

Coaches' Toolkit

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Coaches' Toolkit

Ten Fatal Leadership Flaws

Jack Zenger and Joseph Folkman

AgileCoachingCards.com/10-fatal-flaws

- Lacks of energy and enthusiasm
- Accepts own mediocre performance
- Lacks clear vision and direction
- Has poor judgment
- Doesn't collaborate
- Doesn't walk the talk
- Resists new ideas
- Doesn't learn from mistakes
- Lacks interpersonal skills
- Fails to develop others

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Coaches' Toolkit

Agile Coaching Competency framework

Michael K. Spayd and Lyssa Adkins

AgileCoachingCards.com/coaching-competency



Reference -- ACI's Framework at:
<http://www.agilecoachinginstitute.com/agile-coaching-resources/>

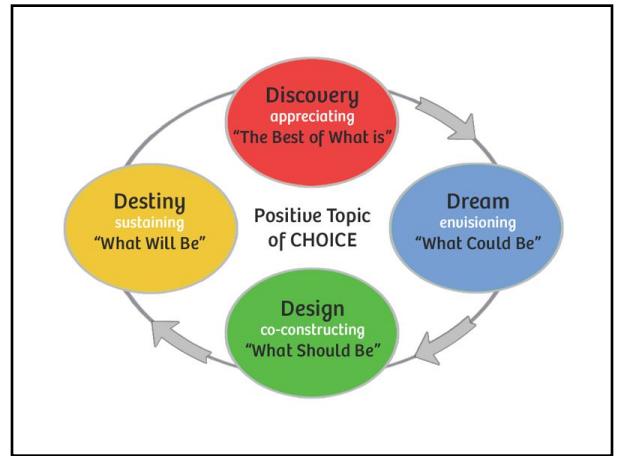


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Appreciative Inquiry "4-D" Cycle

David Cooperrider and Diana Whitney

AgileCoachingCards.com/appreciative-inquiry

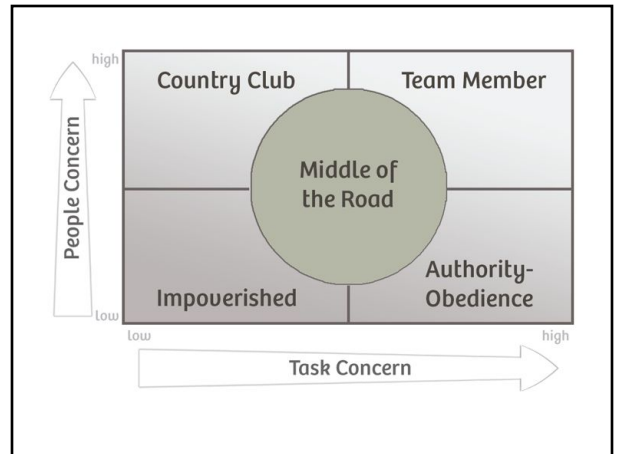


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Blake-Mouton Managerial Grid model

Robert R. Blake and Jane Mouton

AgileCoachingCards.com/managerial-grid



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Brook's Law

Frederick P. Brooks, Jr.

AgileCoachingCards.com/brooks-law

**"Adding manpower
to a late software project
makes it later"**

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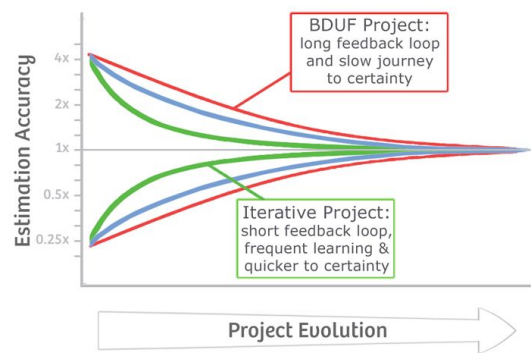
Bus-Length Communication Principle

"Managing the Flow of Technology" by TJ Allen

Communication between people drops off radically as soon as their distance from each other exceeds the length of a school bus (10m).

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Cone of Uncertainty



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Conway's law

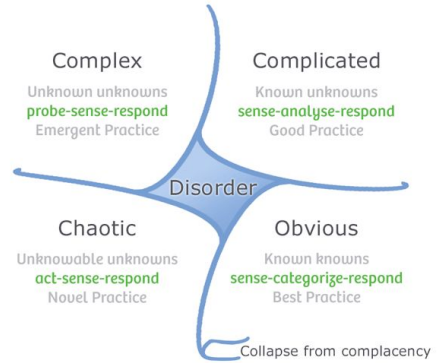
Melvin Conway

"organizations which design systems ... are constrained to produce designs which are copies of the communication structures of these organizations"

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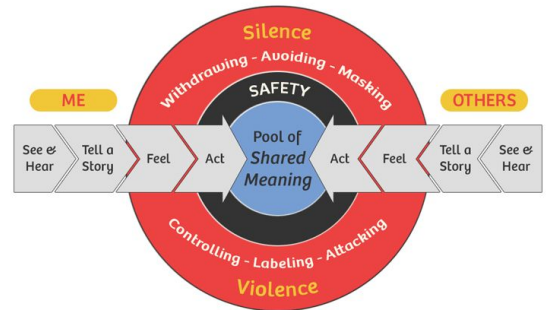
Cynefin Framework

Dave Snowden



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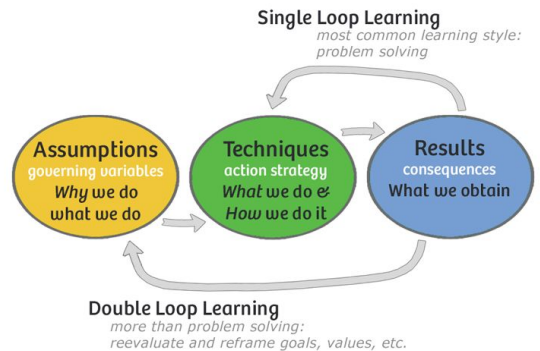
Dialogue Model from Crucial Conversations



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Double-Loop Learning

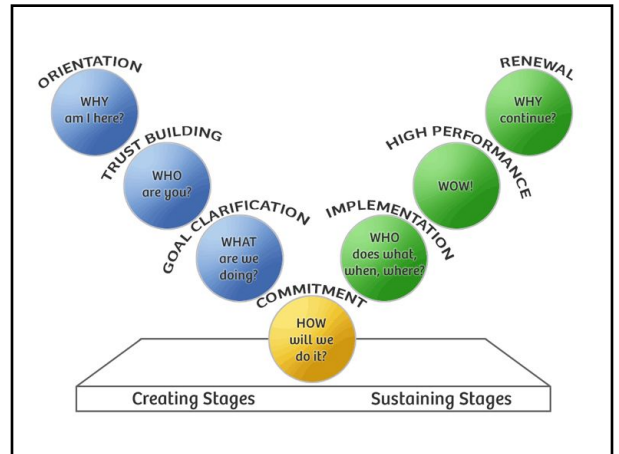
Chris Argyris



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Drexler/Sibbet Team Performance model

Allan Drexler and David Sibbet



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Dunbar's Law

Robin Dunbar

A suggested cognitive limit to the number of people with whom one can maintain stable social relationships - commonly cited as 150 connections.

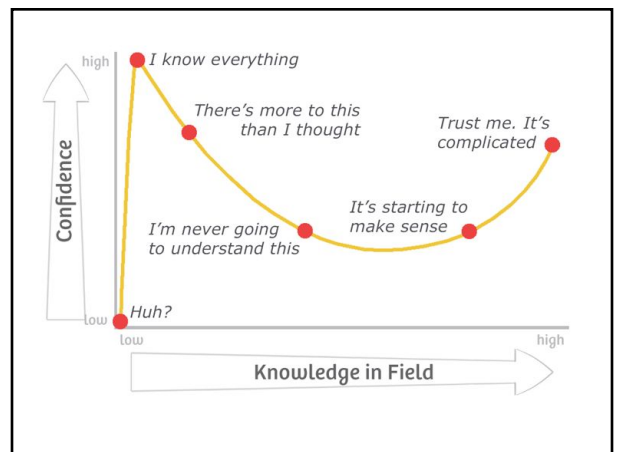
Also consider Metcalfe's law for expressing the number of possible cross-connections in a network.

$$n(n-1)/2$$

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Dunning-Kruger effect

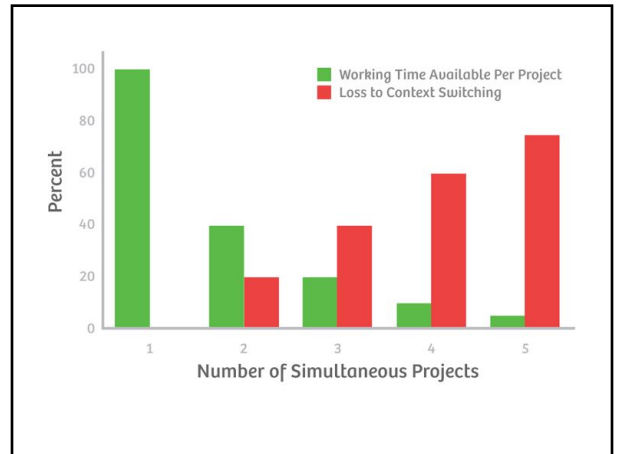
David Dunning and Justin Kruger



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Effects of Project Switching

Gerald Weinberg

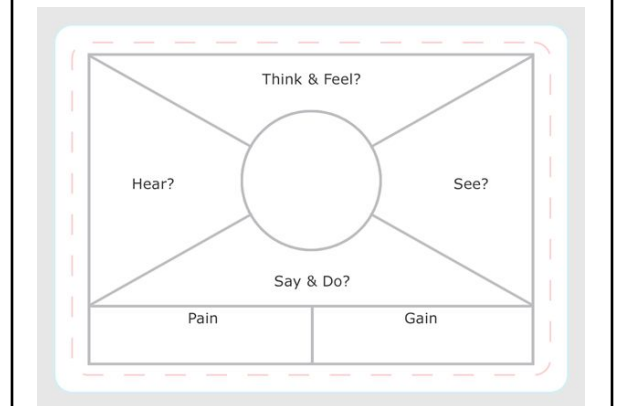


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Empathy Map

Dave Gray

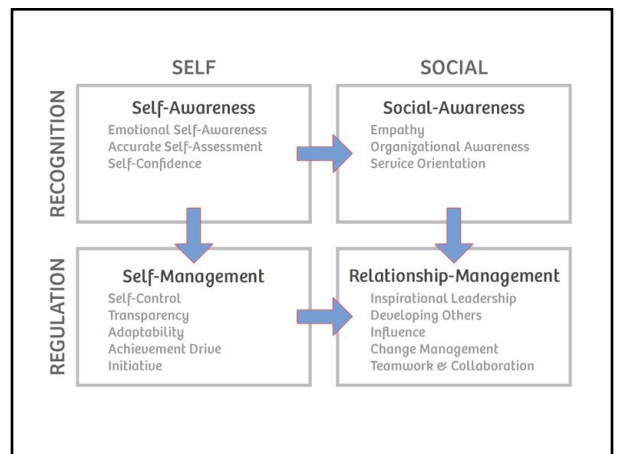
A collaborative tool teams can use to gain a deeper insight into their customers. Much like a user persona, an empathy map can represent a group of users, such as a customer segment.



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Emotional Intelligence

Daniel Goleman



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The Five Dysfunctions of a Team

Patrick Lencioni

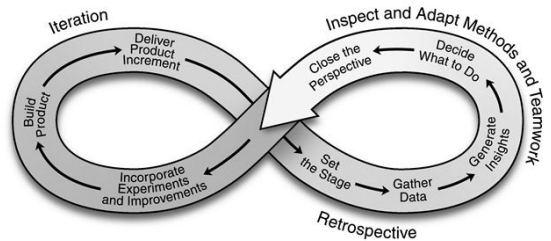


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Flexible FrameWork for Agile Retrospectives

Esther Derby and Diana Larsen

<http://www.futureworksconsulting.com/blog/2012/05/21/acting-on-actions/>

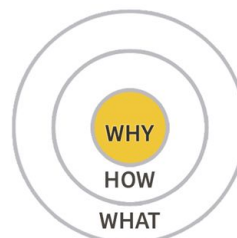


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The Golden Circle

Simon Sinek

Act, Think & Communicate - from the INSIDE OUT!



WHY - your Purpose

Your motivation. What do you Believe?

HOW - your Process

Specific actions taken to realize your WHY.

WHAT - your Result

What do you do? The result of WHY. Proof.

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Goodhart's law

Charles Goodhart

**“any observed regularity
will tend to collapse
once pressure is placed upon
it for control purposes”**

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Hawthorne effect

Elton Mayo

(aka Observer Effect)

**Subjects may change
their behavior
as a result of
being observed.**

Measuring effects the outcome;
as you increase visibility,
you increase performance.

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The Helpful Rule

Jerry Weinberg

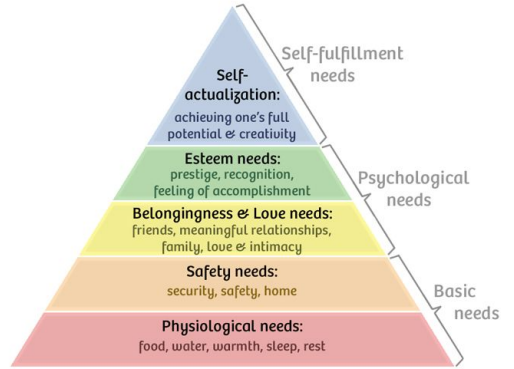
**No matter how much
it looks otherwise,
everyone is trying to help.**

Take responsibility
for the communication.
Make it clear that you too
are trying to help.

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Hierarchy of Needs

Abraham Maslow

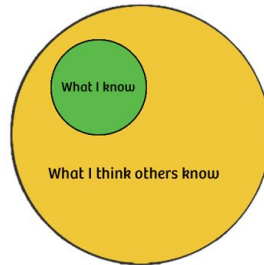


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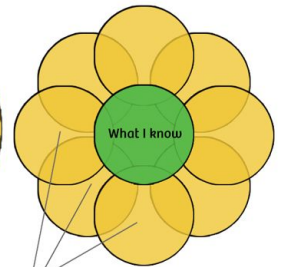
Imposter Syndrome

Pauline Clance and Suzanne Imes

Imposter Syndrome



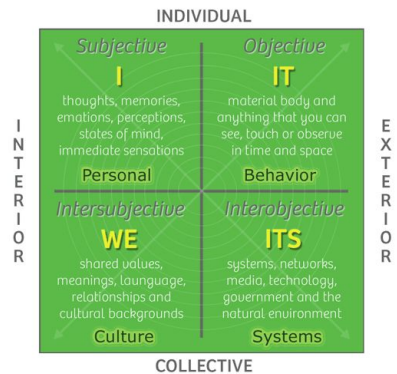
Reality



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Integral Theory

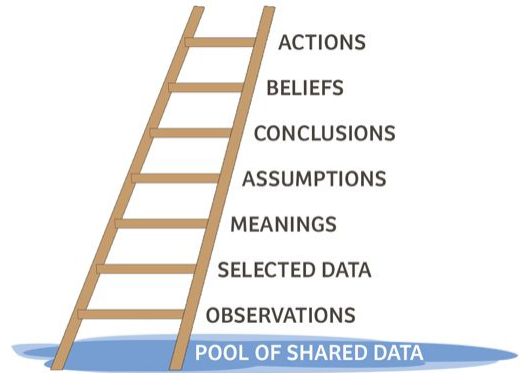
Ken Wilber



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Ladder of Inference

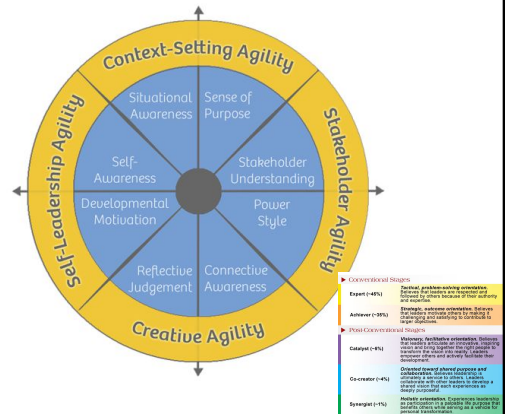
Chris Argyris & Donald Schön



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Leadership Agility

Bill Joiner & Stephen Jossey-bass



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Motivation 3.0

Daniel Pink
Drive

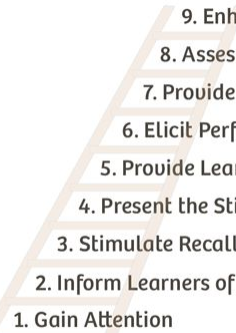
Moves the focus from a "reward - punishment" compliance approach to an engagement model.

- Autonomy** - having control over your work; managing your own time and making decisions on what you do and when
- Mastery** - being able to use and improve the skills that you enjoy
- Purpose** - making a difference; understanding that what you do has value

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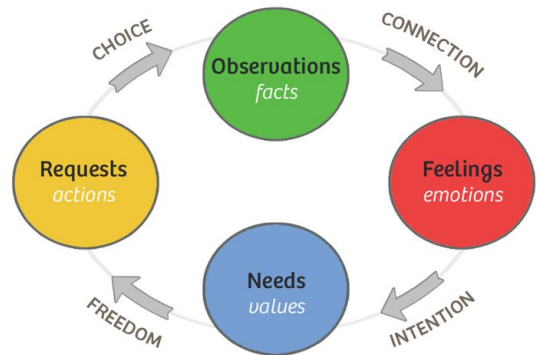
Nine Levels of Learning

Robert Gagne

- 
1. Gain Attention
 2. Inform Learners of the Objective
 3. Stimulate Recall of Prior Learning
 4. Present the Stimulus
 5. Provide Learning Guidance
 6. Elicit Performance
 7. Provide Feedback
 8. Assess Performance
 9. Enhance Retention & Transfer

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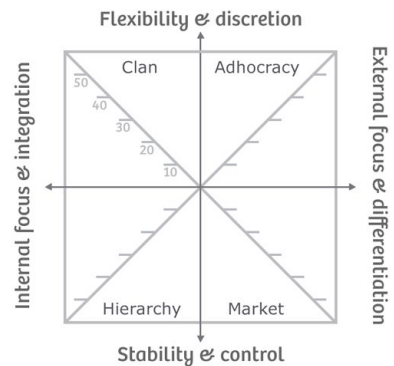
NVC (Nonviolent Communications)



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OCAI's Competing Values Framework

Organizational Culture Assessment Instrument
(Cameron and Quinn)
Quinn and Rorbaugh (1983)



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Coach's Toolkit

Prime Directive

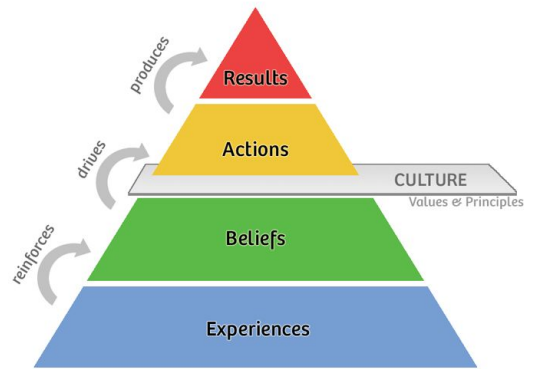
AgileCoachingCards.com

“Regardless of what we discover, we understand and truly believe that everyone did the best job they could, given what they knew at the time, their skills and abilities, the resources available, and the situation at hand.”

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Results Pyramid

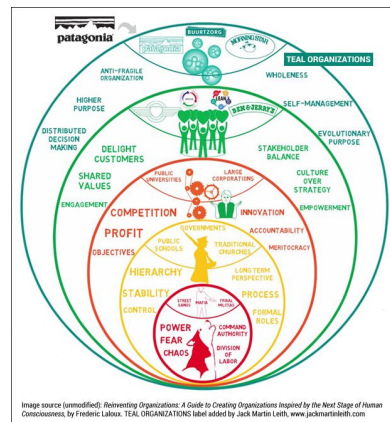
Arbinger Institute ??



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Reinventing Organizations

Frederic Laloux



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Rule of the 2nd Floor

Tim Ottinger

“Nobody 2 levels above or below you in the organization really understands what you do for a living.”

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Rule of Three

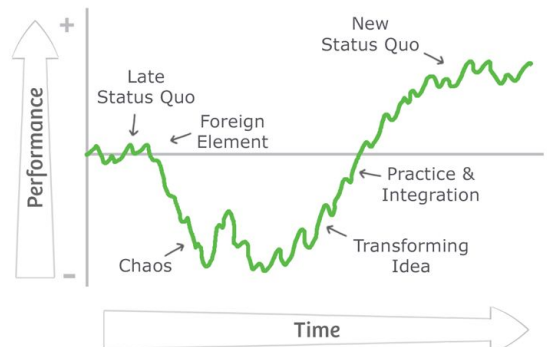
Jerry Weinberg

“If you haven’t thought of three possibilities, you haven’t thought enough.”

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Satir Change model

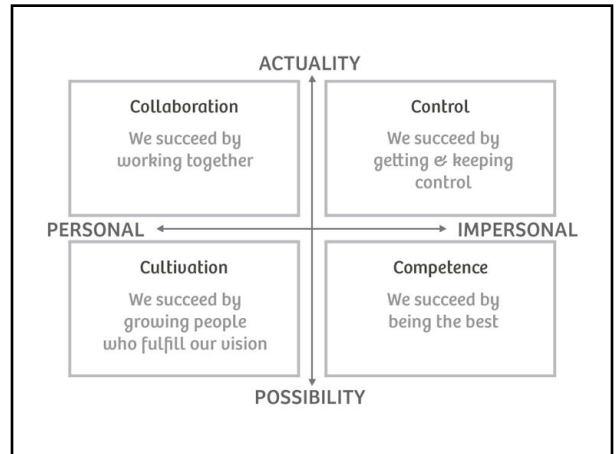
Virginia Satir



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Schneider Culture model

William Schneider



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Shu Ha Ri

"first learn, then detach, and finally transcend"

shu (守) "protect", "obey" — traditional wisdom — learning fundamentals, techniques, heuristics, proverbs

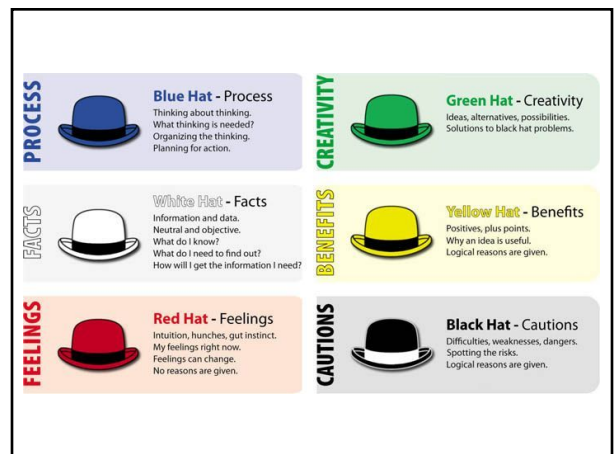
ha (破) "detach", "digress" — breaking with tradition — detachment from the illusions of self

ri (離) "leave", "separate" — transcendence — there are no techniques or proverbs, all moves are natural, becoming one with spirit alone without clinging to forms; transcending the physical

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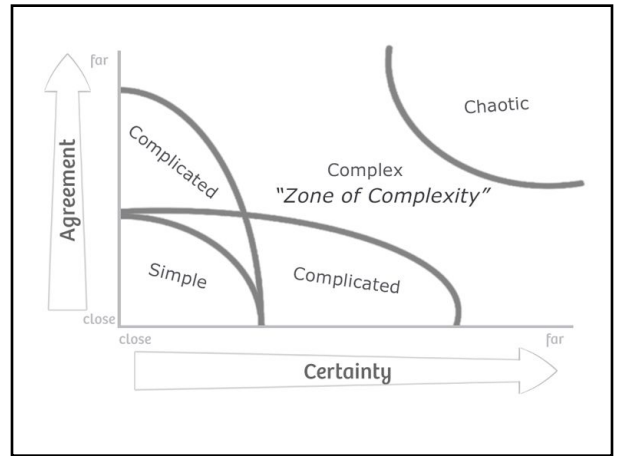
Six Thinking Hats

Edward de Bono



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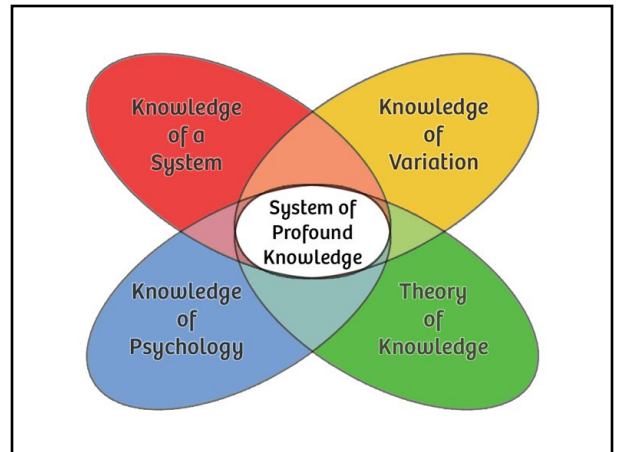
Stacey matrix



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System of Profound Knowledge

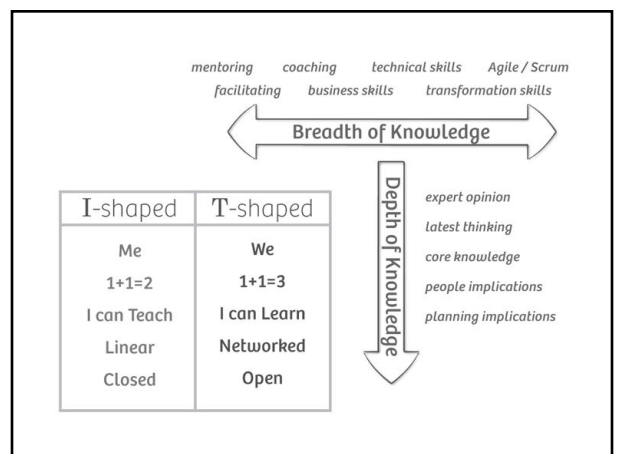
W. Edwards Deming



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T-shaped People/Skills

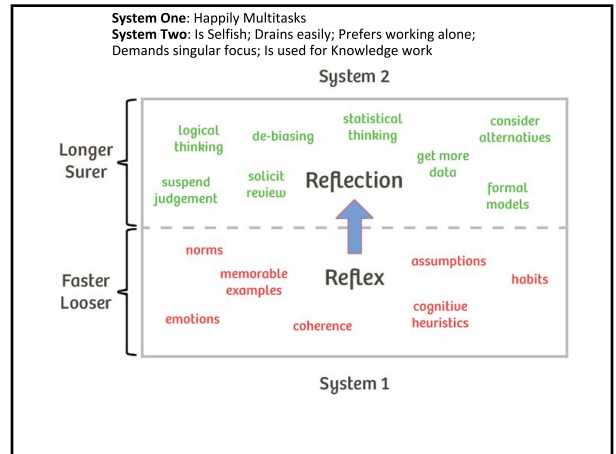
David Guest



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Thinking Fast and Slow

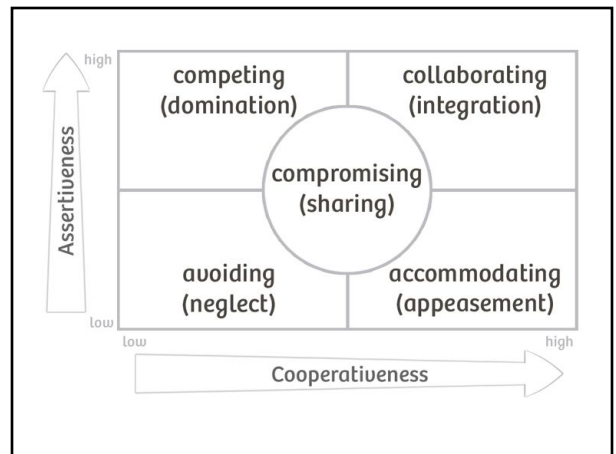
Daniel Kahneman



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Thomas-Kilmann Conflict Mode instrument

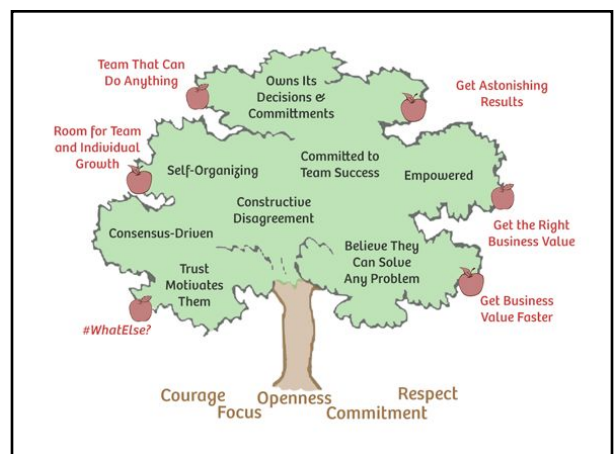
Kenneth W. Thomas and Ralph H. Kilmann



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Tree of Agile High Performance

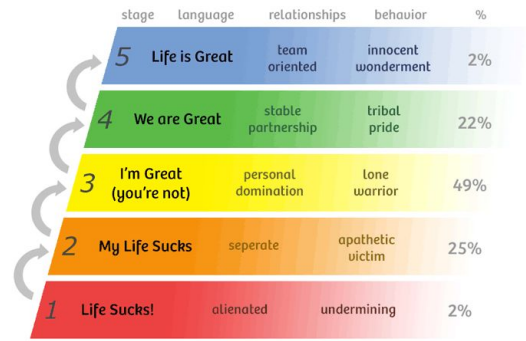
Lyssa Adkins



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Tribal Leadership - 5 levels

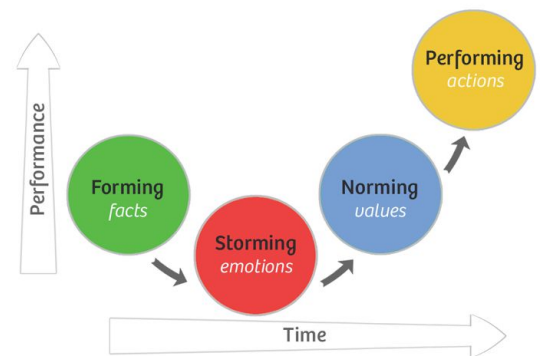
Dave Logan



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Tuckman model of group development

Bruce Tuckman



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types of power

French & Raven

- Coercive power** - the belief that a person can punish others for noncompliance.
- Reward power** - one person's ability to compensate another for compliance.
- Legitimate power** - belief that a person has the formal right to make demands, and to expect others to be compliant and obedient.
- Referent power** - a person's perceived attractiveness, worthiness and right to others' respect.
- Expert power** - based on a person's high levels of skill and knowledge.
- Informational power** - a person's ability to control the information that others need to accomplish something.

expertise does not have to be genuine - it is the perception of expertise that provides the power base.)

• **Informational power** (informational power is based on the potential to utilize information)

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Wisdom of Crowds

James Surowiecki

Three conditions necessary for the crowd to be wiser than the expert:

Diversity - different perspectives and experiences; information private to them

Independence - discreet, personal knowledge sources; not determined by others

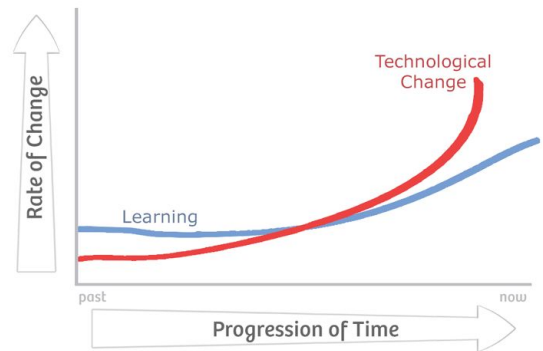
Decentralization - answers from specializations and local sources; not dictated from one channel

By aggregating private judgements, the crowd can create a collective decision.

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World after midnight

Eddie Obeng



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Zeigarnik effect

When we finish a task, we get closure and stop thinking about it.

When we don't finish tasks, we keep thinking about them.

We yearn for completion.