

Managing the Field

*Emotional
Intelligence*

MindFree™

*Full Spectrum
Thinking*

Synectics®

*Empowering
The Performer*

Coaching

AGENDA

The Source of Gut Feeling

The ability to read such subjective currents has primordial roots in evolution. The brain areas involved in gut feelings are far more ancient than the thin layers of the neocortex, the centers for rational thought that enfold the very top of the brain. Hunches start much deeper in the brain. They are a function of the emotional centers that ring the brain stem atop the spinal cord—most particularly an almond-shaped structure called the amygdala and its connected neural circuitry. This web of connectivity, sometimes called the extended amygdala, stretches up to the brain's executive center in the prefrontal lobes, just behind the forehead.²

The brain stores different aspects of an experience in different areas—the source of a memory is encoded in one zone, the sights and sounds and smells in other areas, and so on. The amygdala is the site where the emotions an experience evokes are stored. Every experience that we have an emotional reaction to, no matter how subtle, seems to be encoded in the amygdala.³

As the repository for everything we feel about what we experience, the amygdala constantly signals us with this information. Whenever we have a preference of any kind, whether for ordering the risotto rather than the sea bass special, or a compelling sense that we should dump our shares in a stock, that is a message from the amygdala. And via the amygdala's related circuitry, particularly nerve pathways that run into the viscera, we can have a somatic response—literally, a “gut feeling”—to the choices we face.

This capacity, like other elements of emotional intelligence, can grow stronger with the accumulating experiences life brings us. As one successful entrepreneur in a University of Southern California study described it: “It's a *kinesthetic* feel that some people have. I think that there are fewer people with strong intuitions at a young age than old, because life experiences add up. . . . It's like your gut tells you things and there's a chemical reaction that's going on in your body, which is triggered by your mind, and tightening your stomach muscles, so your gut is saying, ‘This doesn't feel right.’ ”

The classic term for this strengthening of our guiding sensibility is *wisdom*. And, as we shall see, people who ignore or discount messages from this repository of life's wisdom do so at their peril.

goleman, Working with EQ P51

TABLE 1

The Emotional Competence Framework

Personal Competence

These competencies determine how we manage ourselves.

Self-Awareness

Knowing one's internal states, preferences, resources, and intuitions
(see Chapter 4)

- **Emotional awareness:** Recognizing one's emotions and their effects
- **Accurate self-assessment:** Knowing one's strengths and limits
- **Self-confidence:** A strong sense of one's self-worth and capabilities

Self-Regulation

Managing one's internal states, impulses, and resources
(see Chapter 5)

- **Self-control:** Keeping disruptive emotions and impulses in check
- **Trustworthiness:** Maintaining standards of honesty and integrity
- **Conscientiousness:** Taking responsibility for personal performance
- **Adaptability:** Flexibility in handling change
- **Innovation:** Being comfortable with novel ideas, approaches, and new information

Motivation

Emotional tendencies that guide or facilitate reaching goals
(see Chapter 6)

- **Achievement drive:** Striving to improve or meet a standard of excellence
- **Commitment:** Aligning with the goals of the group or organization
- **Initiative:** Readiness to act on opportunities
- **Persistence:** Persistence in pursuing goals despite obstacles and setbacks

Social Competence

These competencies determine how we handle relationships.

Empathy

Awareness of others' feelings, needs, and concerns
(see Chapter 7)

- **Understanding others:** Sensing others' feelings and perspectives, and taking an active interest in their concerns
- **Developing others:** Sensing others' development needs and bolstering their abilities
- **Service orientation:** Anticipating, recognizing, and meeting customers' needs
- **Leveraging diversity:** Cultivating opportunities through different kinds of people
- **Political awareness:** Reading a group's emotional currents and power relationships

Social Skills

Adeptness at inducing desirable responses in others
(see Chapters 8 and 9)

- **Influence:** Wielding effective tactics for persuasion
- **Communication:** Listening openly and sending convincing messages
- **Conflict management:** Negotiating and resolving disagreements
- **Leadership:** Inspiring and guiding individuals and groups
- **Change catalyst:** Initiating or managing change
- **Building bonds:** Nurturing instrumental relationships
- **Collaboration and cooperation:** Working with others toward shared goals
- **Team capabilities:** Creating group synergy in pursuing collective goals

grlemann working with EQ P27

<u>DAY I - Design</u>	<u>DAY II - Design</u>	<u>DAY III - Design</u>
<p>9:00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exchange names <input type="checkbox"/> Imaging exercise <input type="checkbox"/> Establish conditions for safety <input type="checkbox"/> Teamwork: Thermos Problem Meeting debrief <p><input type="checkbox"/> Field –words, tone and verbals</p> <p><input type="checkbox"/> Discounts – elements of interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Risk aversion <input type="checkbox"/> Family of Origin <input type="checkbox"/> Practical intimacy <p>12:00 <input type="checkbox"/> Internal Fields</p> <p>12:30 Lunch</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading assignment pp 1-16 <input type="checkbox"/> Experience exchange <input type="checkbox"/> Anxiety in your current life 1.5 hrs <input type="checkbox"/> Self Soothing Techniques pp 126-131a <p>3:15 – 3:45</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discounting <input type="checkbox"/> Break <input type="checkbox"/> Connection Making – Absurdity drill 	<p>9:00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imaging <input type="checkbox"/> Self Awareness – experience exchange <input type="checkbox"/> Implications for Field & Relationships <p>10:30-11:30 <input type="checkbox"/> Coaching – M.L.S</p> <p>11:30-12:30 Experience Exchange</p> <p>→</p> <p>→</p> <p>→</p> <p>12:30-1:30 Lunch →</p> <p>1:30-2:00 Self → Guy pp 86-100</p> <p>2:00-2:30 Discount revenge Ken</p> <p>2:30-3:00 Meaning Making Bruce</p> <p>3:00-3:15 Break</p> <p>3:15-3:45 Think Tank Allen</p> <p>3:15-3:45 Think Tank Marvin</p> <p>4:45-5:00 Wrap up</p>	<p>9:00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imaging <input type="checkbox"/> Empathy <p>9:35-10:05 Relations & Reactive Strategies Phyllis</p> <p>10:05-10:20 Break</p> <p>10:20-11:00 The Breakthrough Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Future Pull <input type="checkbox"/> Safe Chaos <input type="checkbox"/> Force Fitting <input type="checkbox"/> Action Planning <p>11:00-12:30 Synectics Demo</p> <p>12:30-1:30</p>

Kathleen

We're going to be talking about emotional intelligence today and practicing some of the skills that comprise E.Q. One of the major skills is the ability to self soothe anxiety because of the emotional freedom self soothing releases. For the next few moments I'd like to take you thru a process of relaxation that you may find quite soothing.

Be aware of how you want to feel by tomorrow afternoon when this course is over. Having accomplished what you set out to accomplish what will you be thinking, what will you be feeling, how will you be acting. See yourself being just how you want to be.

Yesterday there was a discussion about going to the next level between Guy, Bruce and Ken. Ken raised the question levels of what. Good question. Levels of what. I immediately thought....levels of differentiation, a psychological state of growth and development highly correlated with emotional intelligence.

What is emotional intelligence? Emotional intelligence is a state of being, a style of relating to the world and the people in it. It's made up of a repertoire of skills. High among these skills are self-awareness. It's the foundation for other skills such as self-confidence, self-control, the ability to communicate, to represent yourself authentically, congruent with reality. E.Q. involves the ability to influence another, to initiate, innovate as well as to accept change when it's required.

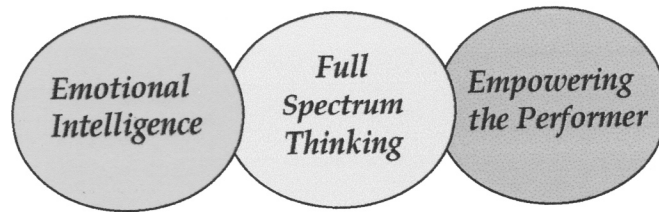
Goleman demonstrates, that these competencies are at a premium on today's job market. The higher up the leadership ladder you go, the more vital all aspects of emotional intelligence become, often determining who is hired and who is fired, who is passed over and who promoted.

Star performers stand out not only by personal achievement but by their capacity to work well on teams and with people. They maximize the group's productivity. Those who are isolated or explosive, reactive or oppositional, unable to manage change or conflict can be toxic to the entire organization. The good news is, as the latest research into human behavior and brain science proves, we all possess the potential to improve our emotional intelligence at any stage of our career. Until I.Q. which is fixed from birth, E.Q. can be learned.

Emotional intelligence requires a high degree of ability to differentiate thoughts from feelings and to behave in ways that allow due respect to both.

Diagram
writing

Managing the Field



Friday, October 30, 1998

Introduction

9:00 - 9:15 Exchange Names

Objectives

1. Increase chair effectiveness
2. Provide practical understanding and help in getting to core issues
3. Learn techniques for managing internal and external fields
4. To facilitate better sessions when appropriate
5. To better understand why the techniques work

9:15 - 9:30 Climate Setting

- What's Important
- Simple Pleasure

9:30 - 10:30 Teamwork Exercise: video tape and debrief - George

10:30 - 10:45 Break

10:45 - 12:30 Introduce Experience Exchange as a Platform for Learning

- Establish Safety Agreements
- Family of Origin —————> positive & negative influences on creativity - George and Kathleen

12:30 - 2:30 Lunch & reading Assignments

- Review validation and discount/revenge pp. 116-131a
- Each person prepares to describe an experience on discounts that have occurred in current life

2:30 - 3:15 Experience Exchange: An Anxiety in Current Life - Kathleen
(Position anxiety and explain concept)

3:15 - 3:45 Experience Exchange: Focusing specifically on your role of the Chair - Marvin

- Where discount/revenge has been at play
- How would you handle it

3:45 - 4:00 Break

4:00 - 4:45 Thinking About Thinking

Concept

- Thinking/connecting
- Absurdity drill - pairs
- Itemized Response
- Methodological Belief/Doubt

4:45 - 5:00 I.R. to the day.

Saturday, October 31, 1998

- 9:00 – 9:10 Definition of Emotional Intelligence and Guided Imagery as a tool - Kathleen

- 9:10 – 10:15 Self Awareness – Concept Introduction And Discussion - Kathleen
 - You & I language
 - I Count & I Count You
 - Technique – Self Awareness Wheel → Handout
 - Practice-Individual, pairs, small groups
 - Debriefing

- 10:15 – 10:30 Break

- 10:30 – 12:30 Coaching Concept - Marvin
 - What do you want from a coaching experience
 - Establish learning definition
 - The cook effect
 - Generate barriers to high performance coaching
 - Evaluate field generators p. 12 → Handouts
 - Reframing discounts to create a positive field p. 19 Handouts
 - Techniques → Handouts
 - Practice
 - Debriefing & Identifying Learning

- 12:00 – 2:00 Lunch and Applications Plan – Library Time

	<u>Topic</u>	<u>Presenter</u>	<u>Pages</u>
2:00 – 2:30	Self	Guy Fink	86-101
2:30 – 3:00	Validation, Discount Revenge	Ken White	116-131a
3:00 – 3:30	Meaning Making Limiting Learning	Bruce Hudson	141-149 155-159
3:30 – 3:45	Break		
3:45 – 4:15	Think Tank as Field Generator	Alan Shoolman	
4:15 – 4:45	Empathy Self & Synergy	Beth Davis Beth Davis	10-16 30-46
4:45 – 5:00	IR to Dan & Assignments		

Sunday, November 1, 1998

9:00 – 9:05 Guided Imagery - Kathleen

Experience Exchange

	<u>Topic</u>	<u>Presenter</u>	<u>Pages</u>
9:05: - 9:35	Relationship	Phyllis	131a
	Reactive Strategies	Phyllis	134-138
9:35 – 10:00	The Breakthrough Process - George		
	<input type="checkbox"/> Future Poll		
	<input type="checkbox"/> Safe Chaos		
	<input type="checkbox"/> Force Fit		
	<input type="checkbox"/> Itemized Response		
	<input type="checkbox"/> Action Planning with Imaging		
10:00 – 10:30	Generate tasks/problems to work on - Marvin		
10:45 – 12:00	Full Spectrum Thinking (video tape) - Marvin		
	<input type="checkbox"/> Introduction of the Synectics methodology		
	<input type="checkbox"/> Demonstration meeting using a live and common problem or issue		
12:00 – 1:00	Lunch Dialogue		
1:00 – 3:00	The practice One-on-One - Marvin		
	<input type="checkbox"/> One-on-one → Handout		
	<input type="checkbox"/> Working Alone → Handout		
	<input type="checkbox"/> Small Group → Handout		
3:00 – 3:30	Identifying Learning - Kathleen		
3:30 – 3:50	Back home experiences (I'm gonnas) (individual notes) - Kathleen		
3:50 – 4:00	Itemized Response to the 3 days		

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COACHING

Synectics Coaching Workshop Objectives

- Understand how our interactions with others affect the field and successful outcomes.
- Develop techniques to interrupt or preclude discount revenge.
- Understand the value of raised awareness and clear images.
- Understand the dynamics of ownership and confidence and trust.
- Provide tools for a coaching approach that helps create fields for collaboration and accomplishment.
- Provide opportunities to practice using a coaching approach and to enhance personal style.

How some others have thought about this:

"Somewhere – I knew then and believe even more firmly now – there is a simpler way to lead organizations, one that requires less effort and produces less stress than the current practices."ⁱ

"...think about the mega-issues that concern those of us who work in large organizations: What are the sources of order? How do we create organizational coherence, where activities correspond to purpose?"ⁱⁱ

"Leadership is all about the release of human possibilities. One of the central requirements for good leadership is the capacity to inspire the people in the group to move them and encourage them and pull them into the activity and to help them get centered and focused and operating at peak capacity."ⁱⁱⁱ

"The leader wants to empower people, to unlock those hidden potentials. People intuitively sense that. They aren't foolish or dumb. They can't be tricked for long."^{iv}

"All managers will agree that the human factor is an important issue, but in most cases they feel it is only one of a number of equally important issues. They don't appreciate the degree to which human behavior affects everything that is done in an organization. Whether making a decision about a merger, increasing production on a new piece of equipment, or increasing discoveries in the laboratory, human behavior is the key to success. *The behavior of people in business is not another issue to be considered – it is at the center of every business decision.*"^v

" 'Interactive Leadership' as defined by Judy B. Rosener, professor at the University of California at Irvine: Encourage participation, share power and information, enhance other people's self-worth, and get others excited about their work. They eschew the use of hierarchy, formal authority, competition among subordinates and overbearing logic as means of exerting influence."^{vi}

E → r

e → R

Coaching helps us to go from:

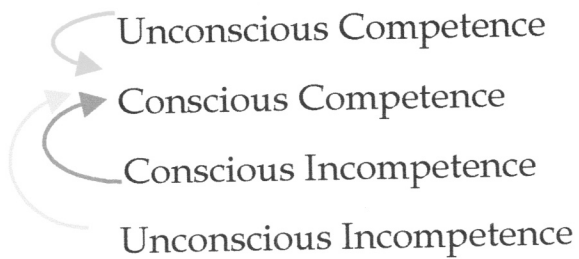
Working in a way that a big effort yields a little result.

To:

Working in a way that a small effort yields a big result.

This conservation of energy lets us do more in less time and increases our stamina!

The Unconscious Competence Model

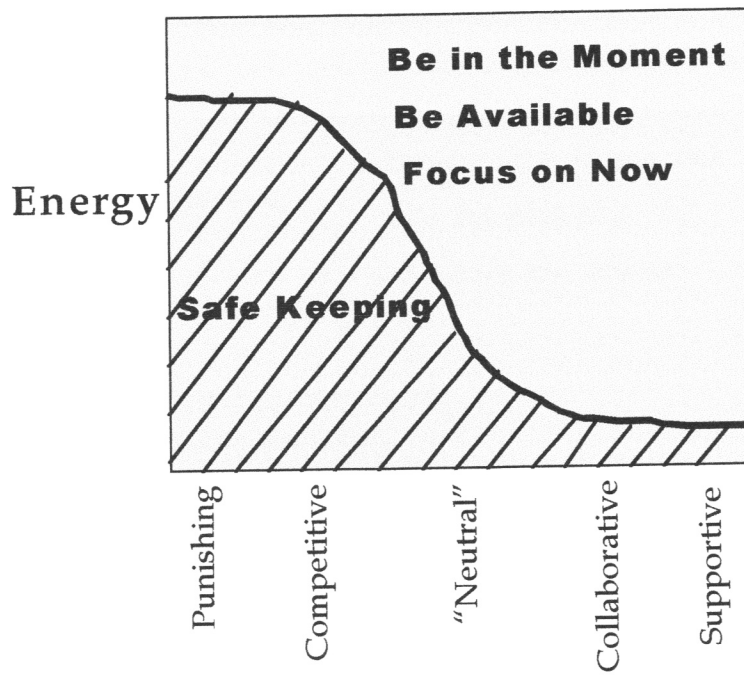


In this workshop, we want to work at the conscious competence level. This means drawing down from the unconscious competence level and up from the conscious and unconscious incompetence levels. Our aim is to develop new conscious competencies that will eventually “disappear” into unconscious competence.

FIELDS

Fields

Energy and External Fields



Fields (continued)

"In Synectics invention sessions we witness how a carefully managed field can help people solve problems that have previously frustrated them. Imagine the possibilities for increased harmony and development if I were able to create such a field whenever I communicate – the positive energy it would free up from need to defend."^{vii}

"In many organizations, we're caught up in an atmosphere of autocratic and sometimes abusive management, mountains of rules and red tape, traumatic downsizings, and a fear-laced climate of uncertainty, perceived inequities, resentment, and anger that, at times, can border on hostility and rage...The truth is, however, that many people in business have very little energy left; certainly not enough to lead their career, company or industry into a successful future."^{viii}

"All this time, we have created trouble for ourselves in organizations by confusing control with order...What if we stopped looking for control and began, in earnest, the search for order?"^{ix}

"Fields of energy react with each other in a stimulating, equalizing, or sedating way. We can experience this upon entering a room filled with people, quickly sensing whether it is permeated with vibrations that are harmonious or discordant."^x

"Through the principle of resonance, emotions are not only *felt* by others, they can also be *picked up* by others. By that I mean that there is such a thing as emotional contagion...and it can happen in a split second."^{xi}

"Field creation is not just a task for senior managers. Every employee has energy to contribute; in a field-filled space, there are not unimportant players."^{xii}

"We need, therefore, to be very serious about this work of field creation, because fields give form to our words. If we have not bothered to create a field of vision that is coherent and sincere, people will encounter other fields, the ones we have created intentionally or casually. It is important to remember that space is never empty...We end up with what is common to many organizations, a jumble of behaviors and people going off in different directions, with no clear or identifiable pattern.

Fields (continued)

Without a coherent, omnipresent field, we cannot expect coherent organizational behavior. What we lose when we fail to create messages, when we fail to “walk our talk” is not just personal integrity. We lose the partnership of a field rich space that can bring form and order to the organization.^{“xiii}

“...Robert Haas, CEO of Levi Strauss & Co., calls this phenomenon “conceptual controls...it’s the ideas of a business that are controlling, not some manager with authority.” If we think of ideas as fields, I believe we have a better metaphor for understanding why concepts control as well as they do. But it changes the nature of our attention.^{“xiv}

“The relationship I have with others mirrors the relationship I have with myself.” George Prince

Will Schultz, faculty member at Harvard, points out, “My relationships with others depend largely on how I feel about myself.”^{“xv}

“As long as you keep a person down, some part of you has to be down there to hold him down, so it means you cannot soar as you otherwise might.”

Marian Anderson

Fields (continued)

Transmissions That Create Relationship "Fields"

Synecotics' Invention sessions often include three levels of management: A senior manager, his immediate subordinate, and the subordinate's subordinate. Observing the differences in the way these three levels deal with each other clarifies one of the drawbacks of hierarchy.

Words, Tones and Non-verbals Used

With Subordinate

Brusque
Authoritative
Condescending
Contradicts
Corrects
Impatient
Interrupts
Questions
Talks to Rather Than With
Judgmental
Positive
Relaxed
Expresses Anger
Sarcastic
Blames
Wins in Discussions
Politeness

With Superior

Deferential
Subservient
Respectful
Quick Agreement
Suggests
Tentative
Listens Intently
Patient
Willingness to Give
Good Humored
Tactful
Tense
Shows No Anger
Checks Understanding
Accepts
Loses
Politeness

Fields (continued)

Evaluate Field Generators

Each of the actions indicated below has an effect on the field. Please indicate with an arrow how you would evaluate each one.

Positive Influence

Action

Negative

- Pessimism
- Attentiveness
- Disagree
- Be Noncommittal
- Show Approval
- Put on a stone-face
- Interrupt
- Connect with/join
- Be Bored
- Listen
- Build on It
- Be Dominant
- Warn
- Give Advice
- Assume Valuable Implications
- Nit-pick
- Insist on Early Precision
- Jump to Favorable Conclusions
- Be Competitive
- Support Confusion/Uncertainty
- Deal as an Equal
- Be Directive
- Warn
- Assume No Value
- Point Out Flaws
- Challenge
- Temporarily Suspend Disbelief
- Assume It Can Be Done
- Use Silence Against

Evaluate Field Generators (continued)

Positive Influence

Action

Negative

Act Distant
Discount/Put Down
Misunderstand
Paraphrase
Speculate Along with
Criticize
Preach/Moralize
Waste No Energy Evaluating Early
Protect Vulnerable Beginnings
Play It Safe
Get Angry
Share the Risk
Focus the Value Instead of Flow
Argue
Make it No Lose

Fields (continued)

PRACTICE

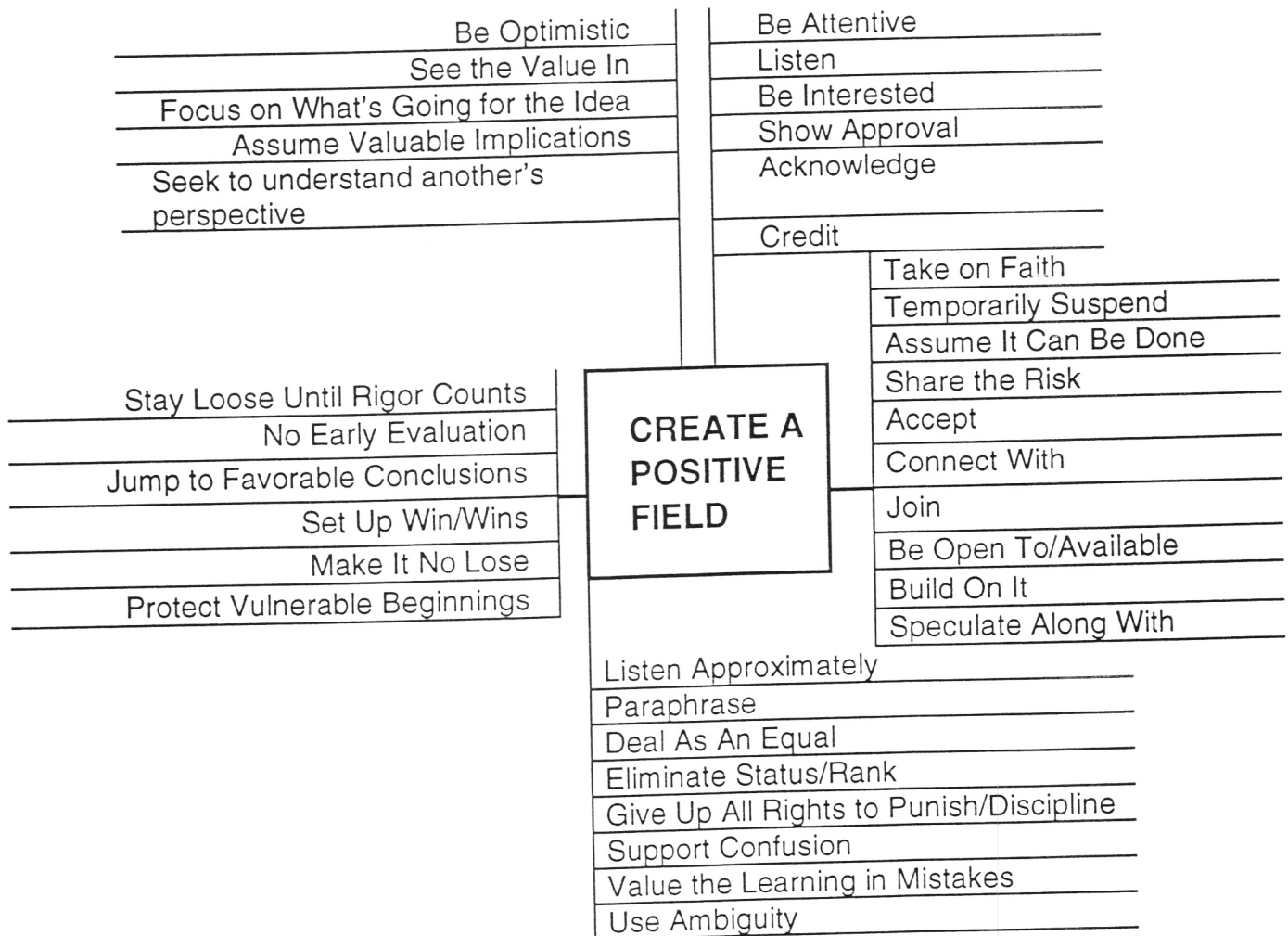
1. The exercise is to work in pairs in the roles of Boss A with Employee C and Boss B with a different Employee C. Each Boss will assign a task to their respective employee.
2. Using charts of actions (see following page) that create positive and negative fields as a guide, Person A uses the positive list (Power Sharing) and plays Boss A. Person B uses the negative list (Power Over) and plays Boss B. Persons C play the employee (one for each Boss).
3. Boss A uses the positive field list as a supervisor's guide.
4. Boss B gives his/her a task using the toxic field list as a supervisor's guide.
5. In both roles playing the boss' aim is to help the employee. Develop both an understanding and ownership for a task.
6. Debrief: The C's talk about the impact of each of these approaches on him/her. Next, Bosses A and B talk about what it felt like to generate their respective positive and negative fields.
7. What can we learn from this exercise?



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Power Sharing

Clues for Reading Fields

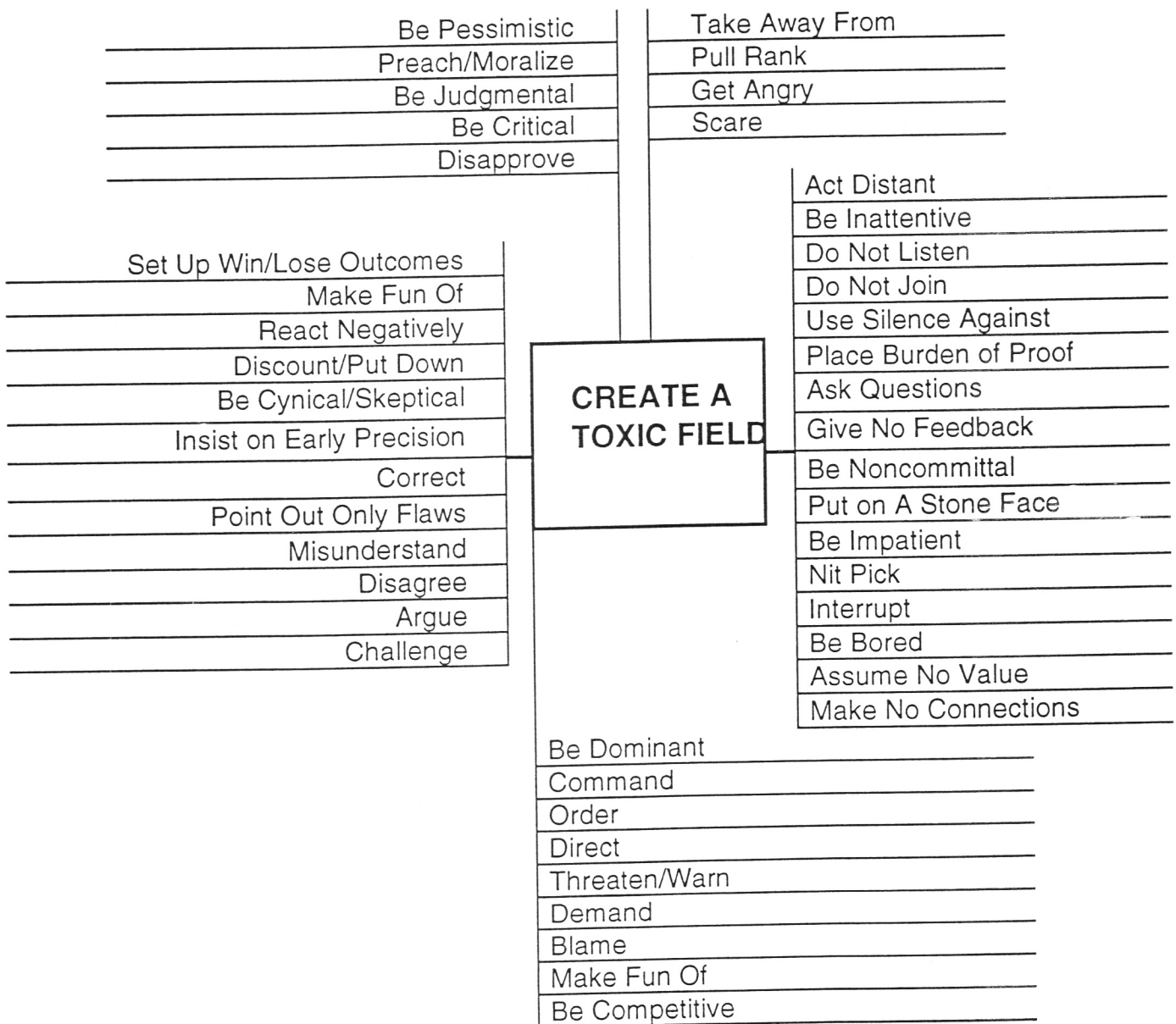




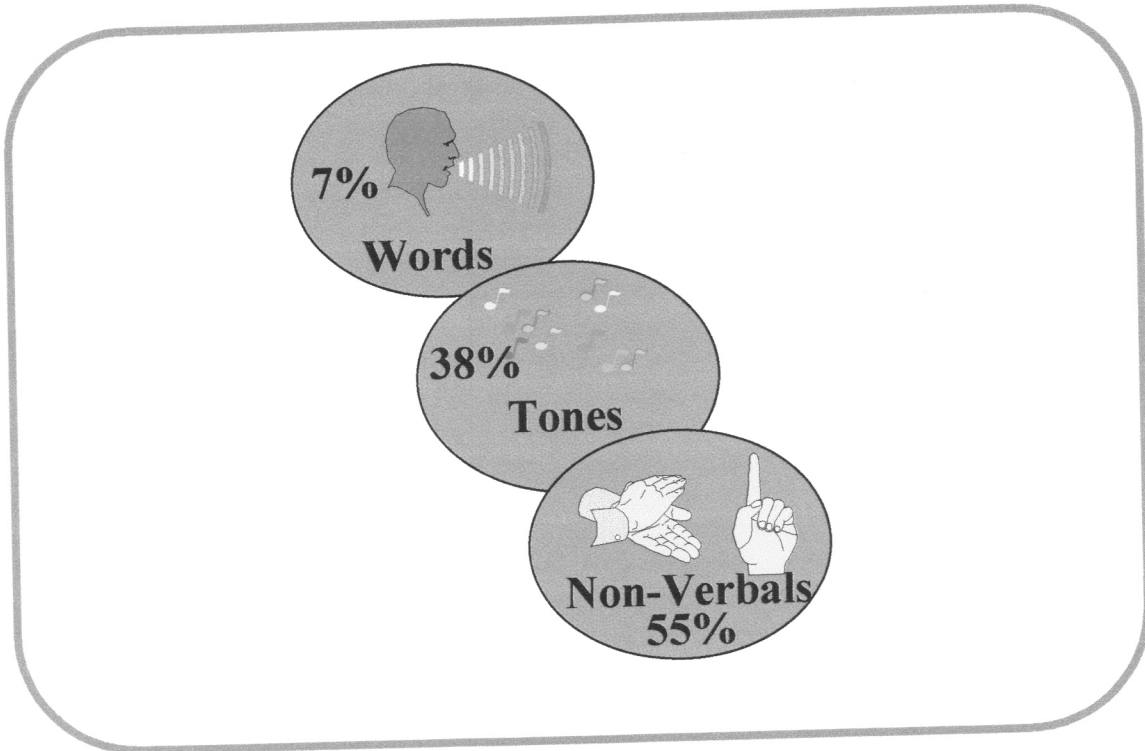
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Power Over

Clues for Reading Fields



Fields (continued)



Albert Mehrabian, an American psychologist concluded from one study, that *in situations of mixed messages, the channels of communication which can have a direct and indirect effect on the climate and outcome of meetings.*

Practice: Work with a partner on one of the groupings from the following list of discounts (add your own favorites). How would you reframe some of these?

Reframing Discounts to Create A Positive Field for Accomplishment

Lead off with authentic acknowledgement of what the other person has said.

Discounts

Possible Ways to Reframe

That makes sense, but

That makes sense, and

Better than that

A build on that is
In addition to that

I've heard that before.

That reminds me of

Be serious will you?

A way I look at that is

No, no, Absolutely not.
You're plain wrong.

That is an interesting way to look at that.

Let me challenge that.
I disagree with you.

Let me see if I can pin you
down on that.

Can you help clarify that for me

I question that.
The trouble with that is
Wrong.

I see your point and I like ...
A concern I have with that is how to

Not where I come from.
I have a problem with that.
Not to contradict you, but...
That's not what I think.
I don't know about that.
I happen to know something
about this

What makes you think that
is true?

How are you thinking on that?

Let me play devil's advocate.

I'd like to see if we're going to get
blind-sided (Do an IR?)

That certainly is one way of looking at it;
I see it differently

Reframing Discounts to Create A Positive Field for Accomplishment

(Continued)

Discounts

Possible Ways to Reframe

That is against my principles.

My value system steers me in another direction.

How do you know?

Can you prove it?

That's not the way we do things around here.

Where did you hear that?

I've told you before.

You don't get it, do you?

I'm having trouble with that.

I don't mean to criticize you, but

That is totally unacceptable.

Oh, I thought you were going to say something else.

You have to just trust me on this.

I don't think you understand.

That is not negotiable.

That creates as many problems as it solves.

You can't argue with success.

Phhiff --- managers (insert any category of people whose behavior disgusts you.)

Put it in writing and send it up.

You've only been here four months;
I've been here 15 years.

We'll get back to that.

Explain why that's the right way.

Didn't I tell you I wanted it this way?

Sorry, we can't do that.

It's out of our control.

That's not rocket science.

We need something more explicit.

Here we go again.

Let me explain to you.

Reframing Discounts to Create A Positive Field for Accomplishment

(Continued)

Discounts

Possible Ways to Reframe

Wait just a minute.

Let's table that until later in the meeting.

Let's take that one off line.

Wait, Bob, wait. Have you really thought about this?

Let me finish my point.

That's against company policy.

Top management will never buy off on that.

That's not within our area of responsibility.

It won't fly in our industry.

We're already moving the other way on that.

Leave it with me; I'll work on it.

Put it down on one sheet of paper.

I don't want to argue with you (and abruptly moves on to another subject)

I don't understand (making you repeat yourself for the third time)

NOT.

Interrupts and finishes your sentence.

Takes awkwardly long pauses but cuts you off if you start to say something.

Continues working but says, "I'm listening".

Walks away while you are talking, forcing you to follow.

I'm absolutely convinced of this (referring to her own point).

No need to say it - I already know what you're going to say.

Fields (continued)

Shifting to Positive Fields

Internal signal of a negative field is anxiety or self-punishment.
External signal of negative field is anxiety, conflict, or other punishment/desert.

Here is our current thinking about some options for methods to shift from a negative field towards a more positive field:

Natural reactions – may or may not be conscious:

1. Just react with emotion (flight or fight)
2. Freeze; do nothing.

Actions I might take to impact my internal field:

1. Calm myself
 - Do a Freeze Frame (see following pages).
 - Employ the Callahan Technique (see following pages).

Actions I might take to impact the external field:

1. Do credit - acknowledge, assuming positive intent (see following pages).
2. Use Self-Awareness process to help shift other people:

Self-Awareness Process (see following pages):

Referring to myself, describe:

- a. The issue as I see it;
 - b. What I observed (sensed – heard, saw, smelled, tasted, touched);
 - c. My feelings (mad, sad, glad, scared, etc.)
 - d. My thoughts, (beliefs, ideas, opinions, expectations, conclusions);
 - e. My wish(es) and intentions;
 - f. The action I'll do.
3. Try a Coaching approach (with authentic words, tones, and non-verbals)
 4. Use humor

Please share your ideas for shifting towards positive fields.

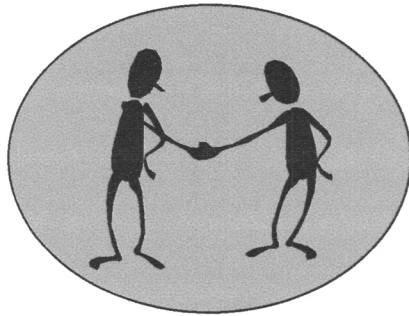
Fields (continued)

FreezeFrame© Process^{xvi}

1. Recognize your stress
2. FreezeFrame:
 - Call a time-out.
 - Step back; push the “pause” button.
 - Quiet down.
3. Focus on your heart and hold your focus for 20-30 seconds.
 - The act of focusing causes energy to go to your heart and brings focus and harmony to organize electricity in your body.
4. Activate a sincere heart feeling.
 - Activate a feeling (while keeping your focus on your heart) like care, appreciation, someone/thing that makes you feel good. Activating the feeling helps us move to harmony, to shift perceptions.
5. Find a more efficient response.
 - Ask yourself: What is a more effective response to this?

Fields (continued)

Credit-Acknowledge



Credit another person's thinking, and acknowledge your hearing/understanding of it.

Examples:

"What you said about _____ gave me another idea."

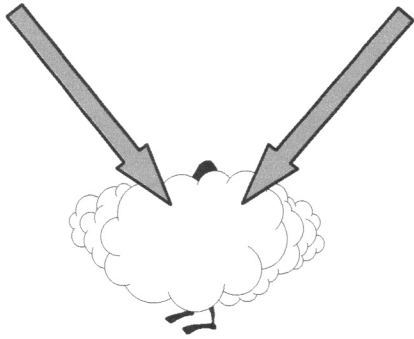
"When you talked about _____ it made me think of _____."

Synectics® Coaching Process

Key Elements of Synectics Coaching

Open-Ended Q's

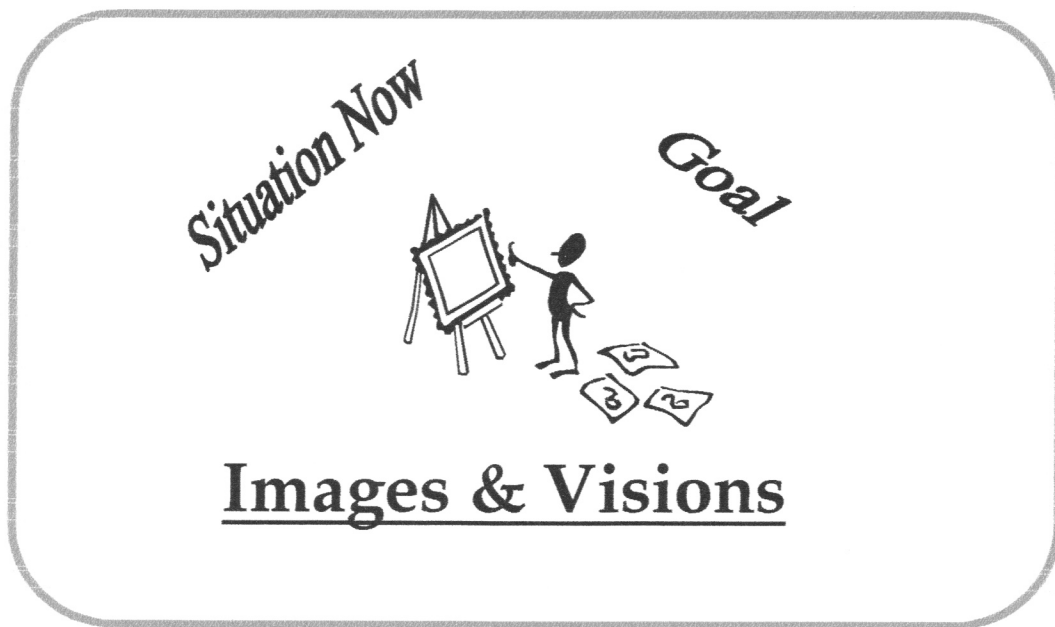
Non-Judgmental Paraphrasing

A diagram consisting of two grey arrows pointing downwards towards a central cloud-like shape. The cloud is composed of many small, overlapping circles, giving it a textured, fluffy appearance. The entire diagram is enclosed within a rounded rectangular border.

Awareness

- Open Ended Questions and Non-judgmental Paraphrasing (Q&P) are the backbone of coaching.
- Q&P
 - Raises awareness
 - Helps to clarify thinking
 - Helps build the image to develop the vision
 - Builds commitment and ownership

Key Elements of Synectics Coaching (continued)



- Clear images raise awareness;
- Visions provide support for day-to-day, minute-to-minute activities and decisions.
- Even when our goal is not clear, it is valuable to imagine how we will be feeling when the goal is realized.

"Each of us has about a billion different ways of being, reacting, interacting, and living. These 'procedures' are stored in my subconscious mind as options. Problem is that often I make split decisions on how to handle a given happening. I do not take time nor do I consciously remember to consider all of my possible options and their consequences. I often act on impulse. When I have a complete vision of how I want the outcome to make me feel, my subconscious mind uses that information as a guide in helping me select how I want to act to increase the probability of making real that outcome. It changes my choices of the minute particulars of my behavior - the nitty gritty of my becoming."^{xvii}

"A clear mental picture has astonishing impact on progress toward a goal. one picture maybe better than another, *but a picture is so much better than no picture at all.* Without the picture, one person's work in the moment may be disconnected from the work of others and from the future goal."^{xviii}

Key Elements of Synectics Coaching (continued)



Ownership

- We most own what we self-determine.
- Our connections, our ways of doing things most truly are ours.

"I've learned as the leader of my organizations that my job is not to solve other people's problems, but to create the circumstances where they want to own the responsibility for their performance."^{xix}

"Since the person doing that job is the expert in that job, he or she should be the one who makes the decision about how the work can best be done."^{xx}

"Great performance is driven by the passionate desire that he or she alone be responsible for his or her performance."^{xxi}

The Synectics Coaching Process

↑ RAISE AWARENESS
Open-ended Questions and Non-judgmental Paraphrasing (Q&P)
↓

1. Get permission to coach; find out what the person wants to work on.
2. Through Q&P, ask the person to describe his or her current situation.
3. Through Q&P, ask the person to describe what the goal looks like. Help the person develop a rich, detailed vision. Also find out how important and challenging the goal is to the person.
4. Ask person to set the situation Now and Goal respectively on a scale (reality check).
5. Through Q&P, help the person create his/her own alternative ideas of how he/she might reach the goal.
6. Ask next steps and what will be progress checks along the way.

The Synectics® Coaching Process

1. Permission and Subject. Ask permission to engage the coaching process. Find out what your partner wants to work on.

What is most useful for you – Are you asking for information, want to do some problem-solving together, or would you like some coaching? What do you want to work on (achieve) [specific]?
2. Now. Through Q&P, ask your partner to describe his or her image of the current situation.

What's happening now? What are the issues you are experiencing? How are you feeling about the situation? How are others responding to you./the work /the situation?
3. Goal, Vision, Importance. Through Q&P, ask your partner to describe what the goal looks like. Find out how important and challenging the goal is to your partner. Help the person develop a rich, detailed vision.

What does your goal look like? What do you want to achieve? Do you have a metaphor for this goal? What is happening when it is achieved? How are you feeling about this achievement? What are you saying? What are others saying (doing)? What values does this outcome have for you? What would be a key word for you about this goal?
4. Reality Scale. Ask your partner to set the situation now and the goal respectively on a scale (reality check). Note: This step in the process may come before #3 above.

Is there some way of measuring what you want to achieve? On a scale of 1-10, where would place yourself today? Where would you place your goal?
5. Alternative *How To's*. Help your partner relax. Through Q&P, help your partner create his/her own alternative ideas how he/she might reach the goal.

What might you do? What ideas do you have about how to reach this goal? What is preventing you from reaching your target? What is some of our beginning thinking on this? Are there any major barriers to reaching the goal? If you knew the right decision, what would it be? If you were to act "as if," how would you perform? How would you say it (make it happen) [role play if appropriate]? Are there other resources you might call upon? Have you even had a similar situation or goal? Do you have other experiences that might apply here?
6. Next Steps and Progress Checks. Ask next steps and what will be progress steps along the way.

So what are your next steps [specifics]? Where will you begin? How will you know you are making progress towards your goal? How will you measure your progress for yourself?

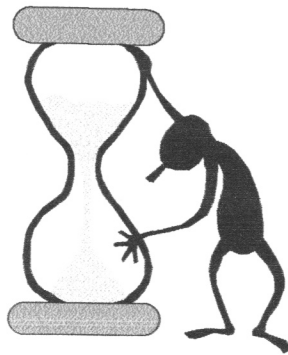
SAMPLE COACHING QUESTIONS

- What are you doing currently?
- What specific behaviors do you show?
- How does it feel now (specifics)?
- What is your goal?
- What value does that outcome have for you?
- What do you want to achieve (outcome)?
- Tell me about how the goal is important and challenging for you.
- What would it look like if you achieved it?
- Assuming you knew how to do that what would your goal look like?
- If you were to break this down into smaller pieces, what would they be, where would you begin?
- Is there some way of measuring what you want to achieve? (Where do you want to fall on a scale of 1 to 10?)
- How would you be acting?
- What is preventing you from reaching your goal (or improving your performance)?
- What goal would you like to set for this session (where on scale)?
- What things can you do differently to work toward your target?
- What will be different about you, others, the way you are operating?
- How will people be responding to you?
- How do you think you might go about it?
- What are some of the things you might do?
- If you knew the right decision, what would it be?
- If you were to act "as if" you had reached your goal, how would you perform?
- How would you say it, make it happen (role play, if appropriate)?
- How will you know you are making progress toward your goal?
- What are your success criteria?
- What would be your (next) steps? Specifics
- How will you measure progress toward your goal?
- What would you do to insure these next steps happen?
- Is there anything you need to help you toward your goal?
- If you were to summarize your goal, your plans, in a single sentence (headline), what would you say?

Synectics Coaching (continued)

POINT OF FOCUS:

"He who would do good to another must do it in minute particulars; general good is the plea of the scoundrel, hypocrite, and flatterer; for art and science cannot exist but in minutely organized particulars." William Blake



Awareness of Reality and Results

"We are worried about the outcome when we should be totally concerned with what NOW is telling us." George Prince

"God is in the details." Who said this?

"The devil is in the details." Who said this?

"The universe will take care of the details." Barb Crist

"Valuing the differences is the essence of synergy - the mental, the emotional, the psychological differences between people. And the key to valuing those differences is to realize that all people see the world, not as it is, but as they are."^{xxii}

Types of Questions

There are several types of questions for information:

Open Questions

Open questions cannot be answered yes or no. They may start with words like "who", "what", "why", "when", "where", "how", but most valuably, they start: "Tell me about...", or "I'd like to hear what you think/feel about..."

Open questions are useful for gathering information.

Closed Questions

Closed questions can be answered yes or no. They start with words like "do you", "did you", "have you", "is it", "are you".

Closed questions are useful for establishing facts.

Leading Questions

Leading questions contain the answer in the question, for example "you do like cheese don't you?"

Leading questions are useful for persuading someone to do something and should be used with care.

Limiting Questions

Limiting questions give the other person a choice and use phrases like: "Do you prefer...?" or "would you like...or?"

Limiting questions are useful for helping someone to make up their mind.

Prompt Questions

Usually a follow-up question or prompt phrase (sometimes two or more) is useful in getting to the core of their thoughts and feelings. Something like:

- "Tell me some more about that"
- "...uh huh...", an encouraging sound which leads them to say more

Types of Questions (continued)

- Silence is also a very powerful prompt for more information.
- "Tell me what you're thinking about."
- "What else?"

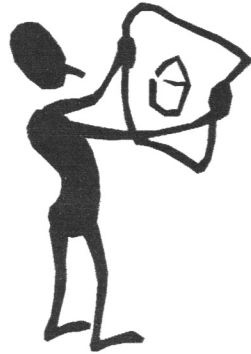
Questioning Skills Exercise

Pair up. Both write a 3-course menu and keep it secret from the other.

1. "A" has to find out "B's" menu using Closed Questions only.
 - Swap roles and repeat.
 - Debrief.
2. Each creates a new menu. This time "A" may use all 5 types of questions to find out "B's" menu.
 - Swap roles
 - Debrief

Synectics Coaching (continued)

POINT OF FOCUS



Clear Goals

“A vivid imagination compels the whole body to obey it.”

Aristotle

“Human civilization is driven forward by notions too general for existing language.”

Alfred North Whitehead

“Your word is your wand.”

Miriam Gannon

“We are more in need of a vision or destination and a compass (as set of principles or directions) and less in need of a road map. We often don't know what the terrain ahead will be like or what we will need to go through it; much will depend on our judgment at the time. But an inner compass will always give us direction.”^{xxiii}

“You cannot give another person a vision of their future - you can only help them find their own.”^{xxiv}

“Although visualization can be used to increase the probability of success, it does not guarantee success.”^{xxv}

“You cannot change or control any other individual's actions (unless you intend to do so by coercion or force).”^{xxvi}

“Speed is useful only if you are running in the right direction.” Joel Arthur Barker

Synectics Coaching (continued)

“David McClelland, a Harvard psychologist, has studied achievement for many years. His research determined that the highest achievers in our society set moderate goals. Being the highest achievers probably means that they have high aims, but that they use moderate goals to manage their performance day to day.”

The Power of Metaphor

Metaphors can be useful in coaching – especially when your partner struggles to create a clear image of his/her goal (or even the current situation). Try asking your partner for a metaphor for his or her goal, e.g. “What animal would represent your goal?”

You may also find metaphors useful when your partner needs to articulate the steps to the goal, e.g. “What animal might represent step one,... step two...”

It is also useful to sometimes ask the person to take on, or act out what that metaphor (in this example, animal) looks like. And, if the person developed a metaphorized image of each step and the goal, ask the person to physically move from one pose to another, reaching the goal.

Metaphors give people handles, or triggers, for organizing their thinking and action.

Role Playing

Role playing is very useful when your partner is considering alternative means to his/her goal. Ask your partner to try it out with you to explore how it might fit or be said.

Rehearsing is a powerful way for people to develop their thinking, create images, and build confidence.

Synectics Coaching (continued)

Practice

Objectives:

1. Help another person to create a rich, clear image of his/her goal (rather than how they will do it).
2. Focus on the outcome, the goal, rather than how it will be accomplished.

Step 1 – Work in pairs. Ask your partner to describe a goal he/she has. (Use (B) from Pre-work.)

Step 2 – Find out how the goal is important and/or challenging for the other person.

Step 3 – Through open-ended questions and paraphrasing, help the other person to create a vivid image and describe what will be happening when it is realized or achieved. (If your partner is not clear on the goal itself, find out how your partner will be feeling when it achieved.)

Step 4 – Ask the person to create a summary statement, or headline of their goal. Ask person to create a trigger word or icon for their goal.

Step 5 – Reverse roles.

Synectics Coaching (continued)

POINT OF FOCUS

The Door of Discovery

Some tasks require or benefit from instruction

Some tasks are all discovery

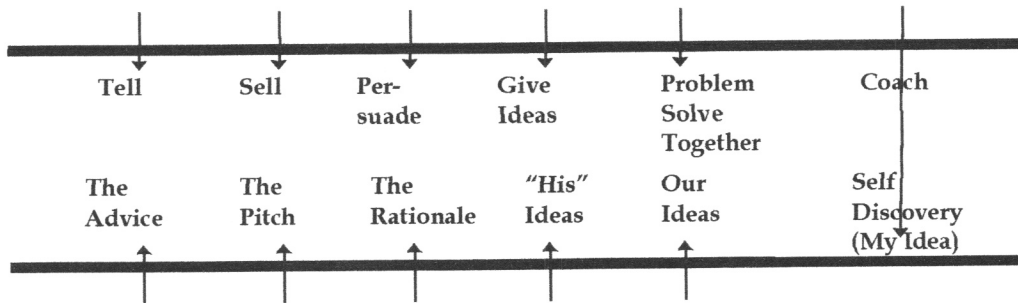
Instruction

Discovery

Ownership

"AHA" versus "Unhuh"

A Spectrum of Options for Raising Awareness:



Other Person's Perception

Synectics Coaching (continued)

"Yet real listening seems so hard. Why? The transition from talker to listener is a paradigm shift. The shift from being understood to understanding another is a shift from wanting our way to giving another person her way. Listening is hard because we have to step from the role of partner, helper, facilitator, empower, and witness." ^{xxvii}

"...Then I offered him my own judgments about the quality of his vision and explained my ideas about how to write a vision statement. When I talked to him later, he thanked me for the conversation and said his revised vision statement was much improved. I graciously accepted his thanks, with a comment about the power of the ideas I had discussed with him. He said it wasn't the ideas that had helped him, but my listening and asking questions. That had helped him clarify his purpose and what he wanted to say. He didn't remember the suggestions I had made." ^{xxviii}

"Listening has the potential to change you. If you listen carefully, you may learn you are wrong...If we truly understand another point of view, we understand the person's struggle, difficulty, and suffering. We may change our minds. We may change how we view that person. If you have to always be correct, real listening is impossible. To really hear is to change both listener and speaker." ^{xxix}

"What you discover on your own is always more exciting than what someone else discovers for you – it's like the difference between romantic love and an arranged marriage. Terrance Rafferty (GQ)

Reflective Exercise:

- *What goals are imposed upon you?*
- *Where do you impose goals?*

Synerctics Coaching (continued)

Some Ideas About Ownership

- People need to clearly understand the challenge and the objectives of each task in which they are involved.
- Managers, supervisors, etc., may get between the task and the person responsible for carrying out the task (micro-management).
- The dividing line for ownership is a very thin one, and ownership can very easily transfer from one person to another.
- Our assumptions around people may lead us to remove the most important part of any task – the challenge. This can happen with the best of intentions. Removing the challenge is a great disservice.
- Once people know the task and the objectives, they will find their own way to get it done, and often with an energy and commitment far in excess of any we can create.
- Figuring out how we want to do things is one of the ways we make meaning in our lives.

"No amount of sophistication is going to allay the fact that all your knowledge is about the past and all your decisions are about the future." Ian E. Wilson

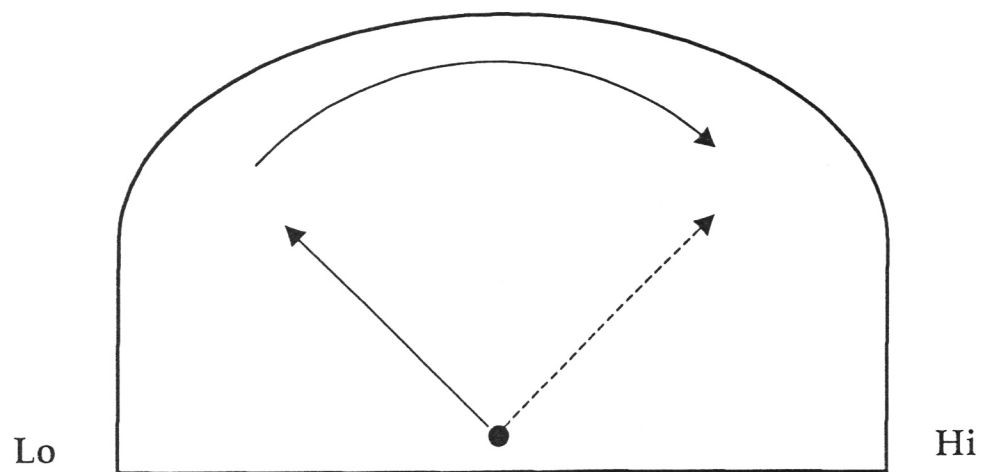
"Most people are usually doing the best they can. Everything people do is being done out of their own experience. That's useful for me to remember when I'm encouraging somebody else to grow. If I *advise* somebody else, I have to remember that I am advising out of my own experience and telling a method that I have found useful. When I tell what I think is the very best way to handle something, however, I *may* miss what is happening to you. If I am too intent on telling you *my* experience, or too intent on doing what I think best, I may miss what you are telling me about your experience and your best way."^{xxx}

Synecotics Coaching (continued)

" 'Flattery, advice, criticism, and motivation rob workers of their freedom and ignore the essential emotional current that runs through encounters between manager and subordinate,' Naylor says. 'Nine times out of ten that emotional current is a red Molotov cocktail of anger and fear, grounded in feeling as subjugation.'"^{xxxix}

"We are most deeply asleep at the switch when we fancy we can control any switches at all."
Annie Dillard

"What is right is often forgotten by what is convenient." Bodie Thoene



Brain Activity Meter

SYNECTICS TRUST FORMULA

$$\text{Trust} = f \left(\frac{\text{Expertise} + \text{Quality of Communication}}{\text{Risk}} \right)$$

The Trust Scale

Hi Level	1. It's your decision, no input needed from me.
↑	2. It's your decision with my input.
↕	3. It's our decision.
↓	4. It's my decision with your input.
Lo Level	5. It's my decision with no input from you.
	6. No decision.

- A lower trust level does not necessarily mean a person has failed to achieve high expertise or quality communication. It often implies that risk in the situation has simply reached a higher level than expected.
- How might the Trust Formula apply to trust in oneself?

"Trust is the foundation from which we begin to value more fully the creative possibilities of human diversity and conflict."^{xxxii}

"In order to uphold trust, we must make certain we're engaged in dialogues that exchange meaning - which is, in truth, shared in different ways."^{xxxiii}

"The more I trust myself and others, and my environment, the more creative and effective I will likely be, and the more chances I'll have to be successful. Studies suggest that chronic mistrust, and accompanying feelings of hostility, may even damage the human heart and can lead to a fatal heart attack..."

Synerctics Coaching (continued)

Self-coach Exercise:

Where are You Now?

Using the scale below, mark where you are in integrating coaching into your day-to-day activities.

The Coaching Spectrum



Where Would You Like to Be?

Now, mark where you'd like to be.

Imagine yourself with your (son, daughter, spouse) and there is a problem. How would you have handled it your old way? How might you handle it now? Or -- focus on someone at work.

Partner up with others who you are comfortable with. Discuss specific things you might do to move yourself along the spectrum. How might you partner to help each other?

101 Ways to Cope with Stress

Get Up Earlier • Prepare Ahead • Avoid Tight Clothes • Avoid Chemical Aids • Set Appointments • Write It Down • Practice Preventative Maintenance • Make Duplicate Keys • Say “No” More Often • Set Priorities • Avoid Negative People • Use Time Wisely • Simplify Meals • Copy Important Papers • Anticipate Needs • Make Repairs • Get Help With Jobs You Dislike • Break Down Large Tasks • Look at Problems as Challenges • Look at Challenges Differently • Unclutter Your life • Smile • Prepare for Rain • Tickle a Baby • Pet a Dog/Cat • Don’t Know All the Answers • Look for the Silver Lining • Say Something Nice • Teach a Kid to Fly a Kite • Walk in the Rain • Schedule Play Time • Take a Bubble Bath • Be Aware of Your Decisions • Believe in Yourself • Stop Talking Negatively • Visualize Winning • Develop a Sense of Humor • Stop Thinking Tomorrow Will Be Better • Have Goals • Dance a Jig • Say Hello to a Stranger • Ask a Friend for a Hug • Look at the Stars • Breathe Slowly • Whistle a Tune • Read a Poem • Listen to a Symphony • Watch a Ballet • Read a Story • Do Something New • Stop a Bad Habit • Buy a Flower • Smell the Flower • Find Support • Find a “Vent-Partner” • Do It Today • Be Optimistic • Put Safety First • Do Things in Moderation • Note Your Appearance • Strive for Excellence, not Perfection • Stretch Your Limits • Enjoy Art • Hum a Jingle • Maintain Your Weight • Plant a Tree • Feed the Birds • Practice Grace • Stretch • Have a Plan “B” • Doodle • Learn a Joke • Know Your Feelings • Meet your Needs • Know Your Limits • Say Have a Good Day in Pig Latin • Throw a Paper Airplane • Exercise • Learn a New Song • Get to Work Earlier • Clean a Closet • Plan With a Child • Go on a Picnic • Drive a Different Route to Work • Leave Work Early • Put Air Freshener in Your Car • Watch a Movie and Eat Popcorn • Write a Far Away Friend • Scream at a Ball Game • Eat a Meal by Candlelight • Recognize the Importance of Unconditional Love • Remember Stress is an Attitude • Keep a Journal • Share a Monster Smile • Remember Your Options • Build a Support Network • Quit Trying to Fix Others • Get Enough Sleep • Talk Less and Listen More • Praise Others •

P.S. Relax, take each day at a time...You have the rest of your life to live.

From the Charter Hospital of Indianapolis, 1996

Itemized Response for Synectics Coaching Workshop

Name (optional): _____ Date: _____

Please use the space below for an itemized response. Your feedback provides the information we need to increase the effectiveness and quality of future programs.

+	-
What you Found Useful/Helpful	Your Concerns and How to's...

Comments: _____

What would you tell others about this workshop? _____

May we attribute your quote? Yes No

Please use reverse side and/or additional sheets if necessary.

Endnotes

- ⁱ Margaret Wheatley, *Leadership and the New Science: Learning About Organization from an Orderly Universe*. Berrett-Koehler Publishers, Inc. 1992
- ⁱⁱ Ibid
- ⁱⁱⁱ Joseph Jaworski, *Synchronicity: The Inner Path of Leadership*. Berrett-Koehler Publishers, Inc., 1996, p. 66.
- ^{iv} Robert K. Cooper, Ph.D., and Ayman Sawaf, *Executive EQ*. Grosset/Putnam, 1996, p.201.
- ^v Aubrey C. Daniels, *Bringing Out The Best in People*. McGraw-Hill, 1994.
- ^{vi} Ibid, p. 118
- ^{vii} George M. Prince, MindFree® Group, Inc., Bulletin, Weston, MA, 1/5/95.
- ^{viii} Cooper and Sawaf, Op Cit.
- ^{ix} Ibid
- ^x Ibid
- ^{xi} Ibid
- ^{xii} Wheatley, Op Cit.
- ^{xiii} Ibid
- ^{xiv} Ibid
- ^{xv} Cooper and Sawaf, Op Cit, p. 51.
- ^{xvi} FreezeFrame©, HeartMath®, Planetary Publications, Boulder Creek, CA 95006, 1-800-372-3100; www.planetarypub.com.
- ^{xvii} George M. Prince, E-Mail, August 1997.
- ^{xviii} Richard L. Daft and Robert H. Lengel, *Fusion Leadership*. Berrett-Koehler Publishers, Inc., 1998
- ^{xix} Op Cit, p. 58.
- ^{xx} Ibid, p. 63.
- ^{xxi} Ibid
- ^{xxii} Stephen R. Covey, *Daily Reflections for Highly Effective People*. Simon & Schuster, New York, 1994.
- ^{xxiii} Covey, Op Cit
- ^{xxiv} Lisa L. Osen, *Visioning for Success*. AeviVision, De Pere, Wisconsin, 1997, p. 109
- ^{xxv} Ibid, p. 6
- ^{xxvi} Ibid, p. 17
- ^{xxvii} Daft & Lengel, Op Cit
- ^{xxviii} Ibid, p. 136
- ^{xxix} Ibid, p. 138
- ^{xxx} Kaleel Jamison, *The Nibble Theory and the Kernel of Power*, Paulist Press, 1984, p. 33
- ^{xxxi} "Escape From the Red Zone", Op Cit
- ^{xxxii} Cooper and Sawaf, Op Cit, p. 99
- ^{xxxiii} Ibid, p. 98

**FULL
SPECTRUM
THINKING**

Task Headline and Analysis Preparation Form

- A. Task Headline (A one sentence statement that reflects what you want to work on. To give the discussion an action orientation, it's recommended you start the statement with words such as "Devise ways to ...", "Develop a strategy for ...", "Generate alternatives for ...", etc.)

Your headline: _____

- B. Analysis (Provide enough information to get the group going, including the items shown below. Ideally, the entire Analysis takes no more than 3 - 4 minutes.)

1. *Why does the topic represent a problem or opportunity?* (Make a note of key words as reminders of what you want to say about this item.)

2. Provide a brief history of the problem/opportunity. _____

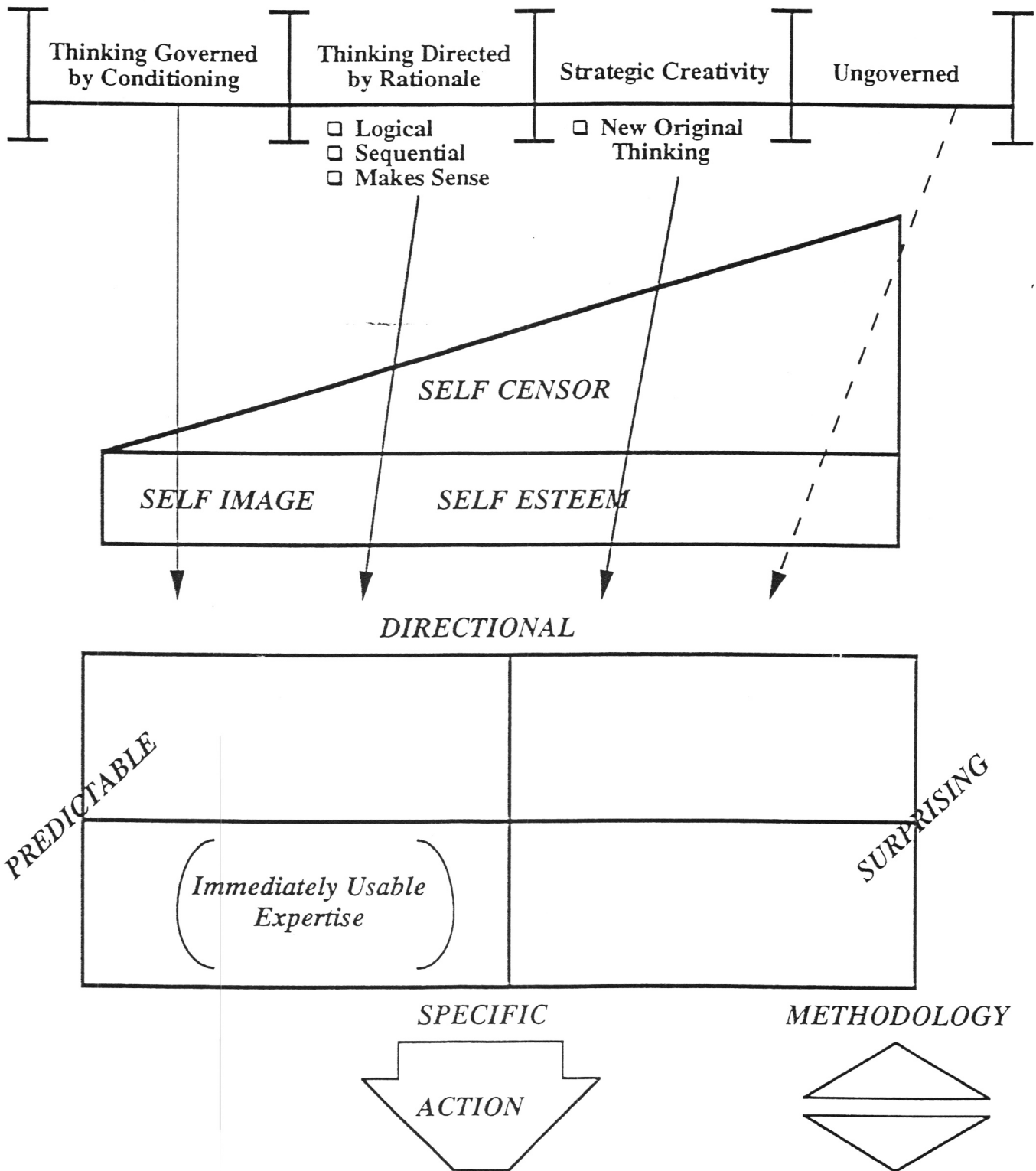
3. *Why is this your Clientship?* (What's your role or stake in this problem area? Check one or more):

Decision Maker Implementor
 Other (explain) _____

4. *What have you already thought of or tried?* (This is to keep the group from reinventing the wheel for you AND to give examples of what you are and are *not* looking for.)

5. *How best can the group be of help?* (For example, do you want help putting together one or two well-developed alternatives or several beginning but novel approaches, etc.)

Framework for Creative Thinking and Problem Solving



In & Out Listening

1

Full concentration on what the speaker is saying happens over a surprisingly short amount of time.

2

Day Dreaming
Disagreeing

TUNING OUT

Imaging

Rehearsing a Rebuttal

Agreeing

Tuning out is filled with a lot of mental activity.

3

Listening Enough to Paraphrase

Make Key Notes to Develop Both Practical Goals and Speculative Wishes

We can create new possibilities by combining what is heard with what the listener thinks about.

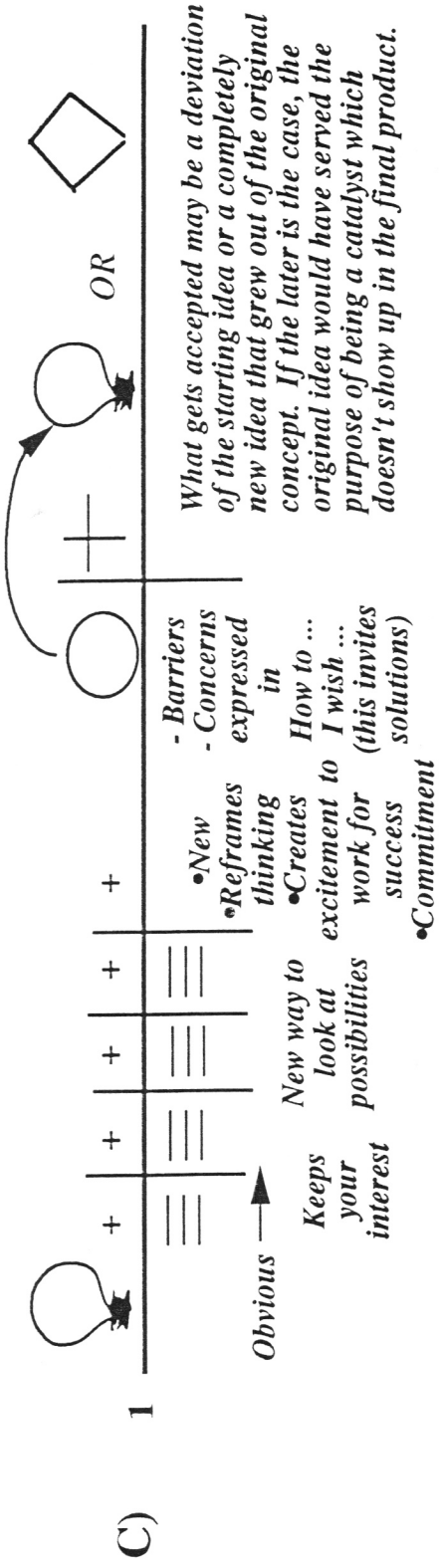
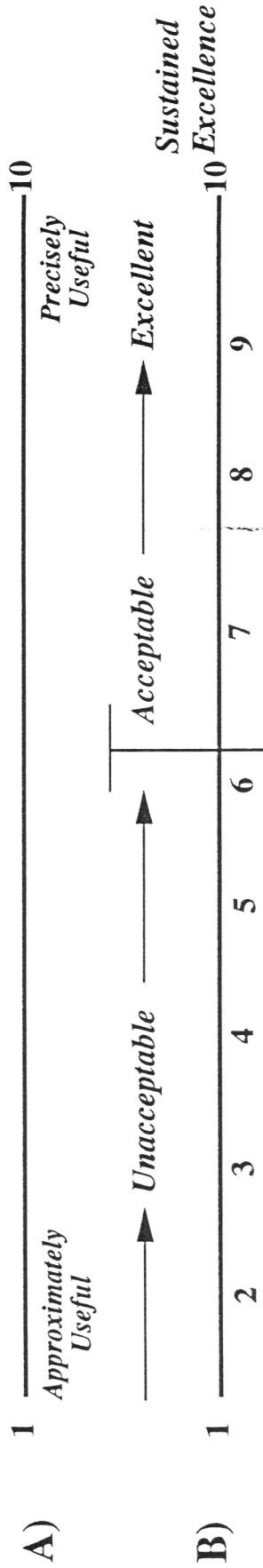
Program Flow

This process can be a repeating occurrence and become a skill.

```

    graph LR
      Presenter --> Listener
      Listener --> Expertise
      Listener --> Speculation
      Expertise --> Goals
      Speculation --> Wishes
      Goals --> Springboards
      Wishes --> Springboards
      Springboards --> BEGINNING_IDEAS[BEGINNING IDEAS]
  
```

ITEMIZED RESPONSE



D) This concept is called Developmental Thinking.

E) This procedure is called Itemized Response.

A SPECIFIC MODEL FOR PRACTICING OPEN-MINDEDNESS

In the context of developing better ways to get a job done, you can practice open-mindedness by putting together some of the techniques you were introduced to earlier in a three-step sequence, as follows:

- First, paraphrase your understanding of the idea or suggestion until the other person agrees that you've fully understood what they are proposing.
- Second, explore its possibilities by using the Itemized Response (or I.R.) — that is:
 - Look first for the specific useful or plus aspects of the suggestion (stretch for "one more" in doing so, especially when your first reaction to the suggestion is negative).
 - Convert its drawbacks into "how to's" that invite development.
- Third, develop the suggestion — i.e., build on or modify it to make it more useful.

Note: In developing a suggestion, it's important not to take it too literally — that is, not to fix its meaning too precisely. Instead, take it to mean approximately what was suggested. This makes it easier for you to change and modify the suggestion to make it more usable. You need to fix the meaning relatively precisely only after the suggestion has been developed past the threshold of acceptability and you're ready to make the implementation decisions.

SYNECTICS® OPEN-MINDEDNESS FLOW CHART

Client	Resource
1. Give a headline of your problem/opportunity.	As you listen, try to get a feeling for the Client's wishes and concerns in the matter. In the interest of time, <i>do not ask for further clarification</i> unless absolutely necessary. (Do, however, make sure the Client includes all the items in Step 2, under background.)
2. Provide a brief (2-3 minute) background, including: <ul style="list-style-type: none"> • Why it is a problem/opportunity? • Brief history. • What is your clientship/ownership? • What you've already tried/though of? • What would you ideally want from this meeting? 	
3. Get set to fully understand the suggestions you'll be offered.	Take a moment to think of a suggestion that you feel is <i>novel</i> , i.e., it represents, as far as you know, a departure from the Client's present way of doing things. Offer a suggestion to the Client.
4. Paraphrase - summarize your understanding of Resource's suggestion until Resource agrees you have fully understood it.	If necessary, restate parts of your idea that the Client left out or misunderstood.
5. Give an Itemized Response; <i>first</i> 3 "plusses" (potential advantages, useful implications of the suggestion), <i>then</i> , key concerns in order of importance and in "how to" form.	Resist the temptation to "help out" the Client by suggesting plusses for your suggestion; you may offer both plusses and concerns <i>after</i> the Client has completed the Itemized Response.
6. Build together - that is, think of ways to add to/modify the suggestion to overcome any concerns the Client may have (take concerns <i>one at a time</i> , in order of importance to the Client.)	
7. Stop when the suggestion becomes a Possible Solution for the Client - that is, it might solve a piece (or pieces) of the problem and also has: <ul style="list-style-type: none"> • An element of newness (for the Client); • enough feasibility so the Client feels it has a chance of working; • enough commitment to take a next step. 	
8. If time remains, generate additional Possible Solutions (repeat Steps 3-7 above).	

SYNECTICS® ONE-ON-ONE VERSION OF THE PROBLEM-SOLVING SEQUENCE

Client	Resource
1. Give Task Headline. 2. Analysis - provide a brief background including: <ul style="list-style-type: none"> ■ Why a problem/opportunity? ■ What's a brief history? ■ Why your clientship? ■ What you've already tried or thought of? ■ What ideally, would you like from this meeting? 	a. As you listen to the Task Headline, convert Client's Analysis into Springboards and make a note of them. b. Make sure the Client covers all points of the Analysis. c. Avoid the tendency to ask unnecessary questions.
3. a. If necessary, paraphrase Resource's Springboards to ensure you understand them. b. Make a note of any Springboards that are triggered in your mind as you're listening to Resource's list. c. Read your Springboards out loud.	a. Take a moment to finish noting Springboards and then read them out loud. b. Ask Client to add to the list.
4. Select a Springboard (or a combination of 2-3) to work on further. State selection(s) in your own words and say why chosen.	
5. State where the selection needs further work, such as Ways and Means to accomplish. If you have ideas, share them.	Suggest ideas or ways (Ways and Means) to accomplish the Client's selection.
6. State the Emerging Idea incorporating selected ways to accomplish it.	
7. Do an Itemized Response: <ul style="list-style-type: none"> a. List at least 3 plusses (potential advantages, useful implications of the idea). b. State key concern(s) in "how to" form in order of importance. c. Build together - that is, think of ways to add to/modify the idea to overcome any concerns the Client may have (take concerns one at a time, in order of importance to the Client). 	You may offer your plusses and concerns after the Client has stated his or hers.
8. Stop when the idea becomes a Possible Solution.	

OPTIONS FOR THE ONE-ON-ONE EXERCISE

Listed below are some options for conducting the One-on-One Exercise. Please feel free to "mix and match" elements of the options outlined below, or introduce other variations you feel would better simulate "back home" conditions.

A. Process Variation Options

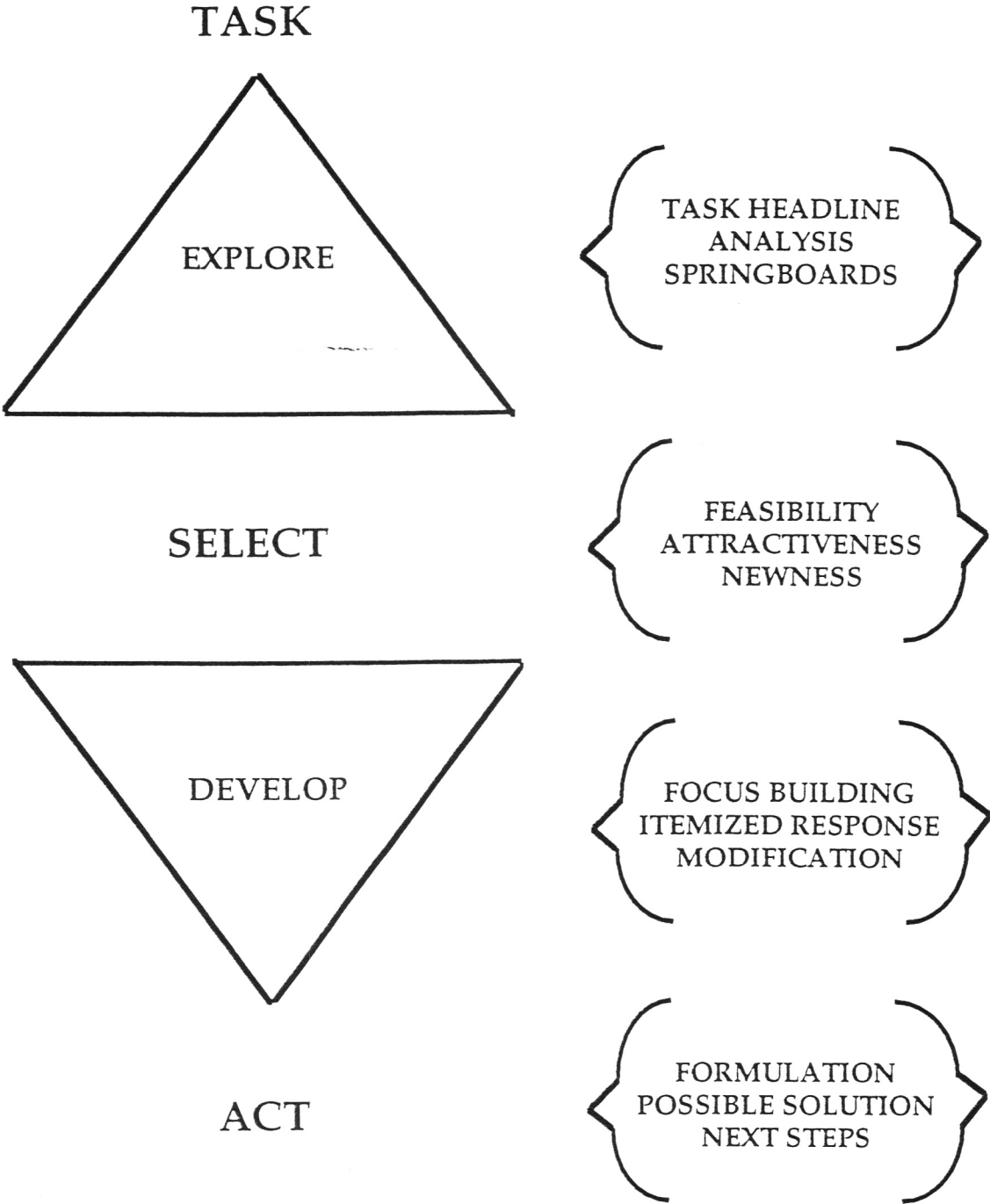
1. Use the standard Problem-solving Sequence (see opposite page for One-on-One version), but make the process less visible by minimizing the use of "jargon" (e.g., instead of the Resource talking about the Client's "Springboards," say something like: "One of the things we might work on is how to cut development time; I also wish we could find some way to..." etc.).
2. For an ongoing problem that you're both familiar with, you can skip the Analysis and Springboard steps and go directly from step 1 to soliciting suggestions (step 5).
3. Work on a problem for which you're both Clients.

B. Role Play Options

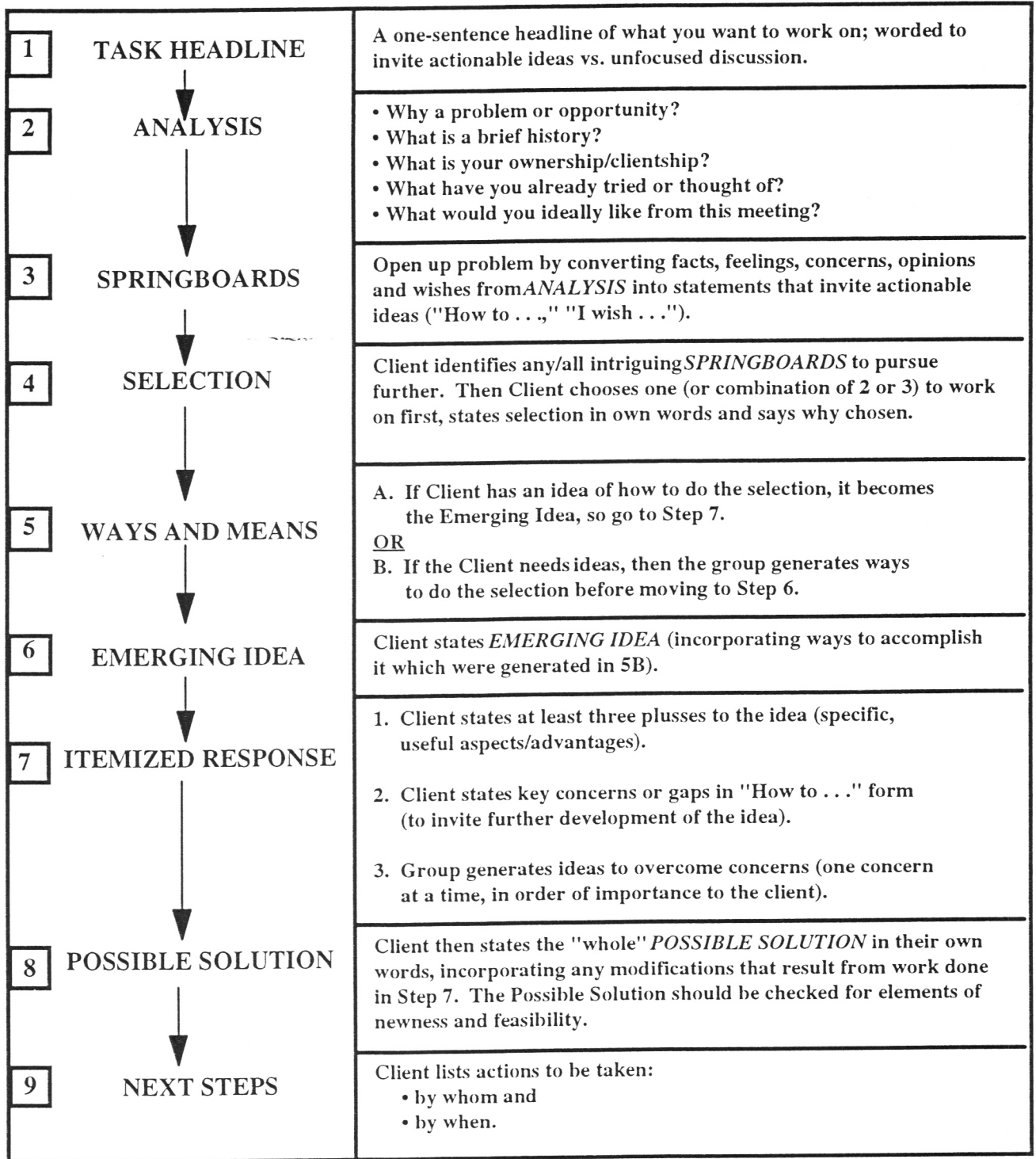
1. Ask the other person to act as if he or she was not familiar with the techniques and procedures introduced in the course; in this option, you have a further choice of two variations:
 - You use whatever techniques/procedures you feel are appropriate but without saying anything about them.
 - Try to get the other person to use some of the process (this allows you to practice explaining the process elements and "making a case" for their use).
2. Ask the other person to role-play a customer or "real-life client." Again, you have the further choice of the two variations described above.
3. Simulate a discussion on the telephone by sitting back to back (or, if extension phones are available, conduct the session on them).

Note: As the subject of your discussion, you can use a fresh topic or use a Springboard form a previous session as your Task Headline.

Creative Thinking Flow Chart



Synectics® Problem-Solving Flow Chart

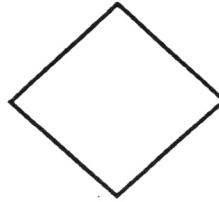


**Quick Process Overview for Idea
Generation/Problem-Solving Meetings**
(Back Home Applications Resource)

I. PROCESS DIAGRAM

-- exploring

-- developing



II. GROUND RULES

- a. Speak for easy listening – headline your thoughts
- b. Use note pads for managing the meeting in your mind
- c. Listen for connections, not to destroy or find flaws in ideas
- d. Suspend judgment; look for value in the idea and what would be better
- e. Fantasize, imagine, daydream to increase the amount of material from which you can draw ideas
- f. Speak for yourself and let others do the same
- g. Stay loose until rigor counts

III. ROLES AND RESPONSIBILITIES

- Client
- Resources
- Facilitator

IV. SPRINGBOARDS

- Wishes, How To
- To increase speculative thinking, give permission to think beyond “your price range”

Worlds (Excursion Aid)

These "worlds" can provide raw material when taking a mental excursion from the problem or opportunity.

Biology	Crafts	Economics
Tribal Customs	Archaeology	Dwellings
Sports	Medicine	Physics
Fashion	Science Fiction	Minerals
War	Computers	Woodworking
History	Models	Chemistry
Myths	Agriculture	Mathematics
Plants	Time and Space	Electricity
Philosophy	Noise	Astronomy
Theater	Acoustics	Machines
Education	Finance	Rocks
Animals	Health	Metalwork
Politics	Crime	Oceans
Racing	Farming	Geology
Espionage	Nursing	Architecture
Comedy	Clothes	Weather
Art	Shopping	Bridges
Movies	Painting	Aeronautics
Exploration	Sculpture	Astrophysics
Parenting	Music	Buildings
Magic	Smells	Transportation
Romance	Vacations	Textiles
Religion	Celebrations	Decoration
Fund-raising	Dinner Parties	Law
Cooking	Cosmetics	Journalism
Games	Folklore	Media
Gardening	Space Travel	International Relations
Imitations	Travel	Psychology
Money		