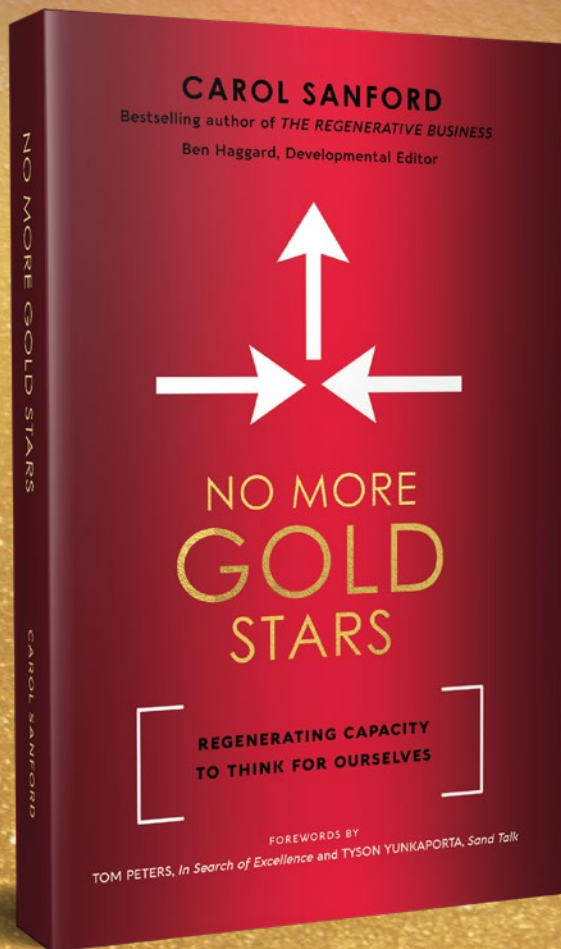


# MEDIA KIT



Carol Sanford offers a highly innovative, experience-based, and practical antidote to outdated models. If you want to make a difference in your field and achieve extraordinary results, this book is your guide. Let *No More Gold Stars* lead you on a journey to regenerate your capacity to think for yourself and inspire change today.

## TITLE

# NO MORE GOLD STARS

Regenerating Capacity to  
Think for Ourselves

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# ABOUT THE BOOK

**Title:** No More Gold Stars:  
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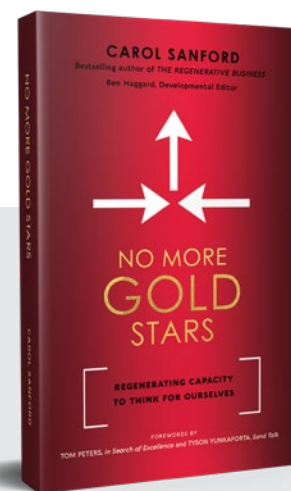
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In the complex worlds of business and entrepreneurship, change agents deal with formidable challenges to build effective systems. From resistance to change to refining the art of leadership theory, the modern practice for motivating individuals has ensured that humans no longer think for themselves or question what they are told. The popular psychology of using rewards, punishment, and feedback undermines not just our personal growth but the very fabric of life and living systems.

We must stop doubling down on the old ways of doing things and adopt a radically different idea about education, motivation, and change.

Award-winning author and business disruptor Carol Sanford urgently proposes a smarter, faster, and deeper key to unlock a future of profound creativity and success. Drawing lessons from First Nations cultures, ancient wisdom, and quantum science, Sanford offers how we can ignite a revolution in our consciousness, influencing everything from personal decisions to cultural change. *No More Gold Stars* allows you to challenge prevailing theories, promote a holistic understanding of education and change, and redefine the way we approach our work and the results we seek.

In this highly engaging guide, explore:

- Six disciplines fostering independent thinking—a fundamental shift in how we educate and lead change.
- An illustrative case story showcasing transformative change in businesses, communities, and cultures.
- Intermezzo exercises—your guides to hands-on exploration of innovative ideas.
- Developmental practices for effective change leadership—a start-up for people seeking a new way to navigate complex business decisions.
- A revolutionary approach to challenging and transforming the old system of conditioning and control—shaping human-focused organizations for more extraordinary outcomes.

Carol Sanford offers a highly innovative, experience-based, and practical antidote to old paradigms. If you want to make a difference in your field and achieve extraordinary results, this book is your guide. Let *No More Gold Stars* lead you on a journey to regenerate your capacity to think for yourself and inspire change today.

**AUTHOR'S CLIENTS INCLUDE:**





# ABOUT THE AUTHOR

CAROL SANFORD is a best-selling, award-winning business educator, summit producer, podcaster, and author. She is a consistently recognized thought leader who works side by side with Fortune 500 and new economy executives in designing and leading systemic business change and design. Through her university and in-house educational offerings, global speaking platforms, bestselling, multi award winning books, and developmental work, Carol works with executive leaders who see the possibility to change the nature of work through developing people and work systems that ignite motivation everywhere. For four decades, Carol has worked with successful businesses such as Google, DuPont, Intel, P&G, and Seventh Generation, educating their leaders to develop people and ensure a continuous stream of innovation that continually delivers extraordinary outcomes.



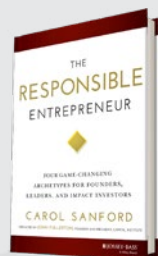
Carol is the author of *The Regenerative Business*, *The Responsible Entrepreneur*, *The Responsible Business*, *The Regenerative Life*, and *No More Feedback: Cultivate Consciousness at Work*. Her books have won over 34 awards so far and are required reading in multiple departments at leading universities, including Harvard, Stanford, Berkeley, and MIT. Carol also partners with producing executive education through Babson College, Kaospilot, University of Washington, and the Lewis Institute at Babson as senior fellow of Social Innovation. For 40 years, she's collaborated with clients to develop people to grow and express their inherent singularity. Google's Food Lab uses her Responsible Business Framework. Learn more at [CarolSanford.com](http://CarolSanford.com) and the *Business Second Opinion* podcast.

## SAMPLE TOPICS

Talk to Carol Sanford about challenging the old paradigm of rewards and feedback and igniting real motivation from within.

- From Resistance to Revolution: How to Rethink Education and Motivation for Extraordinary Outcomes
- The Power of Holistic Understanding: How Businesses, Communities, and Cultures Can Redefine Success
- The Art of Time-Binding: 6 Powerful Practices to Make More Change, Quicker
- Breaking the Chains of Pop Psychology—The Ugly Truth Behind Rewards, Punishment, and Feedback
- Unleashing Creativity: 6 Disciplines for Independent Thinking that Can Ignite Your Potential

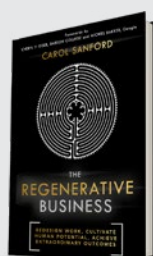
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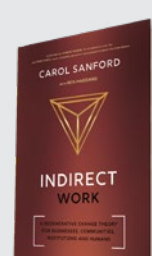
The Regenerative Business



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# BOOK EXCERPT

## An Early Encounter with the Machine

My first vivid memory of being subjected to a behaviorist assessment was when I was a high school freshman in the Dallas, Texas, public school system. The department of psychology at Southern Methodist University (SMU) had initiated a research project that was responsible for administering IQ tests statewide. At the time, psychology departments around the country were ramping up to conduct universal psychological testing, having successfully sold the idea to the military and corporations in the early twentieth century. In the 1960s, testing was extended to students in lower and upper grade levels.

SMU, in collaboration with the Texas State Department of Education, chose my school because it had been integrated following the Supreme Court's *Brown v. Board of Education* ruling. They expected to find a broad array of intelligence levels in the racially and socially mixed student population, based on their assumption that race was a primary determinant of intelligence. I was selected to be part of the sample group of students who were tested. The tests were oral, and, to me as a teenager, they seemed to go on forever. The psychologists presented me with questions and graphic materials that they wanted me to respond to. I remember being completely baffled. I could not make sense of what they were asking me or comprehend why it might be important.

About a month later, my mother got a call from the school, asking her to come in for a meeting. A psychologist in the testing program told her that I had not done well on the tests. She explained to my mother that I was, in the program's parlance, "mildly retarded" or "slow" and would need special education, which they would provide. Nevertheless, the woman reassured my mother, they had a plan for me by which I could still be "productive in society."

At the time, my mother was on medication for schizophrenia, and she had a hard time understanding what she was being told. The one thing she was able to gather was that they thought there was something wrong with me. This did not compute for her. Both she and my sister were mentally ill and on medication, and as a single mother, she relied heavily on me to help her keep our lives together. In her experience, I was flexible, resilient, competent—intelligent. When the university sent her paperwork to reassign me to the special education program, she refused to sign.

Meanwhile, my homeroom teacher, who was also my debate team coach, was also presented with paperwork to place me in the program. Completely independently of my mother, with whom she never spoke about it, she also refused to sign. She knew from experience that although I might be an independent and unconventional thinker, I certainly was not slow. I blithely made my way through high school without ever realizing that I had been labeled "retarded."

I learned about the incident years later when I graduated from the University of California, Berkeley. My mother, who had flown out for the occasion, told me how glad she was that she had not bent under the considerable pressure that was applied to her by the school and the psychological team. I was dumbfounded and called my former homeroom teacher to find out if she had known anything about it. She told me about her part in the story. All I can say is that I am deeply grateful for the protection these two women afforded me. I had already been saddled with an abusive father who repeatedly told me when I was a young child how stupid I was. It was enough of a struggle to maintain my confidence in my own intelligence and agency without having these messages reinforced by a psychological testing apparatus.

This moment in my academic career represented a profound awakening for me. I knew instinctively that there was something wrong with this approach to psychology, and the conversations with my mother and former teacher confirmed this for me. I had been diagnosed as low IQ by the SMU psychologists because I did not accept their standardized assumptions about what was meaningful and important. The fact that they could not get me to think along prescribed rails laid down by their research protocol meant, obviously, that I either lacked common sense or was mentally deficient. It never occurred to them that I was an independent and self-directed thinker.

As a result of this shocking realization, I dedicated my doctoral work to finding out what was leading modern psychology down such a destructive path. In the process, I became a lifelong researcher into the dehumanizing effects of behaviorist theories and methods and a pioneer in the creation of effective alternatives.