

**MILLENNIUM —**

## Leadership Capsules for the 21st Century

Capsule #2—The Leader as Coach

Facilitation and Self-Study Guide

Video programs produced by Robert Rosell

and Patricia McDermott-Rosell

Facilitation and Self-Study Guide

written by Marilyn Turkovich and Candy Marshall

Video transcription and editorial assistance from

Lynn de Vree

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Bellevue, Washington

Questions? Need more information?

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## Looking to the Millennium

I remember 1970. I had just graduated from high school and was getting ready to head off to university. Leaving home seemed a wonderful adventure and I was filled with awe at the opportunities and anxiety at the uncertainty. I remember thinking how significant it was that this huge milestone in my life had fallen at the beginning of a new decade.

I also remember thinking that in 3 more decades—an eternity, it would be the end of the millennium. I thought of how funny it would be to be part of the graduating class in the year 2000. What would they be called? The class of zero?

And now, here we are. Eternity didn't really take very long at all. But in those thirty years it seems that everything has changed.

We used to pop popcorn on the stove. My children find this idea fascinating. “Why didn't you use the microwave?” they ask. We all worked in office buildings or factories. Now many of us run businesses in our homes or telecommute. We used to get a job and keep it forever. In 1970 people in the United States were amused by the little cars coming out of Japan and derided their quality. In 1970 there was no CNN. In 1970 there was no cellular telephone industry. In 1970 no one owned a home computer. A Macintosh was an apple—the kind you eat. The world was clearly divided into the good guys (us) and the bad guys (remember them?).

A millennium feels like something really big. Historically, that's been true. In the first century, paper was invented in China. It has taken 2000 years for us to develop a better medium for recording information. Around the same time, the city of London was founded by the Romans. Events happened of such tremendous historical and spiritual consequence that they still have a profound impact on our lives today.

So it is with those familiar feelings of awe at the opportunities mixed with anxiety at the uncertainty of it all that I look ahead at the millennium on whose doorstep we stand. Things will be profoundly different. They already are. Changes in how we do what we do happen at speeds that are mind-numbing.

Our organizations face these same forces. They are scrambling to redefine themselves so that they will remain relevant in a world that is in a state of constant, rapid flux. Charting the course, setting the mission, sharing a vision, opening to new learning have become the key skills that leaders need. But what does that mean on a day to day basis? How does being a LEADER change how you hire people? Or fire people? Or provide feedback? Or coach your team?

We need to create bridges between where we are coming from and where we are going. That is the purpose of this series. MILLENNIUM—Leadership Capsules for the 21st Century is 7 short bridges linking management functions and leadership skills. Each 15 minute capsule is a thought provoking discussion of the issues managers, supervisors, team leaders and others playing a leadership role in their organizations face daily. They can be used as part of a comprehensive learning experience or as refresher material to revisit concepts already explored. They can be presented in a facilitated classroom setting or as part of a self-directed study program. They are versatile tools designed to support a wide range of learning situations.

In my collaboration with a team of extraordinary leaders, I've learned a tremendous amount while producing MILLENNIUM. I hope you will find the series as rewarding to work with as I have.

A handwritten signature in black ink that reads "Robt Rosell." The signature is written in a cursive, flowing style with a large initial "R" and a small "t" in "Robt".

Robert Rosell  
Producer

## How to Use this Guide

### Program Format

MILLENNIUM—Leadership Capsules for the 21st Century contains seven different programs:

- #1 Leadership Is . . .
- #2 The Leader as Coach
- #3 The Leader as Mentor
- #4 Providing Performance Feedback
- #5 Beginning Employment Relationships
- #6 Ending Employment Relationships
- #7 In Compliance

The material in the MILLENNIUM capsules looks at the practical skills that are necessary to be a leader in today's complex and ever changing world. It introduces viewers to the all-important notion that each of us, at one time or another, no matter what our position in an organization, must be leaders in the 21st century. Throughout the series, experts provide us with practical ideas about leadership, and help us prepare for the realities of leading in the next millennium. The material in this booklet supports the video capsule you will be using.

### Using the Guide

The material in MILLENNIUM is complex and requires a good amount of reflection, and a willingness to practice known and new skills. For that reason each of the booklets is divided into three parts:

- Part One    Reflecting on the Material Covered in the Leadership Capsule
- Part Two    Discussing the Capsule
- Part Three   Working with the Material Presented in the Capsule

The support material can be used in three different ways: for self-study, for team presentation and discussion, or for direct facilitation.

## Self-Study Approach

If you are using this material for self-study, the best way to benefit from the topic being covered is to turn to Part One of the booklet and complete the exercises. Most of the exercises presented help you explore the topic through your own experiences and ideas. Continue with this approach by viewing the entire video capsule. Following the video, reflect on the questions in Handout 5 of the Guide, comparing your own ideas with those expressed by the experts in the video. You may prefer to continue by reading through Part Two, which is a synopsis of comments presented in the video. Move onto Part Three and complete the exercises.

## Team Approach

A team would do best by following the self-study method outlined above. Each team member could individually complete the exercises presented in Part One, and then view the video together. Following seeing the video, the team could engage in a discussion of the material. This discussion can be facilitated by the questions and responses offered in Part Two. The team can elect to complete the follow-up exercises and activities in Part Three individually or as a group.

## Facilitation Approach

If the MILLENNIUM series is used as a training, the method of how to use this book would vary slightly to those outlined previously. The facilitator of the training should view the video capsule first. Following the viewing of the video, (s)he can review the exercises in Part One. A decision can be made about how or if any of these exercises would be incorporated in the training presentation for the capsule. As a part of constructing the training design, the facilitator can elect which questions would be used for discussion. These can be found in Part Two. In the same way, the exercises offered in Part Three can be reviewed, and a decision made as to which ones would be incorporated into the training.

All exercises, activities, and discussion questions are sequentially presented to follow the presentation of the material in the video capsule. All printed materials for all three formats is contained in this booklet. Handouts for participants are located throughout the booklet.

The only additional materials needed for exercises and activities are either a black or white board or flip charts for writing observations or recording information from brainstorming or other activities.

## Discussion Questions for the Capsules

A list of discussion questions is presented in the booklet. This page can be copied and distributed to participants when the program is being used for training. Part Two contains a summary of material covered in the program as it relates to these questions.

## Handouts and Photocopying Rights

Handouts pages that are part of the training are located throughout the program booklets. There are approximately three to five activities contained in “Part Three: Working with the Material” section of each program booklet. Trainers need only to decide which of the activities and exercises would be relevant for individual distribution, and have copies made. With the purchase of the MILLENNIUM—Leadership Capsules for the 21st Century series, Quality Media Resources, Inc. grants you license to make as many copies of this guide or the handout pages as you need for your organization. However, copying the videos is illegal.

## Bibliography for MILLENNIUM

The bibliography includes works that relate to leadership and working in the 21st century. It is not a definitive list, but rather is intended to assist individuals or teams of workers who are interested in expanding their understanding and knowledge about leadership, and related leadership topics for the 21st century workplace.

# MILLENNIUM —

## Leadership Capsules for the 21st Century

### Part One: Reflecting on Coaching

The capsule that looks at the leader as a coach presents ideas in two major categories: the role of the coach in the organization, and the skills that a leader needs to have in order to be an effective coach. The specific concepts for this program are the following:

- Discerning the role of a coach in an organization.
- Searching out new meanings for the role of a coach.
- Considering the skills needed in the coaching process.
- Relating coaching to leadership.
- Considering who should coach within the organization, and how they should coach.

#### Reflecting on Personal Ideas

Who's a good example of a coach? Knute Rockne? Casey Spigle? Mike Ditka? Isn't it strange how we automatically associate the term coach with sports? Obviously there are drama coaches, vocal coaches, and coaches for helping people get through tasks, like examinations and special presentations. There is a wonderful connection between the two primary meanings for the word coach—coach the trainer and coach the vehicle. Both coaches take us somewhere. They both help lighten the burden of our journey and make the trip less arduous.

How often have you been a part of the coaching process—sometimes without even thinking about it? There were those times when you helped a new employee of the organization by offering them pointers about how things are done, or making suggestions about shortcuts. There have been those times when you were right there teaching a child how to ride a bike, instructing, coaxing and encouraging as you ran alongside giving pointers, and then finally letting go. Coaching can be a highly exhilarating experience. We know it works. It pays off in sports, it has its rewards in entertainment, and anyone who has seen a seemingly flawless presentation, whether it is in the arena of politics or business, knows that a good deal of practice and coaching went into making it a success.

Are you a coach? To whom? How do you go about it? Is coaching something that you normally think about? How do you go about the coaching process? Is coaching another of those personal qualities that some of us have, and others don't? Are there skills associated with coaching or is it just about having patience and a willingness to commit to the long haul? These are some of the questions we will be exploring in the exercises that follow, through the video and in the follow-up activities.



# Me, Myself and I as a Coach

# Handout 2

Many of us play the role of coach each day. Often times we coach our colleagues and children without even thinking about what we are doing. Frequently people gloss over the act of coaching and label it as “being helpful,” or helping someone else in order “to get the job done correctly.”

In some ways coaching is an act of good will. On the other hand it can be a constructive act of selfishness. Selfish because you want the person to succeed not only for his/her accomplishments, but because you are aware that the success can reflect positively on the organization. If this is the case, then it makes sense to take a careful look at the coaching process. The end result of coaching means that you are not only helping another person or persons, but you are moving the organization forward. At the same time you are improving your skills. Everyone wins when coaching is performed in a skillful way.

Consider the last time that you were a coach. Write your responses to the questions below?

- What was the situation?
- What did you do?
- How did you do it?
- How did the person respond who was being coached?
- What did you learn from the experience?
- What skills did you put to use in the coaching process?
- What improvements do you think you need to make as a coach?
- What are your strengths as a coach?

# Leader as Coach

# Handout 3

We keep reading a great deal about how leading and managing are different concepts. At the same time we are all discovering that a leader must possess managing qualities. So how does coaching fit into this schema? Easily. Everyone of us is a coach. Some of us do it more frequently, and with more ease and skill than others, but every manager in our organization comes face to face with opportunities for being a leader and a coach. The trick of putting all three of these roles into synchronization is to understand what all of them entail, and how and when to use each of them constructively.

In Capsule #1—”Leadership Is . . .” and in the supporting material we talked about

- Managing as the process that facilitates the work getting done.
- Leading as inspiring others to commit to the work.

Coaching is wedged right in between managing and leading. It is providing the tools—the ways of getting the work done in such a way as to inspire improved performances.

Take a minute and think through the tasks that need to be performed at your place of work that others may need help in doing. Think about one person who may need your help. Fill in the grid below regarding the way you can help him/her. Remember, providing the helping tools is coaching.

|   |  |
|---|--|
| What is the task that needs to be accomplished?       |  |
| • What steps are needed to get the task accomplished? |  |
| • What skills are needed to complete the task well?   |  |
| • How can the person doing the task be helped?        |  |
| • What will this help entail?                         |  |



## Part Two: Watching the Video

Watch the video in its entirety. The questions below have been provided to help you center a discussion around the concepts it presents. When necessary restructure and add to the questions in order for the discussion to best suit your organization.

### 1. What is coaching?

21st century leadership requires coaching. Coaching is about performance, feedback and learning. It can take the form of teaching or of guiding and stimulating new thinking.

### 2. What does a coach do?

A coach helps a person focus on the learning process as well as learning the skills that are associated with the process. Coaches help people to become life long learners.

Coaching happens in either of two ways. First, there is coaching in an area that has a clearly right and wrong way of doing things. In this case, coaching means teaching someone to do something and then coaching them to perform the task in a reliable way. For example, there can be no guess work about flying a plane. Second, there is coaching that has no established right way of doing something. An example here might be going into a new market or business opportunity. In this case the coach should help a person explore alternatives about what they think.

### 3. What are the critical coaching skills?

There are a number of skills that a coach uses in the coaching process:

- Coaches are about building the capacity of the people they coach. They help them to handle the complexity of things.
- The coach inspires people to reach heights they never imagined they could reach on their own.
- Being a sounding board, the coach enables a person to think back on their thoughts and ideas in such a way that they can take that and run with it.
- A coach understands what others need to know to achieve their own results, and how they can facilitate that happening.

- A good coach asks questions because it points out learning moments people may miss. When key questions are asked people learn something new about themselves.
- Coaching begins with listening. A coach listens to the dilemmas with which the individual who is being coached wrestles. A coach listens with compassion.
- A coach should not say: “This is how you do it.” A coach guides the person toward a variety of skills one can use in approaching any situation.
- A coach encourages the person being coached to find their own solutions and the ownership of the problem.

#### **4. What makes a coach effective?**

Good coaching is offering questions that allow the person being coached the opportunity to discover his/her own answers. Effective coaching makes use of the following processes:

- A coach should not assume to have all the answers, even when (s)he does. A coach should provide a challenge, and create situations in which a person has an opportunity to learn something new.
- A good coach models the process. If a coach is not learning and improving (s)he becomes less effective, less credible when asking others to learn and improve.
- In a coaching relationship, the coach helps the person being coached develop the capacity to do the job. When this happens it is truly a learning relationship rather than an authority or a power-over kind of relationship.
- An effective coach respects the person (s)he coaches. If the coach feels impatient with the person being coached (s)he should remove him/herself from that role, as coaching may be originating from a condescending attitude.

Usually people who perform at a high level expect others to do the same. However, a good coach understands that different people have many different kinds of motivation as well as different kinds of energy. So sometimes people who have performed at a high level themselves do not make very good coaches because they lack the patience to deal with anyone not performing at the same level they do. A good coach remembers to serve the interests or needs of the person being coached rather than their own interests.

### **5. Who can coach whom?**

Anyone with talent, expertise and the ability to build a relationship can coach somebody. Supervisors coach followers. Peers can coach peers and whole organizations can coach whole other organizations. The responsibility to coach can move from person to person, in a given day.

### **6. How should the person being coached act?**

The recipient of coaching has to want it and be open to it. Some managers are not open to coaching from their subordinates.

### **7. What value does coaching have to an organization?**

A learning organization is made up of learners, so as a coach if you are helping people become life long learners, you are developing the organization's capacity as a learning organization. Coaching is the best way to move innovation around in an organization. Coaching is about making the best use of resources and bringing out the best of people's capabilities.

The organization that encourages coaching and makes that a norm, can help people bring more of who they are to the workplace and use it to make a difference. By coaching we help people to succeed. By helping them succeed we then succeed. Due to the individual's success there is success for the organization.

### **8. How is coaching related to leadership?**

Coaching is a leadership skill. Coaching is one of the many skills leaders bring to leadership. Coaching is the ability to understand the importance of continuous learning, to get information and be able to impart that in a way people can use. It is a critical skill in terms of how leaders get followers to accomplish the mission as well as learn better and more effective ways to accomplish that mission.

## **9. Why does a leader seek to coach their colleagues?**

In the past people held information close to their chest, giving them an advantage. Moving information to someone else meant they lost some power. Now leaders see the advantage of sharing knowledge and of having an open system.

Managers can be coached if they are willing to admit that they don't always have all the answers and that sometimes team members can supply answers. They need to be open to feedback from their team members, even in relationship to their leadership functions. They can ask team members how they can improve on their leadership and recognize that team members, who are being led, may have some very good ideas.

## **10. What does the coach and the person being coached each get out of the coaching process?**

Coaching is a mutual discovery. The leader or coach is as much engaged in learning and discovering as the person who is the recipient. It has a sense of mutuality and that is where everyone benefits from it.

Managers have great difficulty in letting go, and yet cannot do everything themselves. A leader as an effective and successful coach enables the development of their team and its members' capabilities, resulting in the ability to let go and concentrate on leadership functions.

## Part Three: Working with the Material

Thinking as “usual” has a beginning and an end. Thinking to create new processes of thinking is generative—the kind of thinking that is needed in order to succeed. The former is the type of thinking that people and organizations have used traditionally, the latter is the kind of thinking that will help us move forward in the 21st century.

Helping people learn how to think is critical to the coaching process. The exercises that follow build on the thinking and questioning process. They can be done individually or used with a team of individuals who are exploring questions that relate to the coaching process.

### The Wise Fools

### Handout 6

There is a village in Poland called Khelm. It is here that an unusual number of Yiddish folk tales have their origin. Collectively the stories are often referred to as Khelemer naronim, meaning the fools of Khelm. However, Yiddish folklore has also dubbed the characters of the stories Khelemer Khakhomim, the wise men of Khelm. Perhaps the wisdom that comes from the characters is not within them or their actions, but in the fact that they make the listener take serious heed to think before acting.

There was a gigantic boulder that sat high atop a hill outside Khelm. For what ever reason, the men of the village decided the stone should be moved. It was no easy task since it probably weighed a ton or more. Realizing this was a job for more than just a few men, the men called the entire village to help them drag the stone.

The day was hot and humid. Carefully, they went about the task of slowly, laboriously, inch by inch, moving the boulder down the steep hill. Just as they got to about the middle of the hill, a stranger approached the crowd, and asked: “What are you doing?” “Why are you dragging that stone? Why not give it a push and it will go down the hill by itself?” Off he went just as quickly as he had appeared.

The men looked at one another, scratched their heads, and preceded to push the stone back up the hill. When they reached the top, they took the stranger’s advice, gave it a shove, and off it went. Indeed, it was just as he said, it rolled down the side of the hill with ease. The men of Khelm had learned a new lesson.

How often do you scratch your head before you do something? Or, are you like the men of Khelm who scratch after you start the task. There is a dichotomy here. Too much thinking can possibly result in never moving, and in limiting creativity. Too little, and you find yourself anchoring a boulder as you slowly move it down the hill. One of the ways of coaching is to help people explore alternatives. If the men of Khelm had had a coach they would have begun their task by considering their options and finding a number of different solutions to their problem.

# The Wise Fools

# Handout 6, page 2

Will thinking in the future be different than it was in the past? Most definitely! It will be holistic, imaginative and visionary. That doesn't mean that we will sacrifice logical, pragmatic and inventive thinking. These thinking processes have brought us a long way, and it is important that we are able to use them as effectively in the future as we have in the past. The difference is that we will be using these processes to refine our new ways of thinking.

Why must future thinking be a great deal of the former and a little less of the latter?

Take a journey into a computer fitted with a CD-ROM and before you know it you can be seemingly thousand of words away from your initial topic. Nonetheless, each new thought is interrelated to the original. Computer technology and the micro-chip have changed the world for us. It is now changing the way we think.

Each thinking process that we employ is both a tool and a skill. The methods, exercises and activities to help us challenge and rethink our thinking are available and are within our ability to create. However, it is important to show that old ways of thinking and rationalizing and working harder the same old way could take us backward instead of forward. The traditional problem-solving methods most assuredly will not lead us into the next century. We need to develop a new foresight that allows us to look at new projections and estimates.

Below are ideas on how to expand your thinking to New Think for the twenty-first century.

- Imagine your company or organization as being outstanding. Retrace how you managed to get to this point of excellence.
- Exhaust a topic by creating a lateral web. Put your initial idea in the middle and think of everything that relates to the idea. If you don't know much about the idea, ask questions about it. Ask every question you can think of.
- Envision responsibility as a privilege.
- Plan ways of leveling your organization.
- Brainstorm the ways in which people would act in a genderless society.
- Create a flowchart of your organization's history.
- List the rules and regulations in your organization that are upsetting to people. Rewrite them.

# The Wise Fools

# Handout 6, page 3

- Take one problem in your organization and find all the ways it relates to other issues. Brainstorm how to diffuse the problem by recognizing it's interconnectedness to other issues.
- Name 50 ways that workers in your organization could get to know each other.
- Discover new forms of intelligence by:
  - Reading new types of books
  - If you give directions by drawing pictures, write out the directions for a change
  - Switch the phone from your favorite ear when talking
  - Meditate and reflect on a regular basis
  - Put new color in your life
  - Listen to music you don't normally listen to
  - Try a new sport
  - Write your obituary. Write one that you wish was yours. Make plans to do the missing things.
  - Try moving to your emotions.
  - Challenge yourself regularly to learn new words, concepts, theories, formulas.
  - Practice empathy.

# Quoting Einstein

# Handout 7

*“Imagination is more important than knowledge.”*

*“The most incomprehensible thing about the world is that it is comprehensible.”*

—Albert Einstein

Coaching can be about helping a person go beyond the logical into the realm of the imagination. By working through this process the person coached can begin to see that the most insurmountable and truly incomprehensible problem is understandable.

One of the tools that help move us into imaginative thinking and questioning and then back to the “aha!” comprehensible is lateral thinking.

Edward de Bono, noted writer on creativity of the method, explains that lateral thinking is a method for breaking out from the old, self-perpetuating patterns of thinking and generating new ways of looking at things. It is a method that can be used deliberately and effectively, and is a type of thinking that is neither genius nor the prerogative of great artists, but a practical tool for everyone, for new ideas are everyone’s business.

Lateral thinking is elastic. One idea springs from another. One question follows another. Lateral thinking is different from, but not antagonistic to, vertical or “linear” thinking, which in Western cultures traditionally has been the only respectable form of thought outside of artistic thought. Vertical thinking usually takes the form of logic, a conceptual ideal that is rarely carried out to its fullest in practice.

A good starting place in lateral thinking is to create a category web. Category webs can be an interesting combination of linear and lateral thinking. A category web allows you to put down everything you know (or think you know) about a subject. Let’s assume that you want to coach someone on a specific problem, task or concern. Use a category web with the person you are coaching. It is an excellent way to organize your thinking. Follow the directions below for creating a category web.

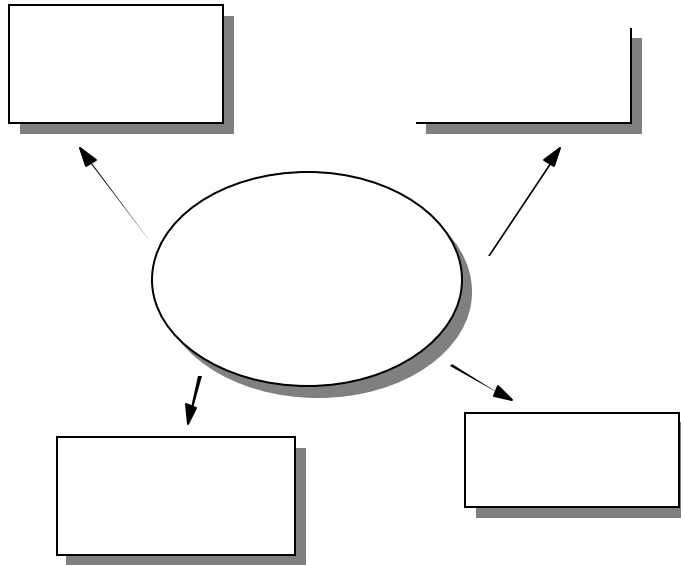
1. Write a list of words that pertain to your topic. For an example, the illustrated category web works off the topic of health. If your area of concern is about leadership or about creating a new product line, write down all the words that pertain to that subject.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
  - h.
  - i.
  - j.

# Quoting Einstein

# Handout 7, page 2

2. Take one of these words and place it in the center of the circle at the bottom of this page. Proceed by generating as many topics that relate to this issue as you can. This time don't write your thoughts in columns. Put each word in a box (similar to the one illustrated here) and then brainstorm off that work. Continue to follow your thoughts.

By creating a category web we build off of what we know. We also quickly find out what we don't know. We might have one area of the web filled with words, and another one with just a few or no words branching off an issue. By illustrating our knowledge we can begin to ask questions as to what we need to know here? How will we get the information? From what source?

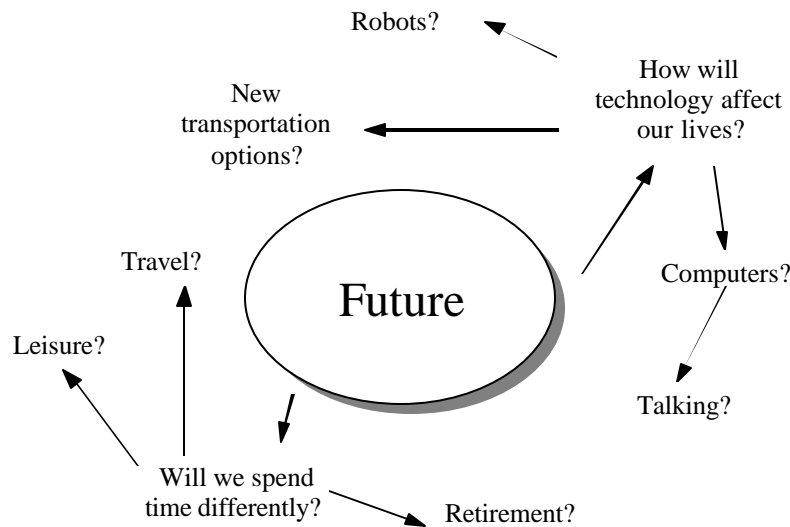


# Generating Questions

# Handout 8

This thinking activity builds on your previous work by having you expand the category web with second level questions for each. Use the journalistic formula (who, what, why, where, and how) to stimulate your thinking. Try to list several questions you have regarding each category. The web of your thinking might look something like the example given below.

## Question Web



If you're concerned about how technology will affect the future, then that would be a "category."

Put the word future in the center of your web. Then begin the process of creating questions off of each of your categories.

- A specific aspect about the category would be contained in a first-order question:
  - How will technology affect our lives in the future?
  - Will we spend time differently?
- More specific, or second-order, questions would naturally bring out some of the implications that you are already anticipating:
  - How will portable computers impact my family and work life?
  - Will newspapers become obsolete?
  - How will robots be used?
  - How soon before I will be able to talk to my computer?
- Fill out your web as fully as you can with categories and questions.

## Generating Questions

## Handout 8, page 2

- Next, briefly respond to the questions that follow as a way to analyze the sets of questions and areas of concern you have illuminated so far.
  - What categories or issue areas generated the most questions? Why?
  - What categories have the least questions? Why?

It is interesting to note that, generally, categories with many questions indicate places where we already have lots of information. That is, while we may not know the answers to these questions, the fact that we have them at all means that we currently are receiving enough information about them to spark more curiosity. Categories with relatively few questions indicate issue areas needing inquiry and information seeking.

Question webs are excellent coaching tools. As a tool that can be taught they help the person you are coaching build their thinking in different directions, help generate the ability to ask questions off of questions, and then allow for the individual to begin the synthesis and analytical process—deciding what his/her own steps will be.

# Ways We Think

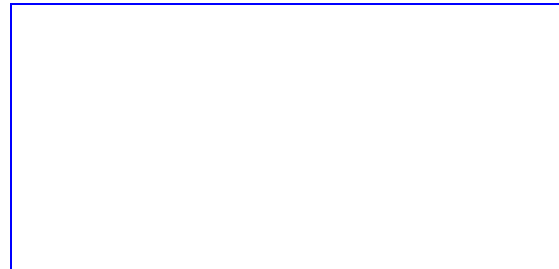
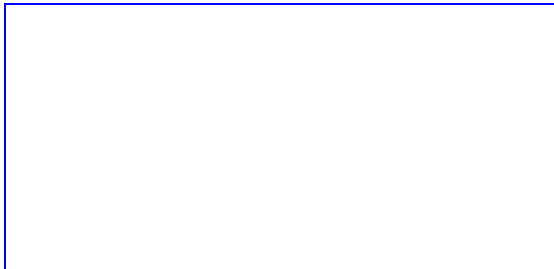
# Handout 9

Take a few minutes to study the following words. Then make a decision to put each word in one of the two columns, hard and soft, listed. Put each concept in the column you think its “quality” fits best. Try to do this with your gut-level reactions to each concept.

|           |             |         |                |
|-----------|-------------|---------|----------------|
| Logic     | Consistency | Direct  | Analysis       |
| Metaphor  | Ambiguity   | Focused | Hunch          |
| Dream     | Play        | Fantasy | Generalization |
| Reason    | Work        | Reality | Specifics      |
| Precision | Exact       | Paradox | Child          |
| Humor     | Approximate | Diffuse | Adult          |

**HARD**

**SOFT**



1. Were there any concepts difficult to place? Why? If they were all easy, why do you think so?
2. a) What kinds of thinking does each column value? What does “soft” and “hard” thinking really mean to you?  
  
b) Where does lateral thinking fit? Vertical (linear) thinking? Does that mean these two prescriptions for thinking are mutually exclusive?

## Ways We Think

## Handout 9, page 2

- c) Which thinking is most comfortable for you?
  - d) What would you gain by “forcing” yourself to think from the least comfortable column?
3. Select several words from your soft column. Now, make them hard. Do the same with the hard column—make the words soft. What different emotions does each column elicit from you? Where do risk, fear, confusion, fit? Where do certainty and predictability fit?
  4. Describe a particular duty in your organizational job description. Reflect on the possible ways that you draw from both columns to fulfill that responsibility.
  5. Which column of thinking does your organization prefer you to use? How does this fit with your comfort zone? Are there conflicts? How do you compensate for the differences?
  6. List ways you can teach yourself to feel comfortable using both kinds of thinking to enhance reliability, productivity and satisfaction in your work life?

# Questions for Watching the Video

# Handout 5

1. What is coaching?
2. What does a coach do?
3. What are the critical coaching skills?
4. What makes a coach effective?
5. Who can coach whom?
6. How should the person being coached act?
7. What value does coaching have to an organization?
8. How is coaching related to leadership?
9. Why does a leader seek to coach their colleagues?
10. What does the coach and the person being coached each get out of the coaching process?

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