

THE COACHING LENSES

COMPASSION	
ASSUMPTIONS	QUESTIONS
<ul style="list-style-type: none">• Compassion is the ability to suspend judgment of ourselves and others, appreciating that each of us makes choices based on the information and skills that we have at any given time.• Compassion is a feeling of empathy for another living being. This feeling can motivate us to take action to alleviate suffering.• Compassion is our natural state. Sometimes conditions block us from feeling compassion but we can find our way back.• Compassion for another starts with compassion toward one's self.• Cultivating compassion requires us to keep our eyes and hearts open even though what we see and hear might break our hearts.• Gratitude, gentleness, and listening foster the development of compassion.• It is an act of compassion to hold a calm and grounded presence in the face of another's suffering.• If we pause and choose a response to a situation, we are more likely to feel compassionate.• We can use compassion to dismantle destructive beliefs and behaviors.• "Something that is worthwhile, wholesome and healthy exists in all of us." (Chogyam Trungpa)	<ul style="list-style-type: none">• How is someone else experiencing this situation? What are things like from their perspective?• How can we uncover the goodness and humanity in others despite their grief, anger and exhaustion, or despite our own?• How do we support others to discover their best qualities? (And are we remembering to do so?)• How do we create space for all voices to be truly heard? Whose voices are not being heard?• How do we help others explore the consequences of their actions and learn from them?• How do we foster listening that leads to greater compassion and empathy in our communities?• How do we find the entry points to transform grief, anger and exhaustion into compassion?• Where do we see people treating each other with kindness? How can we create more spaces where people treat each other with kindness?• How can we return to a state of compassion when we notice we are being triggered? How can we help others do this?• Where are the opportunities for compassion to transform people and communities within systems of oppression?

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INQUIRY	
ASSUMPTIONS	QUESTIONS
<ul style="list-style-type: none"> • The way we pose the question determines the nature of the answer. • The way we define the problem dictates how we define the solution. • The questions we ask are as important as the answers we find. • People can create their own knowledge and solutions. • Seemingly intractable problems can be addressed • If you own the question, you will take responsibility for the answer. • Evidence and data are critical to making informed decisions and judgments. • Multiple forms of data including authentic and qualitative measures produced by multiple constituencies are necessary for effective decision-making. • Knowledge is socially constructed. • We never know everything we need to know, but we need to act anyway. 	<ul style="list-style-type: none"> • Who is defining the problem? Whose question is this? • What data do we have on this problem? What problems do that data say we should address? • Is this a question I really care about? Who does care about this question? • From what perspective am I seeing this? What other perspectives would help me understand this? • How is this connected to other things?
CHANGE MANAGEMENT	
ASSUMPTIONS	QUESTIONS
<ul style="list-style-type: none"> • Beneficial change is possible. • Conditions and strategies can be manipulated to get the system to produce different outcomes. • Change can be studied, understood, and influenced • Analysis of conditions for change is necessary to effective implementation. • Certain conditions need to be present for successful change to occur: leadership, vision, skills, incentives, resources, a clear plan of action. • People need to have the will, skill, knowledge and capacity to change. • An organizational identity conflict can be a productive step toward change. 	<ul style="list-style-type: none"> • What are the conditions for change here? • What are the strengths that can be built on? What's working? • Where are the opportunities for leveraging change? What threats to change are present? • What is the vision people are working toward here? • What skills are required of people to achieve the vision? What knowledge is necessary? • Do people have the skills and knowledge necessary to implement change? • Does the will for change exist here? Where? • Who are the likely early adopters of a change initiative? • What incentives are in place for people to change? • What resources are available to support change?

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SYSTEMS THINKING

ASSUMPTIONS

QUESTIONS

- What we observe, whatever is happening in this moment, is exactly what is supposed to happen in the system as it is.
- Everything we observe is the result of a complex set of interactions.
- We must seek to understand these interactions in order to intervene effectively to change them. An understanding of system structure allows us to identify possible leverage points.
- Process and product are part of the same whole.
- Conflict and tension are necessary and natural.
- Complexity and diversity are good, healthy things
- All energy moves in cycles.
- We seek to understand the big picture.
- We must consider an issue fully and resist the urge to come to a quick conclusion.
- We must consider the short and long term consequences of an action.

- How is the current system designed to produce these results?
- How did this system generate the behavior we're seeing?
- Why did that happen?
- What happens when this happens? What happens when that happens?
- What are the relationships between things here?
- Where is the energy here? Where are the stuck points?
- If I do this here, what would happen over here?
- If I do this now, what will happen immediately? What will happen in the long term?
- What are the unintended consequences of a particular action?
- If we shift our perspective, what might we understand?

ADULT LEARNING

ASSUMPTIONS

QUESTIONS

- Problems of change are problems of learning.
- People can only be where they are; we have to meet adult learners where they are.
- Every human being is on a path from somewhere to somewhere and it is important to find out both where people have been and where they're going.
- We all enter the work of equity and justice from very different starting points.
- If you don't acknowledge progress, you lose people's trust.
- Our life experiences impact how we learn.
- Adults come to the learning process with self-direction and a wide range of previous experiences, knowledge, interests, and competencies.
- Adults must feel safe to learn.
- Adults want to be the origin of our own learning; we want to control certain aspects of it.
- Adults want and need feedback.

- What is the goal or objective?
- What came before?
- What is the gap between current reality and the goal?
- What progress has been made?
- Is there evidence of prior learning?
- Does the will for learning exist?

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SYSTEMIC OPPRESSION * EQUITY	
ASSUMPTIONS	QUESTIONS
<ul style="list-style-type: none"> • Oppression and injustice are human creations and therefore, can be undone. • Systemic oppression negatively affects relationships and the educational process in multiple ways. • Oppression and systematic mistreatment (such as racism, classism, sexism, homophobia) is more than just the sum of individual prejudices. • Systemic oppression has historical antecedents; it is an intentional disempowering of groups of people based on their identity in order to maintain an unequal power structure that subjugates one group over another. • Systemic oppression manifests in economic, political, social and cultural systems. • Systemic oppression and its effects can be undone through recognition of inequitable patterns and intentional action to interrupt inequity. • Discussing and addressing oppression and bias will usually be accompanied by strong emotions. • Systemic oppression is upheld by microaggressions. (Microaggressions are the brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership. These generally happen below the level of awareness of well-intentioned members of the dominant culture). 	<ul style="list-style-type: none"> • How are oppression, internalized oppression and transferred oppression playing out right here, right now? (In this school, group, organization, district?) • Who has power here? What is that power based on here? • How are power relations affecting the truth that is told and constructed at any given moment? • Who is at the table? Who isn't? • Where and how does each person locate himself or herself in a conversation? • How safe is it here for different people to share their truth? • Does the truth telling connect to shared purposes and commitments for action? • How do I understand my practice as an antiracist, anti-bias educator given how I am different or the same as my colleagues? As the people I am serving? • How can I build my practice as a leader for equity starting with who I am and what I bring because of who I am?

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EMOTIONAL INTELLIGENCE

ASSUMPTIONS

QUESTIONS

- We are all born with a certain level of emotional intelligence and we can develop these skills and capacities.
- The emotional intelligence of a leader is a primary act of leadership.
- There are four areas of emotional intelligence: self-awareness, self-management, social awareness and relationship management.
- An effective leader can speak about her emotions, welcomes feedback, and is aware of when she needs help.
- An effective leader manages her emotions by demonstrating self-control and by being transparent about her beliefs and actions.
- Adaptability and flexibility are indicators of high emotional intelligence.
- A high degree of emotional resilience is an indicator of emotional intelligence: an effective leader sees adversity as opportunity.
- Demonstrating empathy is an expression of social awareness.
- Organizational awareness and understanding power relationships is an indicator of emotional intelligence.
- Emotionally intelligent leaders manage relationships between people.

Self-Awareness

- Do I recognize when I am experiencing emotions? When do I recognize how my feelings are affecting me at work?
- How do I speak about my feelings?
- When do I recognize my limits and strengths?
- How do I invite or welcome feedback?
- Am I aware of when I need help?

Self-Management

- How do I respond to strong or uncomfortable emotions?
- How do I manage feeling stressed and triggered?
- Am I transparent about my feelings, beliefs and actions? Can I admit mistakes or faults?
- How do I adapt to new challenges?
- How do I deal with changes and setbacks?

Social Awareness

- Can I sense unspoken emotions in a person or group?
- Can I detect key power relationships? How do I recognize political forces in an organization?
- How do I cultivate an emotional climate that ensures that people are getting what they need? How do I monitor the satisfaction of those I serve or support?

Relationship Management

- How do I respond to the emotions of others?
- How do I create resonance and move people toward a compelling vision or shared mission?
- How do I model what I want from others?
- How do I appeal to different stakeholders?
- When do I seem genuinely interested in developing my people? How do I learn about their goals, strengths, and areas for growth?
- When there's a conflict, how do I understand different perspectives? How do I surface conflicts, acknowledge all perspectives, and redirect the energy toward a shared ideal?
- How do I model respect, concern and collaboration? How do I build relationships, identity and spirit?

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