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www.apa.org

American Psychological Association Website

www.spim.org

Society of Psychologists in Management Website

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Happy Summer to everyone! In this newsletter we have a message from our president (Roger Cooper), updated information from Billie Blair and John Langhorne about the 2011 conference, information about a proposal Marlene Thorn presented regarding a training program for early career psychologists who transition into new leadership positions, an idea from Marlene Thorn about a proposed Coaching program project (please note the survey questions at the end of this article!), and information about books written by some of our members. No doubt many more SPIM members have written books. I hope to do this again in a future newsletter so if you have a book you would like me to put in the newsletter, please let me know!

Mary Zahner, Ph.D.
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Note from the President

A little past the mid-point of the year is a good time to recollect, to see what we set out to do and make necessary mid-course corrections. At the incoming Board meeting I set out six objectives for 2010. The first was to approve a revision of the SPIM Presenter Policy. This was actually accomplished at the Incoming Board meeting.

The second goal was to create a Policy Manual. Dana Ackley has contributed a Membership Chair Position Description that outlines Application Review and Processing, Recruitment and Retention. Bill Siegfried has asked presenters for copies of their presentations for inclusion in the SPIM Journal. We have a copy of a pilot project policy for retiree registration conference fee reduction that was introduced in 2008 and needs to be reexamined in the light of the increasing number of SPIM members who are retiring from active professional practice. A draft for a Conflict of Interest Policy is currently being circulated among Board members for input.

The third goal was to develop an annual budget, actually two budgets: one for ongoing non-conference expenses and the other for conference expenses. Our Treasurer, Rich Ponton has begun categorizing our on-going fixed expenses and has already led us to significant cost reductions. Billie Blair and John Langhorne are in the process of working up budget projections for a revenue neutral, if not profit making, Annual Conference. A Finance Committee has been appointed to support our Treasurer and

- Please consider holding a Regional SPIM meeting in your area. In the past Marlene Thorn and others have been successful in planning such meetings.

SPIM has two directories of members. One is a printed directory distributed by Connie Schroyer

The second is the website listing of members. Names and emails on the website are only posted when the member approves the posting by checking the boxes or emails

Please check your web address on the website to make sure we have the correct address. If you

help make sure we will face the future with financial stability and security.

The fourth goal was to sponsor regional SPIM Conferences. The Baltimore/ D.C. area has sponsored a regional Conference for a number of years. They provide a viable model. Diane McKay is working on a regional conference for SPIM members in Florida. Texas, Central and Southern California, and New York/New England would seem to be places where there are enough SPIM members to support a one day regional Conference.

The fifth goal was to grow membership. Dana Ackley, Membership Chair, asked at the Incoming Board meeting some tough and pertinent questions about increasing SPIM membership: "Do we have the institutional will to solve this problem? Do we have the infrastructure and tools to solve this problem? Do we have clear priorities/marching orders for retention? Do we have multiple levels of connection/service on how we add value for members?" We are wrestling with the answers.

The sixth goal was to look at the salience of the CEU credits offered by SPIM at our annual Conference. A cursory survey of alternative ways to acquire CEUs suggests that dollar for dollar, SPIM is a hands down bargain. In sum, we've made progress in these areas because of the dedication of time and energy by SPIM members. The pall cast by the economic disaster has not yet lifted and it remains to be seen how it will affect SPIM in the future. In the meantime, we will work as hard as we can for as long as we can. Angels can do no better.

Roger

Roger F. Cooper, Psy. D.
President

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SPIM 2011 Conference!

SPIM2011 Mid-winter conference in Napa is ready to go. Here's a preview of those details, along with our perceptions of SPIM:

- SPIM is an organization for participating members – it is of little value to you unless you attend and participate in the mid-winter meeting.
- SPIM's well-planned content density makes it one of the best deals around for members needing CE credits.
- SPIM's collegial membership is a rare feature in organizations - making it a unique professional opportunity.

The Mid-winter conference is the soul of SPIM. It is an opportunity to see old friends, develop new relationships and find ideas you can use on-the-job.

Put February 24-27, 2011 on your calendars!

want to make a change, contact Connie Schroyer.

If you would like to share any news about yourself: publications, new job, etc., please send me the information and I will include in the next newsletter

You might check out "Linked In" to connect with SPIM members – go to the Group section.

We'll be meeting in the beautiful Napa Valley of California at the Meritage Resort Hotel at a splendid rate of \$129. for the room; \$15. Resort. **The hotel is in Napa with easy shuttle access from the Oakland Airport.**

As usual, SPIM members will host first time attendees. Beginning in 2011, sessions for emerging leaders will be included in upcoming conferences - this feature will further enhance the informal coaching, counseling and mentoring that routinely happens at SPIM.

There will be an afternoon session at Beringer winery including a manager discussing "Managing the Grape" followed by sessions and a winery tour and tasting.

Feb 24th Institutes will include topics on executive coaching; emerging leaders; organizational change using positive psychology case study; psychologists into managers; common management challenges for the academician and practitioner.

Feb 25th - 26th Sessions - an exciting array of cutting edge topics:

An onsite vineyard session about challenges of vineyard and winery management; management learning and training in India; reflections on a career's lessons with Ken Ball; results from the Gallup Education Study research with Connie Rath; Challenges of University Management with Lisa Tedesco, Judith Abino and Peter Cohen; AARP's striking research findings with Al Hollenbeck; as well as look at management in the nuclear power industry - and, that's just a preview - there are many, many more great sessions in the line-up! The full program will be available online in August.

And we have a surprise special guest featured at dinner on Saturday night!

The conference finale includes Feb 27th Institutes on aging and quality of life issues, and ethics.

Early bird registration will begin on September 15, 2010.
Billie Blair, Ph.D. and John Langhorne, Ph.D.
Co-Chairs and Presidents-Elect



A Training Program - Transition to Leadership Positions for Early Career Psychologists.

A proposal was submitted by Marlene Thorn to the SPIM Board, May 2010 that recommended that SPIM develop and deliver a training program for early career psychologist who transition into new leadership positions. Contributors to this proposal were Rodney Lowman, and Judith Albino.

One of SPIM's primary missions is to educate. SPIM should: "own" the training for newly appointed supervisory psychologists, not only corporate psychologists, who have become managers; be the "go to" place for psychologists who, often to their surprise become managers; be the first point of contact for training newly appointed psychologist into management/leadership positions; and should take on the role of a high quality, widely recognized training experience with the up- and-coming generation of psychologist-managers.

At the Board meeting in August it was decided to postpone this program to a later conference. However, the preliminary purpose and objectives for each of the training modules have been drafted by Rodney Lowman, Richard Ponton, and Dee Ramsel and Marlene Thorn. Each of these colleagues agreed to develop the objectives, the training material and deliver the training program

The potential advantages to SPIM of this training are new prospective

members who hopefully benefit/connect with SPIM early in their careers to be committed to the organization. By engaging and training the next generation of psychologist-managers we can also reinvigorate SPIM and enhance SPIM's future. It is time, in addition to the Annual Conference, to be pro-active about delivering value added services to encourage new memberships and involving longer serving members in the education of newly appointed psychologist supervisors.

What is envisaged for the initial training offering is a two day introductory workshop, delivered prior to a SPIM Conference. The four proposed modules would be a half day each, and would be presented by SPIM members, Rodney Lowman, Richard Ponton, Dee Ramsel, and Marlene Thorn. The proposed modules are as follows:

- I. Managing Self
- II. Managing Others
- III. Managing Finances, Budgets and Programs
- IV. Strategic Management

If any members have thoughts about this program as a possibility for the future, please contact Marlene (thornmarlene26@gmail.com)

Coaching Credentials for SPIM

Currently there is a growing trend in federal and private organizations' procurement process to require coaches to have coaching credentials, despite the extensive training and coaching experience that many of the SPIM members have. While some organizations are willing to accept equivalent experience and training, others will not because they lack a full understanding of the psychologists' experiences related to developmental coaching from the traditional therapeutic experiences.

Given SPIM psychologist managers' knowledge, breadth, depth and years of experience in coaching managers and leaders it is not reasonable for us to be eliminated from competing for coaching positions or contracts due to lack of credentials. As professionals, SPIM members appreciate the need for credentials, however it seems costly and redundant to take the time consuming training offered by ICF if there are alternatives.

A proposal was submitted by Marlene Thorn and approved by the SPIM Board, May 2010, that recommended SPIM explore options to assist interested SPIM members to become eligible for International Coaching Federation (ICF) Coaching Credentialing by providing information. ICF is the recognized organization for credentialing coaches. The SPIM assistance and service is meant to add value for the current membership and for recruiting new members.

Marlene, and contributors Dana Ackley, John Martello, and Michael Gelles conducted a review to learn how parts of credentialing can be made available in a creative manner to SPIM membership, given SPIM members' qualifications, experience and on-going continuing education and training. The task group followed-up on the necessary details for informing and

communicating to SPIM members the steps necessary for credentialing: information, options and forms to be completed for documenting training, logging coaching hours, and receiving coaching mentor supervision. Below is a status report of the progress of the proposal to date.

ICF Coach Credentialing Requirements:

A review of the Coaching Federation website link <http://www.coachfederation.org> shows that there are three levels of Coaching Credentialing: ACC (Associate Credentialed Coach) Practiced Coach, the PCC (Professional Certified Coach) Proven Coach, and the MCC (Master Certified Coach) Expert Coach. See the snapshot requirements at <http://www.coachfederation.org/includes/media/docs/Credentialing-Requirements-Chart-%289-2008%29.pdf>

Each level requires completing progressively more hours of Coach Training, Working with a Mentor Coach for supervision, Coaching hours experience, Coach references, Examinations and Fees. There are two ways to complete this process: A streamlined process for graduates of ICF Accredited Coach Training Programs, and an alternative process named the Portfolio Application Process which requires a more detailed application. Once credentialed by ICF, each level requires that every 3 years, 40 hours of CEUs be completed. Discussions with ICF, confirm that for SPIM members to meet the basic Practice Coach requirements, they would need to document and demonstrate the requirements. **SPIM members, as some others, do not need to actually participate in an ICF approved Coaching Training Program if they want to use the ICF Portfolio Application.** If the SPIM member wants to apply for ICF certification in a more streamlined, but possibly more expensive manner, they may want to complete an ICF Accredited Coach Training Program, for example like the one at Georgetown University, Washington, D.C.

To Meet the Basic Practice Coach requirements SPIM members would need to do the following:

The Associate Certified Coach Credential (ACC) Basic Practice Coach has historically been considered the ICF beginning level credential and may be considered a temporary credential, with the expectation the coach will obtain more training and experience and move up to the PCC level.

1. Demonstrate that they have received 60 hours of related coaching training.

ICF agreed that any training received, past or present, that meets the Core Coaching Competencies and Training Requirements as outlined in <http://www.coachfederation.org/includes/media/docs/Credentialing-Requirements-Chart-%289-2008%29.pdf> can be documented and submitted for review. SPIM members compiling documentation toward the coach training requirement, should refer to the definition of coach specific training on page 7 of the guide to the portfolio application for the ACC: <http://www.coachfederation.org/includes/media/docs/ACC-PA.pdf> The definition relies on the Coach Training Core Competencies, but it also includes some additional requirements that SPIM members should be

aware of, including the requirement that 80% of their coach training be interactive.

In conversations with ICF it was determined that previous SPIM conference programs, presentations, and Institutes could be reviewed and decisions made as to whether they met the test of "related coaching training hours". A preliminary review of the last ten years of SPIM Conference programs and Institutes provides extensive coaching related training. A more detailed review and documentation of the last ten years of SPIM Conferences that meet ICF training competency requirements is necessary if SPIM is to provide this information to any SPIM member who wishes to become ICF credentialed. In addition, any SPIM member who made a presentation or delivered training that meets a core competency can also document the presentation or training hours toward the related coaching training hour requirements. A more detailed review and documentation of SPIM Conference programs that match the ICF training competency requirements will require some administrative work on the part of one SPIM member.

2. Document completion of 100 hours of coaching (minimum of 8 clients).

SPIM members can retroactively document the completion of 100 hours of coaching with a minimum of 8 clients. Documentation should include the name of the person, contact, amount of time, when it took place. If coaching and the clients are all within organizations—there is no need to document the name of each individual/contact coachee--one can document and designate one person in the organization that would confirm the applicants coaching hours, i.e. the Human Resource Director or Program Manager. The applicant would document the relevant information in the Coaching Log and the designated person in the organization would confirm the log. The organization contact that verifies the log coaching hours, would be the individual that ICF would follow up for confirmation.

3. Complete 10 hrs of supervision/work with a qualified mentor coach.

Qualified Mentor Coach is defined as someone already credentialed by ICF. They must hold the PCC or MCC credential for the ICF. The 10 hours of supervision/work includes **3 hours of individual Mentor Coach time** and the remaining **7 hours can be met by group mentor coach time**. The Mentor Coach time can be via phone or in person. Voice interaction is all that is required. The approximate cost for a mentor coach can be as much as \$3,000.

A list of potential credential mentor coaches available for supervision can be obtained from <http://www.coachfederation.org/find-a-coach>

4. Demonstrated competency in live Oral Exam—exam fee of \$75.00 and to become certified is \$225.00

The oral exam focuses on demonstrating the ability to differentiate between questioning for coaching and questioning and offering consultation

as an expert. Fee for ICF credential membership renewal is \$100.00 and 40 Coaching CEU's every three years. Some of these CEUs could be obtained at SPIM's Conference. ACC credentials also require an additional 10 hours of mentoring to renew.

If interested SPIM members join the ICF (registration is \$195.00/year) prior to the certification then ICF membership qualifies you for a \$200.00 discount on the Certification process. ICF membership information and member benefits can be found at <http://www.coachfederaton.org/join-icf> The ACC Portfolio Application fee is \$225 for members; \$425 for non-members.

ICF's website contains the forms that SPIM members would need to complete, i.e. for documenting training, coaching hours, and mentor coach supervision.

There are multiple methods for obtaining ICF credentials:

- 1) One method might be to go through the longer ICF training programs, such as Georgetown University in D.C. The cost of the mentoring hours would be included in the overall cost of the training program and one would not need to pass an oral exam.
- 2) An ICF Accredited Coach Training program that caters more specifically to psychologists is the College of Executive Coaching (www.executivecoachcollege.com) which begins with a condensed 6 - day program and the rest of the courses are via teleconference. Coach mentoring and the oral evaluation is part of the tuition.
- 3) For SPIM members not wishing to take an accredited ICF training program, but instead use the ICF Portfolio Application, the SPIM proposal to provide training information taken in previous SPIM Conferences and Institutes will assist members in documenting the core competency training requirements for the portfolio. Members who might be interested in applying for ICF credentials through the Portfolio Application should begin to track their coaching hours, and names of clients on the log sheet that is on the ICF website.

Need for Information from SPIM Membership:

As we consider moving forward with this project it would be useful to know from the membership the following information:

1. Do you have ICF Coaching credentials?
2. If you have ICF Coaching credentials, in which training program did you participate?
3. Are you interested in ICF Coaching credentials?
4. Would you prefer to take an ICF training program, or complete the ICF Portfolio Application?

5. Are you eligible or already fulfill ICF requirements as an ICF mentor coach?

If you have opinions on the above questions, please respond back to Mary Zahner (mzahner3@earthlink.net). I will compile responses and get them to the SPIM board.

Books written by SPIM members!

Becoming Your Own Business Coach

George Watts, Ph.D.

Published: June 2010

Published by Praeger Publishing, an imprint of Houghton Mifflin Co.

Available through bookstores, Amazon.

In *Becoming Your Own Business Coach*, George Watts helps reader become their own "change agents". The book offers clear, practical ways executives can grow through introspection, self-knowledge, and self-awareness. The book has short personality tests, open ended questions to stimulate personal journaling. George's five core principles are:

1. The more deeply you understand yourself, the more successful you can become.
2. The quickest way to optimize for success is to understand and leverage your core strengths.
3. As you build your ability to hold deep conversations within yourself, you are able to hold powerful and deep conversations with others—and truly reach them.
4. Taking full and complete responsibility for your career and life is the most empowering and worthwhile goal you can pursue.
5. When you rise above your ego, you become an emotionally intelligent leader.

The book would be useful to SPIM members to provide to clients for executive coaching assignments or in leadership development training programs.

Beyond Luck: Practical steps to navigate the path from manager to leader

John E. Langhorne. Ph.D.

Corridor Media Group, 2010

To preview or Purchase: <http://www.beyondluck.net/>

What managers have: challenges and problems. What managers don't have: time. With that in mind, John Langhorne has written an "un-book," one that offers solutions, knowledge and insight in short, easily managed articles.

John has worked mostly with small and mid-sized businesses (those with fewer than 5,000 employees) in his 25-year career, making *Beyond Luck* particularly well-suited for managers and leaders in such organizations.

This un-book contains 75 short (about 800 words), practical articles, each of which is interlinked to three other supporting or complementing pieces.

Thus, rather than read this front to back like a traditional book, you can enter this un-book anywhere and follow your interests. Included are single articles that offer tools to solve practical problems and series that allow time for study and reflection. These range from the tactical to the strategic and assume that competently leading and managing is a learned art focused on people.

While the content is the draw, the organizing structure makes accessing the right article at the right moment a quick, easy task. The articles are grouped in five major areas: management practices; management principles; leadership and executive behavior; motivation and morale, jobs and job loss and personal development. Three indices breaking the content down by topics, problems solved and personal development further assist navigating your own path to leadership success.

The EQ Leader Program: How to launch and implement successful EQ consulting and coaching projects.

Dana C. Ackley, Ph.D.

MHS (Toronto, Canada, 2006). It can be purchased through MHS (800-456-3003) or www.mhs.com Retail price is \$483.00 Those interested in the training DVD that I've created can buy the manual through my company at a significant discount.

The 336 page manual includes detailed outlines, handouts and PowerPoints for two workshops – a keynote address and a ten step developmental planning process. There is a section on assessment that includes an EQ based interview with behavioral interview questions for all fifteen skills measured by the Emotional Quotient Inventory (EQ-i). The assessment material includes a report process that integrates test scores with interview data, linking findings with what the executive reports motivate them, leading to intrinsic motivation for change. Menus of exercises for developing each of the 15 skills are included along with other material on coaching. The manual includes a CD with all materials so that owners can download documents of interest, edit them to suit their own approach, and give to clients as appropriate, such as the exercises for, say, assertiveness or empathy. The planning workshop is an excellent team building process.

Emotional Intelligence (EQ) provides a growth oriented framework that continues to appeal to senior executives. They find it understandable and actionable. Starting with EQ based concepts, sophisticated coaches will find that this approach leads to fundamental coaching issues that block career progress and performance. The EQ Leader Program is based on principles that psychologists know from research to be essential for sustainable, significant change. The manual provides busy consultants a substantive approach to coaching individuals and teams, rather than spending many (billable) hours in program design. Instead, those who purchase the manual are able to tweak the program to make it fit their own approach. Client organizations find the organization, sequence, and content of the approach appealing.

Value + Employees as Valuers.
Billie G. Blair, Ph.D.
Puzzles Press, Austin, TX, 2009.
Available through Amazon, bookstores and
www.changestrategists.com

VALUE + EMPLOYEES AS VALUERS was written for all managers and employees of corporations, businesses, and other organizations. This book is the second-in-a-series on the topic of organizational change management. Over the past three years, Billie Blair has written on the topic of change with the express purpose of providing guidance for corporate clients while undergoing change processes. (An earlier book, **ALL THE MOVING PARTS: ORGANIZATIONAL CHANGE MANAGEMENT** was published in 2007).

VALUE + identifies the single most important business challenge for this decade: employees' engagement in their organization of employment. **VALUE +** is incisive in its description of this pressing business challenge and clearly outlines the six steps for overcoming these difficulties and setting up the organization capable of carrying out the processes of **adding value**. The book is filled with real time case studies that serve to explicate concepts described. Also offered are best approaches along with easy to follow strategies for those who care about organizations and who are dedicated to their survival.

The book was specifically written to be read and absorbed quickly by busy executives.

VALUE + and the message that it imparts has been selected by the California chapters of Habitat for Humanity as the focal point of their 2010 Fall Leadership Conference.

Peer Power Books by Judy Tindall, Ph.D.

Tindall, J.A. and Black, D.R. (2009). **Peer programs: An in-depth look at peer programs: Planning, implementation, and administration, Second Edition.** New York: Routledge, NY. ISBN: 978-0-415-96236-0.

Tindall, Judith A. (2009). Peer Power Book One. Workbook. Becoming an Effective Peer Helper and Conflict Mediator. 4th Edition. New York: Routledge, Taylor & Francis. ISBN: 978-0-415-96232-2. 364

Tindall, Judith A. (2009). **Peer Power Book One. Strategies for the Professional Leader, Becoming an Effective Peer Helper and Conflict Mediator. 4th Edition.** New York: Routledge, Taylor & Francis. ISBN: 987-0-415-96231-5. 219 pages.

Tindall, Judith A. (2009). **Peer Power Book Two Workbook. Applying Peer Helper Skills. 3rd. Edition.** New York. Routledge, Taylor & Francis, 2009. ISBN: 978-0-415-96234-6. 399 pages.

Tindall, Judith A. (2009) **Peer Power Book Two. Strategies for the**

Professional Leader. Applying Peer Helper Skills. 3rd. Edition. New York: Routledge, Taylor & Francis. ISBN: 978-0-415-96233-9. 183 pages. All books are available from Routledge, Taylor and Francis Group (1-800-634-7064)

The Peer Power books are available for consultants in the field that are trying to develop peer programs for organizations and schools as well as utilizing human relationship training for groups. The books have been utilized with the United Nations as "Staff Outreach Provider" program for staff helping staff and used widely in schools (high school and higher education) for peer programs, human relationship training and topical programs.

The Peer Programs: In-Depth Look at Peer Programs book according to a reviewer indicated the following: "This is a book that is much bigger on the inside than it is on the outside. Readers will be left wondering how the authors fit so much into such a small package! This 332-page book is a powerhouse of information and useful tools, and is part of the *Peer Power* series. The book consists of 12 well-organized chapters, two appendices, and both a subject and author index. And, there's even a practical CD on the back flap that has just over 45 (12 Word and 30+ PDF) tools you can use with your laptop, LCD projector or your printer. The authors provide a logical progression for all phases of planning, implementing and administering peer programs. They also share great illustrations and sample tools".

In **Peer Power , Book One Workbook: Becoming an Effective Peer helper and Conflict Mediator, Fourth Edition** the eight core skills that peer mentors will use are explained: Attending, Empathizing, Summarizing, Questioning, Genuineness, Assertiveness, Confrontation, Problem Solving.

The purpose of **Peer Power Book Two Workbook** is to assist peer helpers to grow interpersonally, gain new skills, and have the tools to work with others. This would be most useful for readers who have a basic understanding of the information presented in Peer Power Book One. While any number of topics are included the author clearly states that the peer helpers need an opportunity to actually use their skills and work with others. Not only are they delivering the program there is ample opportunity for them to reflect on the strategies they have used and the skills they are using. There are 17 major topics included in this book, and in the workbook, Peer Power Book Two, Workbook Applying Peer Helper Skills. The topics include: drugs and alcohol abuse, taking care of you through stress management, leadership training, tutoring, group work, enhancing sexual health, disordered eating, suicide prevention, coping with loss, highway traffic safety, bullying reduction, mentoring, crisis management, character education, problem gambling prevention, and tobacco prevention.

100% Online Student Success
Roxanne DuVivier, Ph.D.
Cengage Learning (www.Cengage.com) Cost is \$27.99. Also available at Barnes and Noble.

This is a planning tool which provides a detailed success plan for students to use to help them do their best and stay on track. There is a companion software product.

Across the nation many people need access to education and training but often cannot attend bricks and mortar institutions due to work schedules, childcare demands, and/or distance/travel restraints. Online learning provides an alternative education and training platform for these audiences. However the retention rate in online courses at other than the graduate school level is significantly lower than for courses delivered in traditional fashion. This book is designed to provide a roadmap to success in online learning for all enrollees. Ideally it functions as an orientation text. It uses a strengths based approach to success planning and draws upon principles of individual differences as a basis for planning. Focus is placed on developing success skills in online communication, virtual classroom management, and online learning strategies; and in strengthening technical competence. 100% Online Student Success identifies common concerns of online learners and provides helpful tips for self-management. Appendices provide additional help in overcoming personal barriers to online learning success.

Some of the other books by Roxanne include 'Your Online Learning Success Plan' (2008), 'Your Strategic Future Career College Edition' (2006), and 'Your Strategic Future: Developing a Career Path to Success CD - Individual Version' (2005).