

# WHY WE LEARN, TEACH AND COACH

**Barbara/Howard Doster**  
**Age 74, 8/1/07**

## Contents

- A. [Why we Learn, Teach and Coach](#)
- B. [What we Learn, Teach, Coach](#)
- C. [Understand, Predict, Act](#)
- D. [Assignments We Use](#)
- E. [At Our Age & Stage](#)
- F. [Our Pay Policy](#)
- G. [About Us](#)
- H. [At Home...](#)

Return to TOP
------------------

**A. Why we Learn, Teach and Coach**

**Learning, teaching, coaching  
is more fun than our other alternatives.**

**Until we identify, understand, and use  
a better way for deciding and doing,  
we'll offer to teach you our problem-solving processes  
as you also learn to use our more formal management  
information system.**

**Then, we'll help you learn to teach others.**

**Management skills are learned, or not learned.  
Some of you are better at doing everything than we are,  
and we enjoy studying your performances.**

**A few persons are better than others at almost everything,  
But these persons can't do everything.  
They specialize and do their comparative advantage.**

**Each of us has a comparative advantage for doing something.  
The total value of goods and services is maximized  
when each of us does our comparative advantage.**

**That's why we say,  
"Do what you do best  
And trade for the rest."**

**Because of our interest, training, and experience,  
We have a comparative advantage  
for teaching management skills.**

Return to  
TOP

**B. What We Learn, Teach, Coach**

**Management is the problem-solving process  
Of deciding what to do  
And doing it,  
As we use what we now have  
To get what we now want most.**

**As manager of our resources,  
We retain and use them  
Until we think  
We'll be better off  
By trading one of them.  
Then, we decide and trade.**

**Written or unwritten,  
We all have plans for using our resources.  
We make a decision  
Whenever a surprise occurs,  
Whenever observed performance  
Is different from expected.**

**No one wants to waste resources.  
With about the same resources  
Some persons realize more rewards.  
We call them better managers.**

**Management skills are learned.  
Perhaps you can learn,  
And,  
Then, teach others.  
Perhaps we can coach you.**

## **C. Understand, Predict, Act**

**This is how we manage our mind/muscle, relationships & material resource inventory.**

**Here's the outline of the problem-solving process  
We learn, teach and coach.**

**Identify the symptoms and cause/reason  
For each problem/opportunity.**

**Test alternative solutions/plans  
And predict their likely consequences.**

**Decide and Act.**

**Then, monitor performance for the next surprise.  
(When expected performance and actual performance  
are the same, there is no surprise, and, no decision to make.)**

**Start Where You Are.**

**Everyone starts every day  
Where you now are  
With what you now have  
And what you now want most.**

**Our job is to help you  
Identify where you now are  
What you now have  
And what you now want most.**

**Then, we help you learn our problem-solving process.  
As you use our more formal management information  
system... Perhaps with another couple you don't compete for  
land with, but do respect professionally and like personally.**

## **D. Assignments We Use With You**

**For all family members, & others on management team.  
Write assignments one thru seven of B/H's standard questions.  
Do this alone. Discuss it with no one.  
Give your answers to Barbara/Howard. Thanks.  
Later, they'll visit with you privately.**

### ***First Assignment***

**What is B/H's job description? Who are they working for?  
What does he/she want to happen as a result of their teaching,  
and, your learning? Put out a fire, or reduce future fires?  
Which? Both? Neither? What?**

### ***Second Assignment***

**List your problems /opportunities.  
Then, B/H will interview each of you privately  
Before facilitating a joint meeting.  
As they learn where you are,  
They're looking for where your team can reach consensus now,  
Versus where they can help you test more alternatives.**

### ***Third Assignment***

**Everyone has, or will soon get, a job description.  
What is yours? What do you want it to be? When?**

### ***Fourth Assignment***

**IF, the manager were to die tomorrow,  
THEN, who do you think would inherit which resources?  
THEN, what would you be expected to do?**

Return to TOP
------------------

### ***Fifth Assignment***

**If, the manager were to become unable to manage,  
THEN, who do you think would become manager of what,  
And what would your job be?**

**A great coach teaches many IF/THEN plans.**

**B/H want to help your team develop many IF/THEN plans.**

### ***Assignment Six***

**Make lists of your business, family, and personal goals.**

**Rank each list.**

**Write the most important first; next important, second; etc.  
Then, indicate when you want to accomplish each goal.**

**Expect to revise this list repeatedly, from now on.**

**Remember,**

**You are manager of your mind/muscle/material resources.**

**Everyone prioritizes**

**how they will use what they now have  
to get what they now want most.**

**By sharing at least some of your goals with your manager,  
You likely increase your opportunity for working and living  
together effectively, efficiently, and enjoyably.**

**Also remember a great manager is a great teacher/coach.**

**Learn and do as much as you can to support him/her. Until  
you have better opportunities elsewhere, a great manager  
would rather have associates who make great contributions,  
even if they stay only a few years. That's almost always better  
for everyone than having other associates who stay a long time.**

Return to  
TOP

### *Assignment Seven*

**Answer the questions in Myers-Briggs Personality Traits Test. A qualified Myers-Briggs Tester, Barbara will help you understand how to use your personality preferences to communicate more effectively, efficiently, and enjoyably, in your relationships with others with similar, and with different preferences.**

**Assignment Eight, Nine, Ten are for the person hiring B/H.**

### *Assignment Eight*

**Write who contributes what resources & list how they are paid. If you farm together, write your business dissolution plan.**

### *Assignment Nine*

- A. Bring copies of a current cost and market balance sheet.**
- B. Write how you acquired your material resources; How much by inheritances, by inflation, by earnings?**

### *Assignment Ten*

**Write a short narrative of family and farm history.**

**Do you get the idea B/H listen a lot?**

**Get it, and share a lot.**

**Mostly, our job is to ask right questions, in right ways, as we teach you our problem-solving process, and, help you use our formal management information system. We want you to learn it while teaching it to others.**

**Do count on us to ask**

**you to consider multiple alternative solutions, and, to help you test their likely consequences.**

**We don't give legal, tax, or marketing advice. We do encourage you to get such advice.**

Return to TOP
------------------

**By interest, education, and experience,  
We are qualified  
to help you learn the management skills  
and the farm economic principles we teach.**

### *Assignment Eleven*

**Jointly, we'll decide which MIS assignments to do next,  
after grading your first ten, and facilitating a group session.  
Ask H about related/unrelated persons farming together,  
farm leases, cropping systems, and machinery economics.  
Ask B about personnel management and leadership coaching.  
Alternative Assignments Eleven, etc.**

**11a. Read H's text, then say when you'll trade machinery, why  
you'll switch crop seed, fertility recipes, rotations, tillage.**

**11b. What's the right rent for me?**

**11c. Study H's 7-minute "Test before you Invest" speech  
that he's given 900 times in 12 countries.**

**Who is on my list to somehow use one set of big machinery  
with me? Why? How? When?**

**11d. What alternatives ways should I consider:  
for farming with others?**

**11e. What ways should I consider  
for getting the older generation out and the newer in?**

**11f. How can I effectively, efficiently, enjoyably,  
nurture relationships with my landowner's kids?**

**11g. Who is on my list**

Return to  
TOP

**to perhaps serve on my peer advisory board?  
Who are the couples we respect professionally, like personally,  
but don't compete with for land,  
And would likely meet 3-4 times for at least two years  
As, together, we learn to use and teach  
B/H's problem-solving process  
And their more formal management information system,  
Before we then start teaching the processes  
To other farm couples  
We respect professionally, like personally,  
but don't compete with for land?**

**11h. etc, a bunch of others as, together, we'll choose.**

Return to  
TOP

## **E. At Our Age And Stage**

**Now 74, and retired, we enjoy working together professionally for the first time.**

**Once we get acquainted,  
We may encourage you to participate in the  
*28<sup>th</sup> Annual Purdue Farming Together Workshop*  
and/or  
*the 41<sup>st</sup> Annual Purdue Top Farmer Crop Workshop*  
both of which Howard founded/co-founded  
and coordinated for many years.  
We might work with you;  
before, during, and/or after the workshops.**

**Perhaps in fall '07  
We'll start teaching you and others  
how to use our new budget.  
We expect you to test the financial consequences  
Of multiple alternatives; sometimes, multiple times, daily.**

**If the software is as useful as we think  
We predict someone will teach more persons how to use it  
Than the 7,000 mostly corn belt farmers  
I, and my colleagues taught to test alternative  
Crop rotations, machine sizes, tillage systems, and/or farm size  
Using the Purdue Linear Program computer budget  
I co-authored, and will still use for those questions.**

**How's that to tempt you?  
We'll not say more.  
We want to be first on the market with our new features.  
Then, we want you to learn as you teach others.  
What fun!**

Return to TOP
------------------

## **F. Our Pay Policy**

**Barbara Is President/Treasurer of Farm Partners, Inc,  
Our Teaching Company.**

**We teach for free,  
Or,  
For \$1,000 net per day.**

**You decide  
When  
You become a paying client.**

**Recently, clients in eight states  
Paid from \$1,000 to \$6,000.  
Our typical client pays \$3,000, plus expenses.**

**We teach for fun.  
When you pay,  
You do the homework.  
You learn more.  
We work less.  
We all have more fun.**

**Do what you do best.  
Trade for the rest.  
That's what we do.**

**We'll recycle your money.  
Land Grants OSU and PU get one/third.  
Three churches get one/third.  
Our SW Ohio home site gets one/third.**

**Come there for a 23-hour workshop with us!**

Return to  
TOP

## **G. About Us**

**ABOUT HOWARD, Purdue Professor Emeritus,  
son of a SW Ohio dairy-hog tenant and one-room teacher**

**Long ago, I learned  
I'm not good enough with my corn-growing skills  
to out-bid others for rental land.**

**Long ago, I also learned  
I'm not good enough to help below average people much.**

**Long ago, I started using my resources  
where I do have a comparative advantage.  
I have a comparative advantage for helping the best get better.**

**Other persons could have done a better job than I  
Creating/coordinating the Purdue Top Farmer Crop  
Workshop, and the senior How To Go Home and Farm With  
Dad Class.**

**But, I did it, for almost forty years!  
I repeatedly made my best better.  
You and many others found my help useful to you.  
You even recognized my performances with two nice awards;  
Honorary Master Farmer, and Distinguished and Meritorious  
Service to American Agriculture.**

**As a management mentor, accredited farm manager,  
and ag consultant, I teach our problem-solving processes as I  
specialize in farming together, farm leasing, crops &  
machinery economics.**

[Return to  
TOP](#)

**ABOUT BARBARA,  
Former Director, Undergraduate Programs, Purdue Management  
School**

**A Columbus town girl, Barbara was President of The Ohio State University student body, and soon to be named 1956 Outstanding OSU Senior Woman, when she married Howard, a drafted Navy Seaman, in February.**

**After graduating in June, with honors,  
B became a part-time bank teller on a New Orleans Naval Base.  
They saved half their \$200 monthly income,  
and used it as H later went to graduate school.**

**After raising their four kids, B took a no-promotion job  
as a part-time academic advisor in the Purdue Management School.  
Three years and an MS degree later, B replaced three persons;  
an Assistant Dean, a PhD, and the senior advisor.  
As Director of Undergrad Programs, with a 16-person staff,  
B went on to earn just about every Distinguished Service Award.**

**B now presents four Barbara G. Doster Positive Attitude Scholarships,  
using income from an endowment funded by her students and her sons.  
In January 07, B again gave the welcome address  
to the top 100 Purdue management students  
at the now fifth Biennial Barbara G. Doster Leadership Forum in  
Indianapolis.  
Her two current Purdue grandchildren participated.**

**As a leadership coach, B will inspire you  
as you improve your personnel management skills.  
She'll inventory your Myers-Briggs Personality Traits preferences  
as she helps you learn how to communicate  
more effectively, efficiently, and enjoyably with each other.**

**A perceptive administrator, listener, and body language observer,  
B coordinates our sessions effectively, efficiently, and enjoyably.  
She asks the right questions, the right way, and helps us feel at ease,  
even when you have tough decisions to make.**

Return to  
TOP

## **H. AT HOME...**

**When not working with farmers in eight states,  
B and H split time between their near-campus West Lafayette, IN home,  
and their SW Ohio home near H's birthplace.**

**Including family, friends, and clients, they fed 500 guests there in 06.  
They enjoy hosting clients for a 23-hour weekend workshop there.  
When are you coming, perhaps with another couple?**

**In 1818, H's Virginia Quaker g-g-g grandparents  
brought 22 just-freed slaves  
to make bricks for their home,  
now on National Register of Historic Places,  
because it was a stationhouse on the UGRR.**

**Find their SW Ohio home on the NW edge of Caesar Creek State Park  
at 39.326 n. 84.01 w. 800 h.  
Their five acres, surrounded on three sides by the 10,000-acre park,  
includes a 12-spring-fed lake with stocked bass and blue gills.  
A state park bikeway and a state park canoeing river  
are down the hill on the fourth side.**

### **Other...**

**H is past president and B is former elder of Federated Church in WL.  
B is still in WL Rotary, bible study, and bridge club.  
H still plays softball, and is into genealogy.  
They're writing a DVD with digital pictures;  
"Around The Park,  
Who Were Your Ancestors, and Why Did They Come Here?"**

**Their four kids and spouses have grades from 24 different universities,  
and 17 degrees, including 7 from Purdue.**

**They enjoy playing ball and doing art with their eight grandchildren.  
H frequently reminds his 104-year old mom that he's not yet in the  
older generation.**

<p>Return to TOP</p>
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