

RESEARCH ON COACHING AS A SOCIAL TECHNOLOGY FOR XXI CENTURY

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The article provides a theoretical analysis of coaching as a social technology aimed at forming professional and personal qualities of an individual in the context of social and cultural transformation of the modern society and the way in which social relationships are designed in different spheres of activity.

Considering the results of empirical and theoretical research, the authors believe that there are a number of problems to be further developed and specified.

Based on the approaches of scientific and socio-philosophical analysis, the authors reveal characteristics of the information society during its transition to the knowledge society, which led to demand of coaching in a system of refresher and professional retraining. A conceptual approach to the society's social and cultural dynamics study showed that information security is becoming a global problem now; there is a contradiction in cultural development as a result of the struggle between globalization processes and the growth of content based on traditional values and on self-communication.

Changes in societal structures stimulate the need to restructure professional and personal models of an individual, depending on the specific aim. It actualizes the need to identify philosophical, method and axiological reasons for this phenomenon.

Keywords: Coaching, Information Society, Learning Technologies, Social technology, Coaching philosophy.

INTRODUCTION

A significant interest in the coaching as an innovative technology of XXI century, as evidenced by the snowballing growth of scientific and popular publications in the last two years (Cagney, 2016; Ryan, 2016; Zuker, 2016; Wayne, 2016; Dorfman, 2017; Dorothy, 2017), actualizes the need to study the nature of communication and interaction of coaching as a social phenomenon and the specific characteristics of the modern era. The information technology revolution of the last third of the XX - to the beginning of the XXI centuries led to fundamental transformations of all aspects of society's life, influencing economic, technological, socio-political, and cultural-attitudes sides: industrial society was replaced by post-industrial (information) society as a new social integrity whose core resources are knowledge,

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information, and innovations. In analyzing the specificity of the information society, many researchers (Bechmann, 2010) Beck, 2012; Rosa & McCright, 2014; Buzgalin & Kolganov, 2015) emphasize the dynamics of changes. The increasing complexity of modern social structures, the lowering of their control level and, in many cases, the principled uncontrollability, make a person increasingly vulnerable: they have to make decisions under the conditions of uncertainty or risk (Bechmann, 2010). The new type of workers called the Creative Class are becoming in demand (Florida, 2014), which corresponds to the new ethos model of a professional: learning and reproduction of established forms of professional behavior is replaced by possession of the method for looking for something new, critical thinking, creativity, ability to make independent assessments and make responsible decisions and to communicate. However, psychological, mental, and socio-cultural nature of a human being has some stability, inertia power and active restructuring often negatively affect an individual, causing stress. There is a demand for strategies to create the conditions which are led to condition formation for human adaptation for over dynamic social life. New technologies are emerging as a means of implementing strategies that are adequate to present-day realities, among which is coaching.

Modern researchers are focusing on the development of specific methods, practical recommendations for using coaching as a learning technology in various spheres of activity: business (Bartholomew, 2017; Hunt and Weintraub, 2016), sports (Dorfman, 2017), school education (Aguilar, 2016); writing (Hicks & Whitney, 2016), etc. A number of specialists consider coaching as a psychotraining, neurolinguistic programming (NLP) being its base (Simmerl & Simmerl, 2007; Dilts, 2016). The emerging practical needs for the implementation of the coaching are in line with the institutionalization of the couch profession in modern society (Project: Professional standard “Couch”; Whitmore, 2009).

Along with the utilitarian-specific nature of the studies, a number of authors (Cox, 2013; Renton, 2009; Korolikhin, 2014) have a theoretical interest in the coaching and believe that it is in line with the new requirements for professional staff, with greater capacity than mentoring and organizational consulting. Some papers attempt to present a systematic approach to the analysis of coaching. For example, the systematic coaching N. Tomaszek (2008) is based on the “radical constructive” method, which aims to identify the epistemology grounds of coaching. According to this approach, our knowledge is the model produced by our consciousness, so it cannot be correlated to the surrounding world: “reality” or “validity” is just our “invention”. Any innovative idea, creative insights, depend on the activity of our subjective Me, and has nothing to do with the influence of external factors from the objective world.

There is a discrepancy in the interpretation of the term “coaching” in the specialized literature. Of the many definitions of coaching, cited in the study by D.

Klatterbank (2008) in our view, the most appropriate one is the interpretation, according to which coaching is understood as an educational medium aimed at creating a new model of professional conduct for an individual, consistent with their personality. The technology (techniques, methods) of learning is designed to unleash the inner potential of the learner, their targets and values for further implementation in the profession (Cox, 2013). It is therefore a question of designing the individual's professional and personal qualities in the context of the social and cultural transformation of modern society. While agreeing with this approach, we will draw attention to the fact that the skills acquired during the training process of specialist are being implemented in a variety of activities, suggesting that coaching is becoming a social technology as a way of designing social relationships in various activities. Taking into account the accumulated empirical material, the diversity of theoretical and practical approaches to coaching, the authors believe that there is a need for a rational method reflex of this phenomenon that would lead to a revision of a number of existing applied views in coaching and contribute to its new understanding. In this regard, in this article, coaching is considered in the context of the characteristics of modern society.

METHOD

The study of coaching as a social technology of the information society of XXI century was conducted on the basis of scientific methods and methods that are organic for socio-philosophical analysis. The method of the hermeneutics tradition used in the development of the theory and practice of coaching helped to clarify the meaning of the basic concepts. The dialectical approach is aimed at disclosing the contradictory aspects of the modern information society, which determine its dynamics. The epistemological potential of the system approach provided an opportunity to study coaching in terms of its structural elements and the emergent factors that are manifested in the application of coaching. The comparative analysis was used in the relative characteristics of different training strategies: mentoring, psychotraining, and coaching. Using of hypothetico-deductive method made it possible to justify the provision that coaching is a significant social technology of modern times and to highlight the problem field of the philosophy of coaching.

RESULTS

The carried out study showed that the economic, social and cultural dynamics of the information society led to the demand for coaching as a social technology aimed at building the professional and personal qualities of the individual in the system of retraining and professional retraining skills of different specialization, and in the design of social relationships in various spheres of human activity. The article examines the transformations taking place in the sphere of social structures and control mode; the relevance of methods based on the use of social technologies

(including coaching) to combat cybercrime was identified; the contradiction of cultural development as a result of the struggle between globalization processes and the growth of content based on traditional values and on self-communication is examined. It is shown that, under the conditions of the dynamism of today's world, new criteria for assessing the work of a professional who must have the ability to translate the knowledge into practice, to choose appropriate ways and means of solving problems, to obtain information, to develop communication and relationships, and to be able to work on the team are formed. This requirement is met by new social technologies, which include coaching, which has a number of advantages over mentoring and psycho-training. The identified interdependence of the coaching with the main features and trends of the information society makes it possible to realize the potential of coaching as a systemic whole and can serve as a method basis for the development of specific strategies for coaching technologies. And with it, it is shown that training the professional staff and forming personal qualities of an individual through coaching are generally carried out from a position of effectiveness and action without taking into account the existential values of human existence. The authors come to the conclusion that there is a need for a philosophically attitudinal approach to the study of coaching, which will provide the method basis for specific theoretical and utilitarian applications in the field of coaching, and highlight the "problem field" of the philosophy of coaching.

DISCUSSION

The transition of the information society to a new stage of development, the knowledge society, makes actual the need to identify and analyze new factors and trends that shape its functioning and development. The focus of contemporary research (Castells & Himanen, 2014; Florida, 2014; Buzgalin & Kolganov, 2015; Kharchevnikov, 2015; Skorodumova, Matronina & Koval, 2016) are the problems of the development and promotion of the information society and information vision of human life, analysis of the contradictory impact of the informational support processes on various aspects of public life, problems of transforming the information society into a knowledge society and others. Researchers note that under the conditions of the informational support and globalizing world, the intensity of changes in economic and social systems is increasing sharply, approaching the complexity of highly organized systems in wildlife. Super-sophistication generates synergistic effects related to the fragility of systems, thus leading to a contradiction and instability of human existence, generating anthropological risks. There is a demand for strategies to create the conditions which are led to condition formation for human adaptation for over dynamic social life. New social technologies are emerging as a means of implementing strategies that are adequate to present-day realities, among which is coaching.

Considering the impact of the socio-cultural transformation of modern society on the formation of coaching as social technology, firstly focus on economic factors. The most sought-after form of economic organization is the networked companies formed on the principles of distributed decentralized networks (Castell & Himanen, 2014; Gavrilenko & Provorova, 2016). The shift from traditional organizational structures, where the relationship between people was dominated by hierarchy, to networked enterprises means the demand for workers of new type with creative thinking, initiative, and capable to the self-realization. M. Castells (2009) introduces the notion of “self-programming labor force”, which accurately reflects the needs of today. Network organizations that are typically created “for project” and are reconfigured after implementation, they have several levels, the elements of which are self-managed enterprises (multi-specialization firms). Such networks function as a market system. The increase in competition and the need for efficient organization of productive activities designed to produce results according to the target in a short time frame result to the demand for personal innovation initiatives, non-standard proposals and quicker decision-making. The “bottom-up” initiative becomes the driving force for the development of the project. The need is arising to restructure the professional and personal qualities of a specialist who should not only reproduce the established forms of professional conduct, but also create a new style of behavior, taking into account the factors of effective interaction with the consumer. These tasks are being addressed by the coaching, which allows an individual to identify the required person to deal with a given problem, taking a fresh look at their possibilities.

Along with it, the significant changes are visible in the organizational structures of social management sphere (Kuzmenko & Evreyeva, 2013; Stiglitz, 2013; Skorodumova, Matronina & Koval, 2016). Team management methods, intrinsically linked to hierarchically-organized social structures, are gradually giving way to flexible management approaches. The increasing intensity of changes in the external environment leads to the diversification of management and the wide dissemination of its variative systems: consumer management and brand-management, human resources and top management, financial and banking management, business and conflict management, time management and knowledge management, etc. Variability of management is stipulated by the search for the best system of principles, methods, and management tools. According to P. Drucker (2009), the new management paradigm is directed to the field of socio-technical environment design, in which objects (whether product or service) are produced and in which consumption parameters are specified. The consumer of a product, service, or socially valuable proposition with which the manufacturer interacts is at the forefront. Achieving a specific goal in a short term becomes the central point of managerial activity. Information technology enables to collect and process of data both on the local environment and on individual personalities involved in

management processes. Managing information flows, selection of knowledge, assessment of their relevance to a given problem, ranking of problems in terms of priority, identification of missing knowledge and their acquisition in the process of learning, these and other qualities of a modern specialist are a decisive factor in the transformation of knowledge into value. Learning organizations, which are characterized by training as a determinant factor that enhances performance, meet requirements of the new management trends. Under the conditions of constantly changing external environment, learning through transfer of best practices, characteristic to mentoring, fades into the background. The need for rapid and generally non-standard solutions requires individualization of learning. Innovative activity requires disinhibition, retreat from patterns, and elimination of entrenched prejudices and well-established algorithms of activity. Coaching, with its focus on formatting a sustainable, innovative personality of a specialist, is becoming relevant in this area.

The interest in coaching is also due to innovations in the sphere of information security (IS). On the eve of XX-XXI centuries, information security is becoming a global problem that, along with the technological dimension, is increasingly acquiring socio-political and humanitarian character, as it concerns protection of interests of individuals, social groups, states and society in the information sphere. Information security is one of the key areas of information technology (IT) that enables digital economy to function smoothly. Already now, the losses resulting from information security incidents reach half of trillion dollars, and with the development of IoT (Internet of Things) the risks are multiplied. This is why the supply of IS solutions is growing at a high rate, and new products are emerging in the marketplace using analytical tools and machine training that can detect previously unknown threats. Company specialists continuously monitor IS market, develop recommendations and make analytical forecasts. The researches carried out by Ernst & Young company (EY's Global Information Security Survey 2015) demonstrate the dynamics of computer crimes growth. The most common and most significant conclusion of the study was that the gap between threats to IT security and what was done to protect from them had become even wider. As noted by B. Skorodumov (2014), the increase in the technical means of information protection, applying of organizational and legal measures does not guarantee that the growth of computer crime will be reduced. Thus, according to analysts from the international research and consulting company of International Data Corporation, the total damage from cybercrimes in 2020 will exceed \$1 trillion (Information and Business Protection Tools, 2016). Often, specialists in social engineering are introduced into organizational structures for the purpose of general destabilization of work, reduction of its influence, all sorts of financial machinations within the organization, and obtaining information on the most prospective employees for further headhunting, i.e. enticing to another company (The Official

Social Engineering Portal). Based on IT knowledge, as well as psychology, neurolinguistic programming and other sciences, the social programmers professionally and effectively use a variety of techniques of the ravages to individual, making them take the actions necessary to obtain information for their subsequent use. Here, in fact, the “downside” of coaching as a learning technology is discovered. The techniques of the psychological “processing” of the individual are effectively used in social programming techniques such as phishing, pharming, shoulder surfing, “quid pro quo” technique, “Trojan Horse” technique, “Road Apple” technique, analysis of information from open sources and several others (Matronina & Agafonov, 2016). In order to fight against cybercrimes, an information security specialist should not simply be well oriented to psychological techniques and effects on the consciousness of a potential victim of hacking, but should also be able to form a negative public opinion of such acts. Consequently, coaching is not a “neutral” technology, but a social technology, and it is important to understand its social and humanitarian importance, so that it is about forming the human values that are realized in society.

This aspect – the forming of human qualities, values and goals – becomes particularly important in the consideration of cultural trends. Considering the dynamics of the culture of the information society, it should be taken into account that its formation was based on the contradictory unity of the two trends (Skorodumova, 2010). The first trend is due to the processes of globalization and the romanticization of the future of mankind by the “California Ideology” representatives, who dreamed about the emergence of a united human culture with equal opportunities in free cyberspace. The second trend is related to the active processes of digitalization and the presentation in cyberspace of the achievements, values and ideals of national cultures. National projects, based on traditional moral and religious values, although represented in mass communication networks, lagged far behind in terms of growth and audience coverage. Nevertheless, their existence and development allowed traditional values and culture to be preserved in a virtual environment. As noted by G. Bechmann (2010), a project for the creation of a single world culture levelling national differences, was not implemented. The contradictory nature of the development of the cyberculture information society is also manifested in the fact that modern means of conserving, processing and presenting information make it possible to put resources of different quality, polar content and different temporal conditionalities into the network. This results in an unprecedented “stratification” of the traditional empirical and symbolic continuum to the past, present and future (Bechmann, 2010), which stimulates a reduction in the perception of depth of content and the emergence of specific styles for the use of information as surfing. The abundance of digital resources on the global network Internet creates the conditions for increasing competition for user attention and for creating extravagant, shocking content. In the pursuit for the so-called “likes”,

violence and catastrophes are published in the network; although along with this, the network allows us to imagine situations of mutual assistance, love, and trust. M. Castells (Castells, 2009) believes that in the information age, citizens are given with the opportunity to invent new programs of their lives, using the material of their suffering, fear, dreams and hopes. The polarity and contradiction of the information culture of society, the interplay of globalization tendencies with trends in national and cultural segregation and the pursuit of its specificity create the need for human development, both in terms of the breadth of world views and in the sense of identity.

Thus, under the conditions of the dynamism of modern society, which puts new demands on the individual, his professional and personal qualities, coaching as a new social technology with its focus on the internal disclosure of the potential of the individual, the identification of individual innovative approaches to decision-making initiated by the learners rather than by the mentor, and the forming of new options of communicative relationships proved to be the most sought-after. It is needed to accept the thoughts of the researchers (Renton, 2009; Cox, 2013; Hawking, 2013; Korolikhin, 2014), who distinguish coaching and mentoring. If mentoring is characterized by a greater degree of initiative on the part of the mentor, the coaching is focused on the parity between the coach and the learner, the lack of hierarchy and the interaction in which new patterns of individual behavior are being pursued, and which are realized not only in the subsequent sphere of his professional activities but also beyond.

The need to choose the general theoretical and practical position on which the training of professional staff is based through coaching is largely determined by the philosophical and method grounds, although they are often not explicitly defined by specialists in the choice of strategy. For example, a number of specialists consider coaching as a psychotraining, based on it is neurolinguistic programming (NLP) (Simmerl & Simmerl, 2007; Dilts, 2016). The widespread diffusion of NLP is due to the increased interest in parascientific theories resulting from the increase in the level of destabilization of social life and the psychological tensions associated with the effects of the information revolution (Kharchevnikov, 2015). The "dilution" of the rational basis of knowledge arouses an increased interest in irrational, unconscious. Consequently, in pursuit of economic profit, untested, and sometimes simply harmful, methods of handling consciousness and influencing human behavior are used. In this regard, the role of the hermeneutics tradition in the development of the theory and practice of coaching, aimed at the study of language, its impact on the personality and the possibility of personal transformation by changing the language world, is growing. An analysis of the ratio between language and thought, intuition and discourse, the relationship of human action with internal plans of consciousness and unconscious, the interplay of subjective and intersubjective in human life is a range of problems that could greatly enrich the

theory and practice of coaching. No less important is the coaching study of the axiological approach, which has an existential focus, and reveals the axiological value of modern technologies. On the whole, it is legitimate to say that there is a need to develop a philosophy of coaching that will allow to answer a number of fundamental questions relevant to the definition of the educational and social strategy of coaching: what is knowledge and information, how are the processes of understanding and confidence-building, what is the consciousness, what role is the intuition in the molecules of the new knowledge, what is the ethical responsibility of the incoming actors, and what are its borders, the balance of efficiency and value, and a number of others.

CONCLUSION

The study showed that under the conditions of the cultural dynamics of the information society, workers of new type — a creative class with universal education, creative activity, flexibility in decision-making — are needed. Coaching as the social technology of the information society of the twenty-first century aims at building the professional and personal qualities of the individual in the context of on-going societal transformation and social relationships in various spheres of activity. A conceptual approach to the study of the social and cultural dynamics of society has shown that under the conditions of informational support and hyperdynamism, economic structures and control mode are diversifying, information security is becoming a global problem of our time, there is a contradiction in cultural development as a result of the struggle between globalization processes and the growth of content based on traditional values and on self-communication. Changes in societal structures stimulate the need to form the professional and personal model of the individual, depending on the specific target. These tasks are in the scope of coaching as a modern social technology. However, training the professional staff and forming personal qualities of an individual through coaching are generally carried out from a position of effectiveness without taking into account the existential values of human existence. The authors come to the conclusion that there is a need for a philosophically attitudinal approach to the study of coaching, which will provide the method basis for specific theoretical and utilitarian applications in the field of coaching, and highlight the “problem field” of the philosophy of coaching. This research trend has a practical relevance to coaching strategy developers and can be used by specialists in developing practical and applied techniques in the domain of coaching.

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