, frameworks, program management
- **DELIVER** Ability to help deliver programs or assist in delivery through planning, creative marketing, engaging communications, creating renewed interest, keeping it fun
- **EVALUATE** Ability to evaluate outcomes, track progress, tabulate data, provide summary reports, provide updates, use metrics and tie into financials

<table>
<thead>
<tr>
<th>Laying Foundation</th>
<th>Building</th>
<th>Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Commitment and Ownership: Cheerleading, interpersonal team builder, positive influence</td>
<td>☐ Planning Responsibility, Strategic</td>
<td>☐ Evaluating Analytical, Enjoys Data, (See evaluate above)</td>
</tr>
<tr>
<td>☐ Know Infrastructure: Organizer, Arranger, Seeks input well and integrate</td>
<td>☐ Optimizing Design Futuristic, Sees meaning and significance, maximize</td>
<td>☐ Professional Development Open-minded, committed to grow, joins community of practice</td>
</tr>
<tr>
<td>☐ Gain Support : Emotional intelligence, empathic, able to woo</td>
<td>☐ Communicating Relater, Influencer, makes the mission come alive, focus</td>
<td>☐ Celebrating Harmony, Fairness, Connectedness, Creative with reward and recognition</td>
</tr>
<tr>
<td>☐ Resource &amp; Referral Knows where, how, who to get what is needed (Collaborator)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Organizational Wellness & Learning Systems, Inc. (NOTE. Some strengths listed overlap with "Gallup" Strengths finder)
References

• Steinbrecher, S., & Bennett, J. B. (2003). Heart-centered leadership: An invitation to lead from the inside out. Black Pants Pub..
• Yancey, A. K. (2009). The meta-volition model: Organizational leadership is the key ingredient in getting society moving, literally!. Preventive medicine, 49(4), 342-351.

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