



Mastering the Leadership, Organizational & Emotional Challenges of a Career in Teaching and/or Research:

Day 2, Building Noticing, Listening & Questioning Capacity

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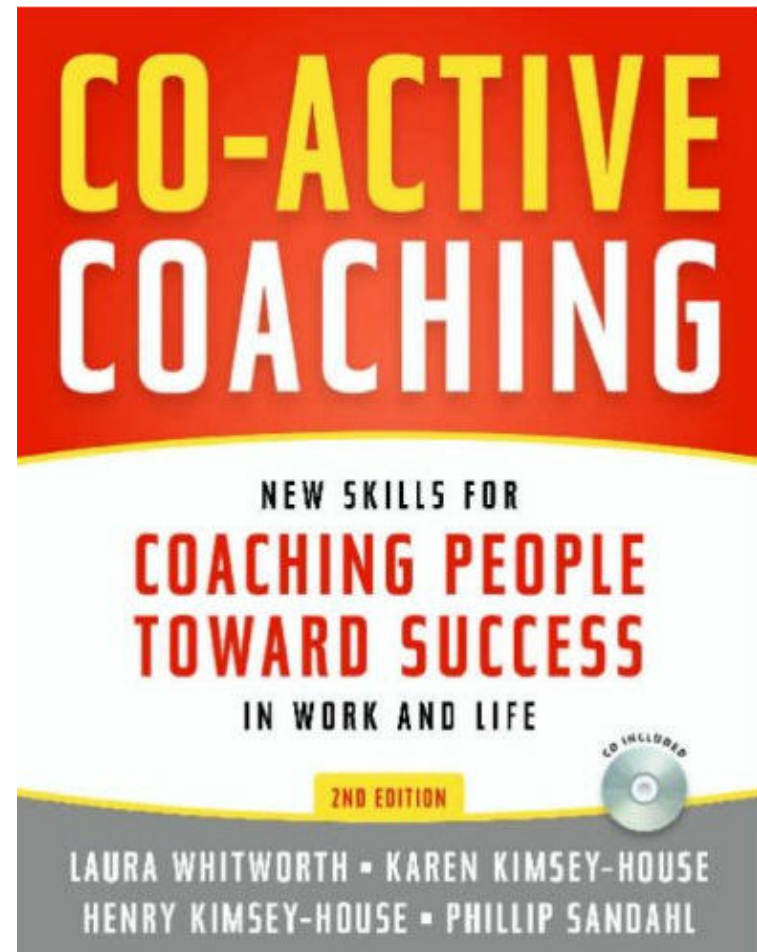
Overnight Reflection

- Coaching talk: “Sitting in the question.”
- What questions are you sitting in following yesterday’s session.

Where we're going: Prof as coach

Prof as Expert vs. Prof as Coach

- Professor as expert:
 - Shares knowledge.
 - Students demonstrate static mastery on extrinsically important exam to get grade.
- Professor as coach:
 - Draws out learning
 - In domain where active mastery is intrinsically important to learn to accomplish task.



Coaches Beliefs About Clients

- Client is
 - Resourceful
 - Creative
 - Whole
- Consistent with growth & mastery orientation, and learning goals.
- To extent possible, coach facilitates learning and avoids judgment of performance.

Choice Map™

We choose moment by moment

Anything that impacts us at any moment
Thoughts Feelings Circumstances



START

Choose

Learner Path

Judger Path

React



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What assumptions am I making?
What can I learn?

What happened?
What do I want?
What are the facts?



What are they thinking, feeling, and wanting?
What am I responsible for?

Whose fault is it?



What are my choices?
What's best to do now?
What's possible?

SWITCH
Ask Learner Questions to Avoid Judger Pit

Switching Lane

JUDGER
• Automatic Reactions
• Blame Focused
• Win-Lose Relation

What's wrong with me?
What's wrong with them?

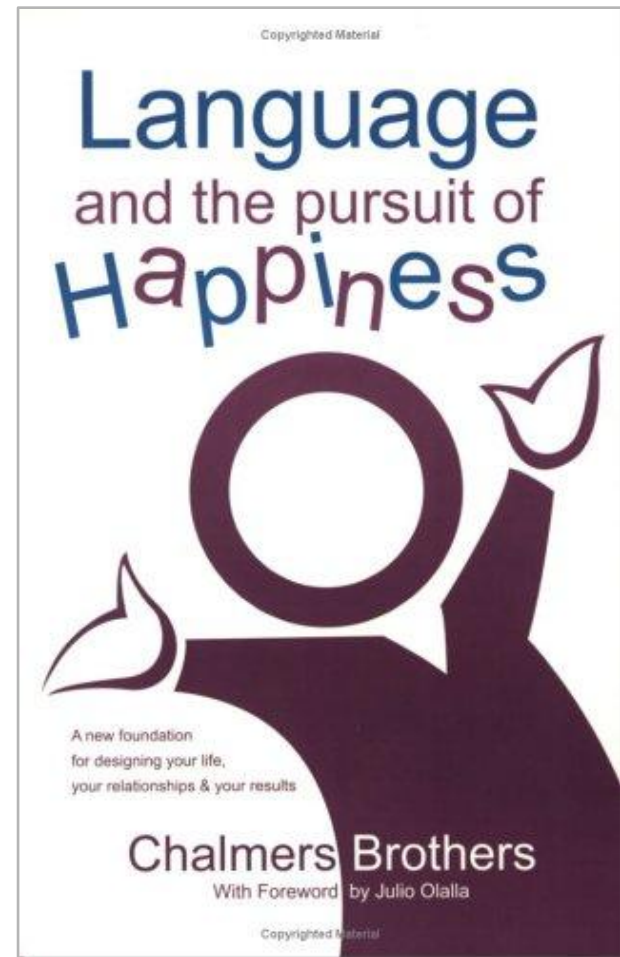


JUDGER PIT



Intellectual Background

- Key ideas & practices:
 - Speech acts philosophy.
 - Existential philosophy.
 - Emotional intelligence & neuroscience.
 - Mindfulness research.
 - Positive psychology and happiness research.



A Toolkit for Personal Change

- Noticing
- Listening
- Questioning
- Language: distinctions, assertions, assessments, requests, and complaints
- Reframing stories

Useful for interacting with colleagues, with students – and also with yourself.

Toolkit, part 1: Noticing

The Story of Yesterday

Discuss your day, yesterday, with a partner at your table.

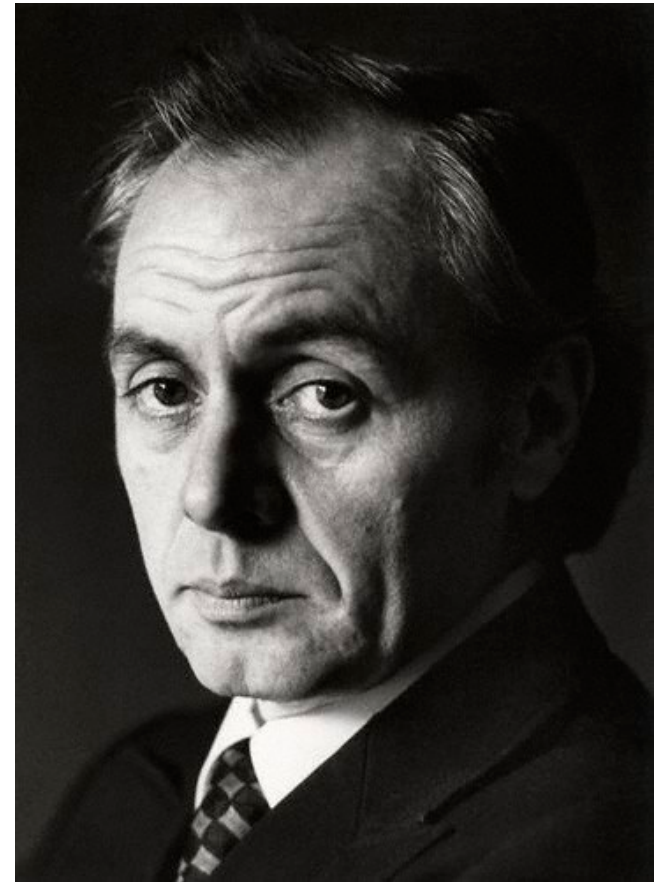
What events occurred? Who did you meet? What did you notice about your physical surroundings? About your thoughts & feelings? About others' thoughts & feelings around you?

Without judging yourself, on a scale of 1 (noticed little) to 10 (noticed everything), how much did you notice yesterday (today)?

Debrief

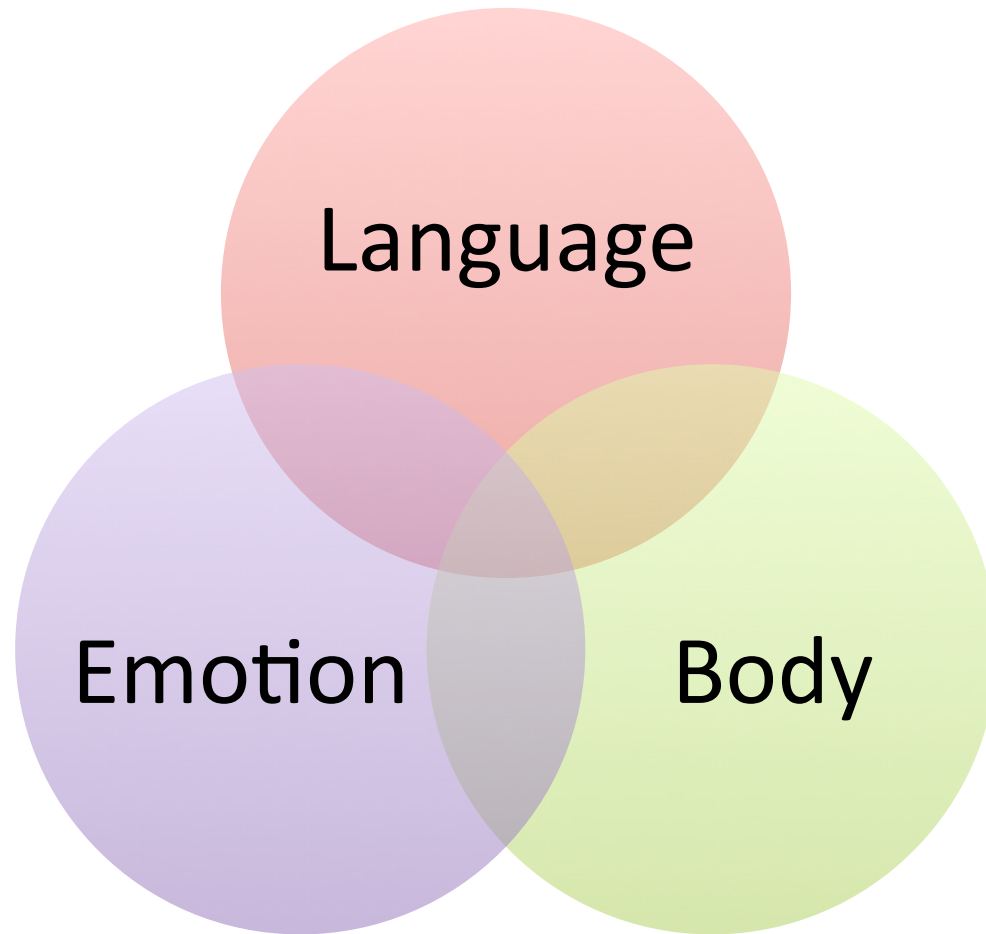
Centrality of Noticing to Change

- The range of what we think and do is limited by what we fail to notice. And because we fail to notice that we fail to notice, there is little we can do to change; until we notice how failing to notice shapes our thoughts and deeds.

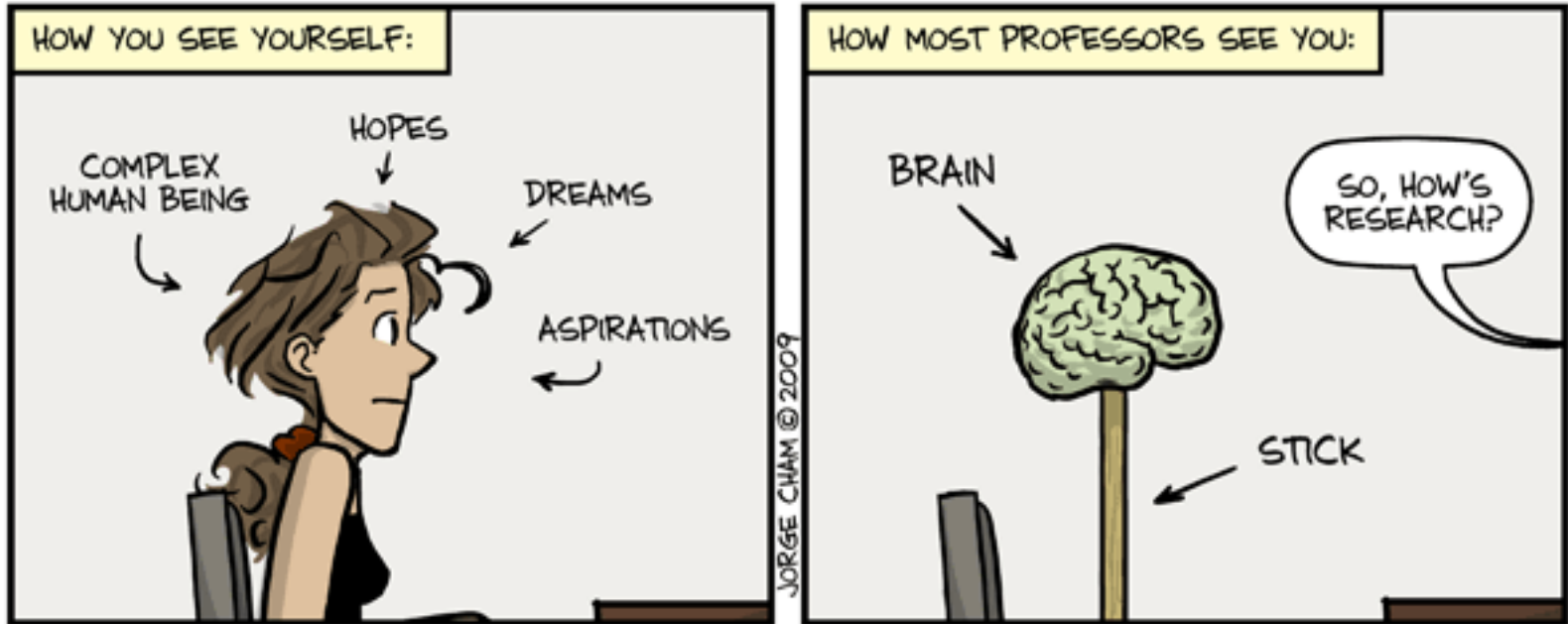


R. D. Laing (1927-1989)

3 Domains of Noticing



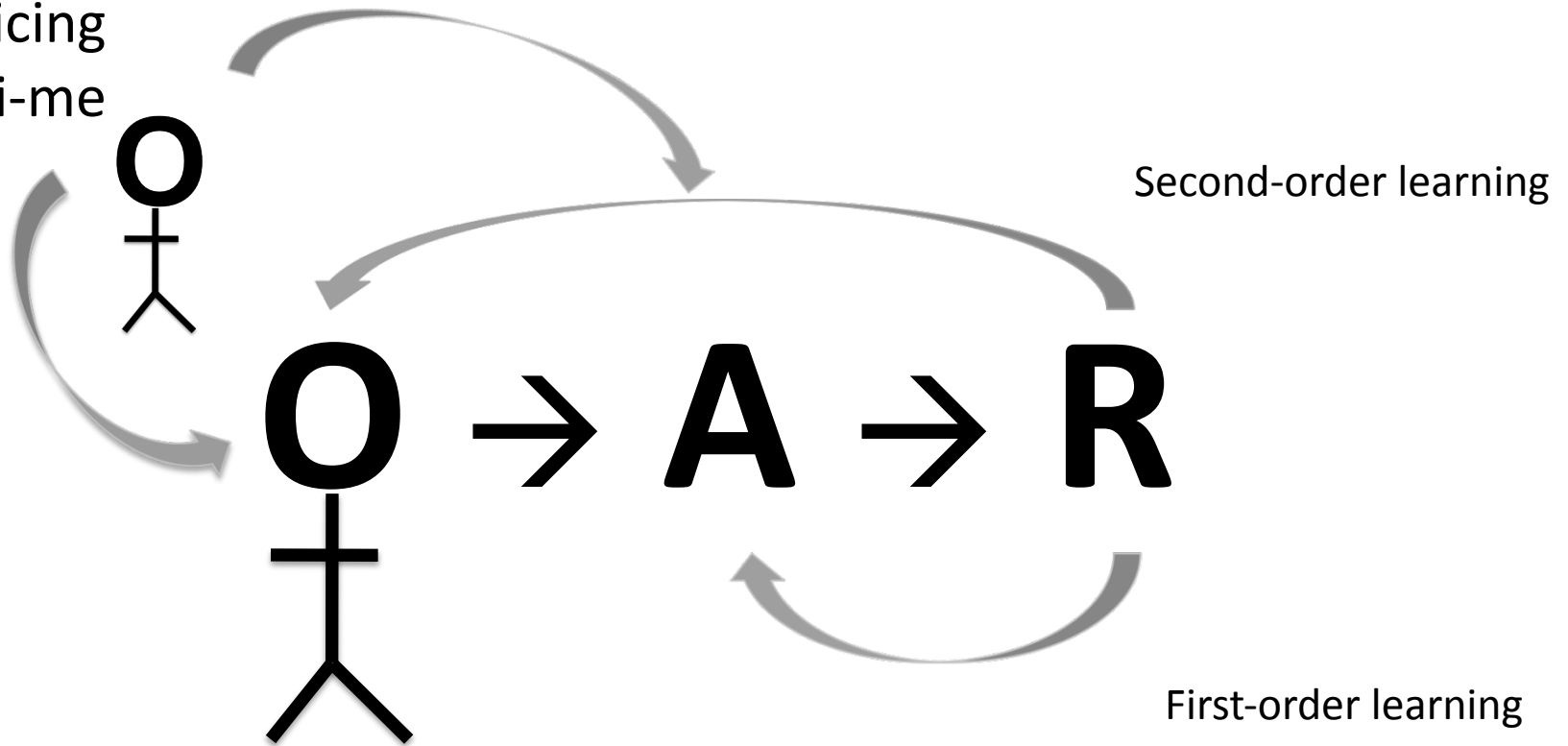
Noticing Students



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Levels of Noticing: The O-A-R Model

Noticing
mini-me



Observer

Action

Results

O-A-R Example

Noticing Others, Noticing Ourselves

Think back to a specific time you have had a conflict or a particularly rewarding interaction with a student, a colleague, or someone else. With a partner, discuss this time, and discuss what you notice...

About the other person - in language, in body, and in emotion...

About yourself in these three domains...

About your noticing...

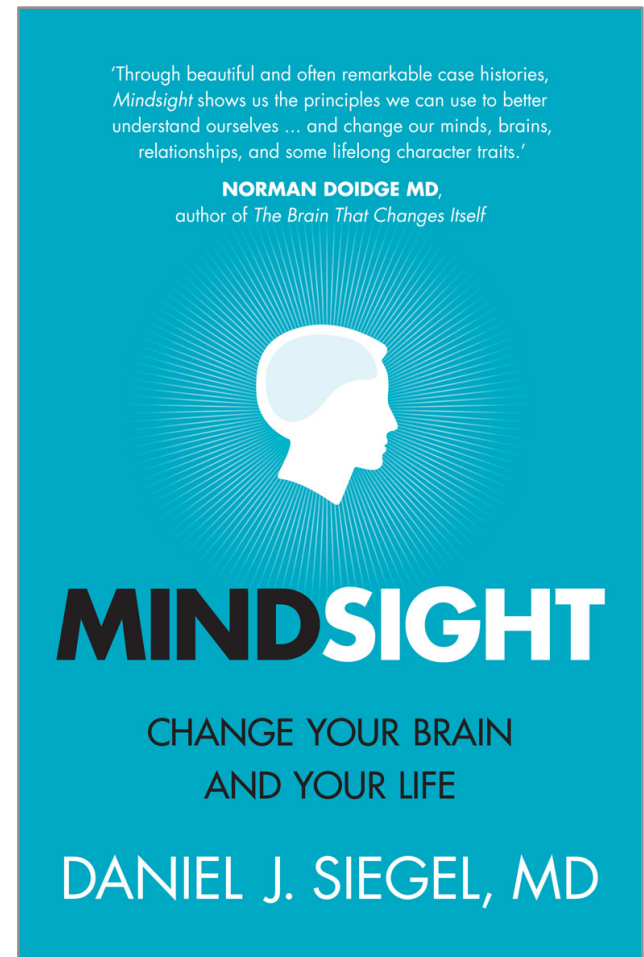
Noticing Your Mini-Me Enhances Noticing

- Interesting thing supported by modern neuroscience.
- Noticing your noticer enhances your power to notice.
- Your mini-me is a mental muscle.
- Exercise it and it gets stronger.



Brain Science

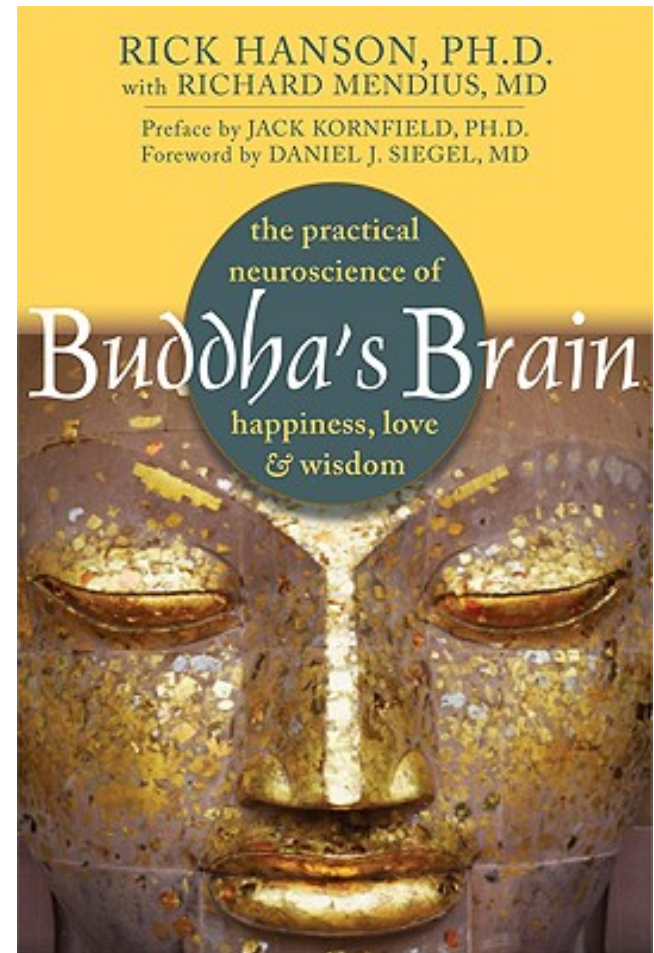
- Noticing begets increased connections.
- Meditative practice and reflection builds connections in prefrontal cortex & elsewhere.
- Exercise self-observation and noticing of others and you get better at it.



What practices improve noticing?

Pause Practice

- Pause practice helps you regroup at moments that typically stressful.
- Raise awareness (noticing) by taking time out and holding intention to pause, notice & consider story and next steps.
- Possible elements:
 - Breath deeply.
 - Touch lips.
 - Close eyes.
- Common form: 3 deep breaths.
- Possible triggers:
 - Lines/queues.
 - Emotional reaction.
- Gets you out of your story & engages your mini-me.



Exercise: Pause Practice

- Close eyes.
- Take 3 deep breaths.
- Notice your emotional-mental state.



Toolkit, part 1: Listening

Level-1 or Internal Listening

- “Level I, our awareness is on ourselves. We listen to the words of the other person, but our attention is on what it means to us personally. At Level I, the spotlight is on “me”: my thoughts, my judgments, my feelings, my conclusions about myself and others. Whatever is happening with the other person is coming back to us through a diode: a one-way energy trap that lets information in but not out. We’re absorbing information by listening but holding it in a trap that recycles it. At Level I, there is only one question: What does this mean to me?”

Level-I Dialogue*

- **Client:** The new house is a mess. I've got boxes everywhere. I can hardly get from the front door to the bathroom—and I've got the biggest proposal of my career to finish by Friday.
- **COACH:** I went through the same thing last year. The key is to make sure you've got your long-term vision in sight.
- **Client:** That's sort of the dilemma, though. Because I traveled so much last month, my wife's past the point of patience. I'm really not pulling my weight at home.
- **COACH:** That'll work out. The mess is temporary. Don't let it distract you from the real issue—maintaining momentum.
- **Client:** This feels like more than a little distraction.
- **COACH:** I'm sure you can explain why this is so important. In the meantime, let's get back to your proposal.
- **Client:** Okay. If you're sure . . .

*Whitworth, Laura; House, Karen Kimsey; House, Henry Kimsey; Sandahl, Phillip (2010-11-15). Co-Active Coaching : New Skills for Coaching People Toward Success in Work and Life (Kindle Locations 766-778). Davies-Black. Kindle Edition.

Level-II or Focused Listening

- At Level II, there is a sharp focus on the other person. Sometimes you can see it in each person's posture: both leaning forward, looking intently at each other. There is a great deal of attention on the other person and not much awareness of the outside world

Debrief

Level-1 or Internal Listening

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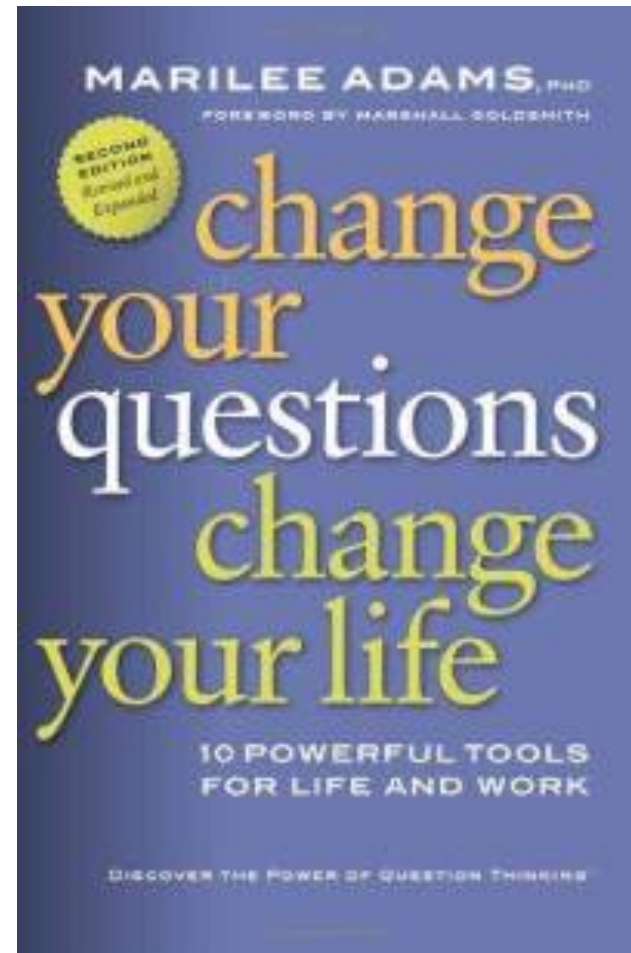
- **Client:** The new house is a mess. I've got boxes everywhere. I can hardly get from the front door to the bathroom—and I've got the biggest proposal of my career to finish by Friday.
- **COACH:** How important is it to get settled at home? This is the most productive time you've had in your business since you started.
- **Client:** I know, but if I don't help out with moving in, I could be living solo soon, if you know what I mean. My wife did nearly all the packing last month while I was traveling.
- **COACH:** How can you deal with the situation at home—and still maintain your momentum with the new business?
- **Client:** I could clone myself.
- **COACH:** I can see this is a real dilemma. You've got values to honor in more than one important area of your life. Let's look at some options. Would that be useful?
- **Client:** Yeah. Good. Frankly, I was starting to feel trapped—like there was no way out

* Whitworth, Laura; House, Karen Kimsey; House, Henry Kimsey; Sandahl, Phillip (2010-11-15). Co-Active Coaching : New Skills for Coaching People Toward Success in Work and Life (Kindle Locations 811-822). Davies-Black. Kindle Edition.

Toolkit, part 1: Question, clarify, articulate

Effective Level 2 Listening: Powerful Questions

- Different types of questions:
 - Information gathering
 - Open-ended questions
- Powerful questions are usually open-ended.
- Short-cut to powerful questions: Begin every question with the word “what.”



Begin your questions with “What.”

12 What Questions

1. What do you want?
2. What are your choices?
3. What assumptions are you making?
4. What are you responsible for?
5. In what other ways can you think about this?
6. What is the other person thinking, feeling, and wanting?
7. What are you missing or avoiding?
8. What can you learn? ... from this person or situation? ... from this mistake or failure? ... from this success?
9. What action steps make the most sense?
10. What questions should I ask (myself or others)?
11. What can turn this into a win-win?
12. What's possible?

Marilee G Adams. *Change Your Questions, Change Your Life: 10 Powerful Tools for Life and Work* (p. 184). Kindle Edition.

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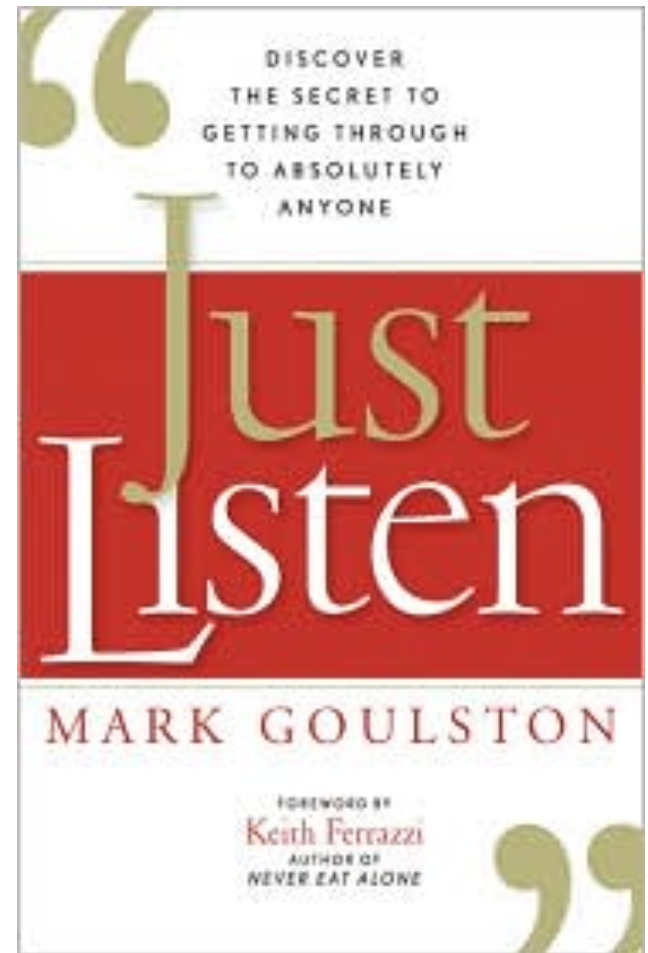
Question Pump Priming

- With your storytelling partner from the last exercise, work together and make a list of at least 5 “What” questions that would have been good to ask while listening at level-2 during the last story.

Debrief

Effective Level 2 Listening: Articulation & Mirror Neuron Receptor Deficit

- Articulation: “What I heard you say was, X, Y, and Z. Is that right?”
- Clarifying: “Another way of saying that might be X, Y, and Z. Does that capture the essence?”
- Mirror neurons fire when an animal acts and when an animal observes action in another.
- Believed to be connected to empathy, self-awareness, and other functions.
- Goulston believes we suffer from MNRD, not enough being mirrored by others.
- Power of feeling felt.



Curiosity, Judgment & Spaciousness

- Coach listens at level two (with empathy, without ego).
- Coach is curious about what client thinks.
- Coach does not tell stories about him/herself.
- Coach does not judge right and wrong. May assess whether action serves or does not serve client.
- These actions create **spaciousness** for client to explore what he or she thinks, knows, feels.

Carrying Coaching to the University

At your table, discuss and fill in the poster:

Given what you know about coaching, teaching, & research, what opportunities are there for bring a coaching style to the U?

Challenges?

In which particular contexts might coaching style be particularly useful?

Particularly inappropriate?

Coaching in the University

Top Takeaway

At the End of the Day: A Mirror of Questions*

What dreams did I create last night?

Where did my eyes linger today?

Where was I blind?

Where was I hurt without anyone noticing?

What did I learn today?

What did I read?

What new thoughts visited me?

What differences did I notice in those closest to me?

Whom did I neglect?

Where did I neglect myself?

What did I begin today that might endure?

How were my conversations?

What did I do today for the poor and the excluded?

Did I remember the dead today?

Where could I have exposed myself to the risk of something different?

Where did I allow myself to receive love?

With whom today did I feel most myself?

What reached me today?

How deep did it imprint?

Who saw me today?

What visitations had I from the past and from the future?

What did I avoid today?

From the evidence—why was I given this day?

*O'Donohue, John (2008-03-04). To Bless the Space Between Us: A Book of Blessings (p. 98). Harmony. Kindle Edition.



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