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Effects of Educational Debate on Managers of Small and Medium Enterprises in Japan

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1. Introduction

The purpose of this study is to investigate the effects of Japanese-language educational debate practices on the managers of small and medium enterprises. A number of managers of small and medium enterprises in Japan have been participating in national and regional Japanese- language debate trainings and contests over a decade.[i] Although a lot of research has been conducted on the effects on college students of English debate, very little previous research has focused solely on its effects on the managers of small and medium-size enterprises. There is neither such debate trainings for managers in United States where the people are probably most frequently practicing educational debate (Kamada, 1999), nor empirical research that has been conducted to measure the effects on the businesspersons in debate training programs. It is also notable that few such managers of big enterprises in Japan participate in the practices and contests of educational debate. In this research I will mainly investigate the managers' educational debate activities in Japan, and discuss whether it is beneficial for them to keep trainings by answering the following questions:

Why do those managers of small and medium enterprises in Japan keep participating in the debate practices in their busy schedule?

What are the perceived and actual effects of the participations in the educational debate?

Those are the main research questions for the author as a debate instructor and communication researcher in this study.

2. Methods

2.1 Participants of the Survey

In this study Action Research was employed as the research method. According to Richard and Lockhart (1994), action research is defined as study of a course of instruction. It typically involves small-scale investigative projects in the teacher's own classroom, and consists of a number of phases which occur in cycles: Planning, Action, Observation and Reflection (Sano, 2000, p.35). The 95 respondents in Table 1 were the members of 22 Management Study Groups of Nissouken (Nihon Souzou Keiei Kenkyukai)[ii] all over Japan. The participants have experienced debate trainings as an introductory level for about 20 to 40 hours depending on each group and have been

coached by debate instructors or experienced debaters who had participated in at least either a couple of regional and / or national debate contests. The resolutions of the contests were for managements.[iii] Both the business managers' trainings and college classes, the comparative subject of this study in Table 2 were mainly instructed by the NDT (National Debate Tournament)[iv] and / or CEDA (Cross Examination Debate Association)[v] styles, both of which have been dominantly popular among Japanese-language educational debaters in Japan. There are, however, noticeable differences between the Japanese-language educational debate practices, and NDT and CEDA in the participants' performance. The frequencies of using supporting evidence by the research subject in debate rounds were far less than those of NDT and CEDA tournaments. Accordingly, the average delivery speed of the research subjects in debate rounds was much slower than that of both NDT and CEDA. The responses to this survey are shown in Tables 1 and 2 below. This research used gang survey and succeeded in ensuring a response rate of almost more than 80%.

Table 1: The number of respondents (Managers' National Debate Contest 2003 in Tokyo and Kyushu Regional Debate Contest 2005 in Fukuoka)

	The number of sample (Post-Contest Qs)	The number of effective sample (Post-Contest Qs)	Response rate (%)
National Debate Contest	60 (Q1, Q2 and 3) [2003]	45 (Q1), 54 (Q2 and Q3)	75 (Q1), 90 (Q2 and Q3)
Kyushu Debate Contest	35 (Q 3 and 4), 18 (Q5), 14 (Q6 and Q7 combined) [2005]	29 (Q3 and Q4), 18 (Q5), 14 (Q6 and Q7 combined)	83 (Q3 and Q4), 100 (Q5), 100 (Q6 and Q7 combined)

Table 2: The number of respondents (3 classes during three 2nd semesters in Kyushu University and 6 classes during three 1st and 2nd semesters in Kurume University 2005 to 2007: [05], [06], [07] combined)

	The number of sample (Post-Class Qs)	The number of effective sample (Post-Class Qs)	Response rate (%)
Kyushu University	78 (Q2 and Q3): 31 [05], 22 [06] 25 [07]	62 (Q2 and Q3): 23 [05], 16 [06], 23 [07]	80 (Q2 and Q3)
Kurume University	127 (Q2 and Q3): 23 [05], 35 [06], 69 [07]	115 (Q2 and Q3): 20 [05], 34 [06], 60 [07]	90 (Q2 and Q3)

2.2 Questionnaires and Interviews

The multiple-response questionnaires (written in Japanese and translated them into English by the author) were completed by the 83 research subjects (50 participants were Introductory levels / 33 participants were Follow-ups), the managers who participated in

the debate contests. They answered the questions after each of the two debate contests held in Tokyo in 2003 and Fukuoka in Kyushu in 2005 respectively and the seven questions from Question 1 to 7 were shown in Table 1. As for Questions 2 and 3, the questionnaires to college students were also completed by 177 participants of nine debate classes of Kyushu University (3 classes) and Kurume University (6 classes) in Table 2 so as to compare the differences and similarities between manager and student perceptions. I had already excluded the debate experienced students (Follow-ups) for this survey by having conducted the pre-class question in Table 2. Question 1 was to ask the stance of the participants on the resolution before and after the debate trainings and contests. Question 2 was asked on what difficulties they had. Question 3 was asked on what benefits they thought they had. Question 4 was asked on what benefits to businesses they thought they had. Question 5 was to ask on what actual benefits they experienced in their businesses. Question 6 was to ask on which trainings they thought more difficult, debate or coaching. Question 7 was asked on the reasons why they chose the either item in Question 6. Responses to open-ended questions were merged based on similarity (cf. Williams, McGee & Worth, 2001). In addition to the questionnaires, the author interviewed several participants, debate instructors and the organizers in charge of the debate trainings and contests in order to verify the educational effects. These interviews enabled the author to obtain more detailed perceptions of the effects not only from the documents but also from the participants in person. In the next chapter 3 the results of Questions 1 to 7 and the descriptions of the aims of the training organizers and the instructors are shown, and the explanations are followed with some of the responses of the interviewees.

3. The Results of the Questionnaire

3.1 Question 1

After experiencing the debate trainings and contests: you have reversed your position of the resolution (Choice 1), your original stance on the resolution has not been affected (Choice 2) and your attitude [vi] to the resolution have been influenced (Choice 3). Circle a choice that you think the most appropriate (Multiple-choice question. The responses to the choices 1 to 3 are shown in Table 3 below.)

2003 Resolution : *The second head is the key to success for small and medium sized enterprises*

Table 3: Influences on the participants' attitude to the resolution after the debate participations

Rank	Choice	Frequency	Proportion
1	The original attitude has been influenced	33 *(29/4)	73.3%
2	The original stance has not been affected	9 (8/1)	20.0%
3	The original position has been reversed	3 (2/1)	6.7%
	Total	45 (39/6)	100%

The responses of Tokyo national contest participants

*(/) = (Introductory participants / Follow-up participants)

3.2 Results and Comments

Involvement in debate training and contests results in influencing most of the participants' attitude. Although there were three (out of forty five) respondents, some of the participants result in having their positions reversed from the original positions of the resolution in Rank 3 of Table 3. This tendency of one's position reversed from the other side after the trainings has been also seen in college debate classes of the author. In addition to that, more than 70 percent of the respondents answered that their attitudes to the resolution have been influenced by debate participations in Rank 1 of Table 3. According to the follow-up respondents having been reversed position of the resolution, when an opposite side from his original opinion was adopted, the respondent realized how critical one of the points from the other side was to running of his company, which gave him a second thought on managements. These position reversed and attitude influenced responses showed that educational debate experiences have some effects on the concept of a manager as a decision maker. Since all the resolutions of debate are about actual management decisions, so you can say that having experienced educational debate helps managers to have a well-conceptualized decision making process. In papers Katz (1955), Hicks & Gullet (1975) and Goleman (1988) indicated having conceptual skills is of prime importance for a manager as the decision maker of an organization as well as emotional intelligence skills:

As noted earlier, some authors support the notion that conceptual skills are most important at the higher levels of administration within an organization (Hicks & Gullet, 1975; Katz 1955) while Goleman (1998) reported emotional intelligence skills to be of more importance than other skills. (Moore & Rudd, 2005, p.76)

3.3 Question 2

What difficulties did you have during the debate training? (Multiple-choice question)

Table 4: Difficult Skills of Managers' Participation in debate trainings and contests

Rank	Category	Frequency	Proportion
1	Critical Thinking skills	16 (9/7)	22.8%
2	Listening skills	14 (12/2)	20.0%
3	Logical Analysis skills	14 (12/2)	20.0%
4	Research skills	10 (6/4)	14.0%
5	Presentation skills	9 (3/6)	12.8%
	Others	7 (5/2)	10.0%
	Total	*70 (47/23)	99.6%

The responses of Tokyo national contest participants

*Multiple responses

Table 5: Difficult Skills of *College Students' Participation in debate classes

Rank	Category	Frequency	Proportion
1	Listening skills	51	22.0%
2	Research skills	40	17.3%
3	Logical Analysis skills	32	13.8%
4	Critical Thinking skills	31	13.4%
5	Presentation skills	23	9.9%
	Others	54	23.3%
	Total	** 231	99.7%

The responses of Kyushu and Kurume university students

*all the college respondents were the introductory level participants

**Multiple responses

3.4 Results and Comments

Compared with the results of college students in Table 5, most of the top five categories of managers' difficulty in Table 4 were similar items and proportions. But it is noticeable the managers more than 20 % responded that critical thinking skills were the most difficult items unlike the students'. According to some of the responses to my interviews of the follow-up participants, some of them felt too difficult to take the opposite position from their personal opinions. The others were not used to playing devil's advocates the way in which one who advocates an opposing or bad cause, esp. for the sake of argument. The author assumed they responded the difficulties probably because a manager of small enterprises in Japan can hardly see things from the points of their employees' in business due to their busyness of constant decision makings as the sole top executive[vii] or their customer oriented attitudes. Another marked result was more numbers of the follow-up participants than those of the introductory level responded presentation skills were one of

the difficulties in Table 4. This is partly because follow-up participants normally take a role of rebuttal (or refutation) and / or summary speeches in the rounds, which requires far more spontaneous response and defense argument skills with anticipatory skills unless they have well prepared for the roles than a constructive or first speech which is mainly taken by introductory participants.

3.5 Question 3

What benefits do you think you have got from the debate training? (Multiple-choice question)

Table 6: Perceived Benefits of Managers' Participation in debate trainings and contests

Rank	Category	Frequency	Proportion
1	Listening skills	60 (37/23)	31.2%
2	Logical Communication skills	50 (24/26)	26.0%
3	Critical Thinking skills	30 (14/16)	15.6%
4	Research skills	28 (8/20)	14.5%
5	Presentation skills	22 (11/11)	11.4%
	Others	2 (1/1)	0.1%
	Total	*192 (95/97)	98.8%

The responses of Tokyo national and Kyushu regional contest participants
*Multiple responses

Table 7: Perceived Benefits of *College Students' Participation in debate classes

Rank	Category	Frequency	Proportion
1	Listening skills	56	21.0%
2	Logical Communication skills	36	13.5%
3	Critical Thinking skills	35	13.1%
4	Research skills	31	11.6%
5	Objective attitude	26	9.7%
	Others	82	30.8%
	Total	**266	99.7%

The responses of Kyushu and Kurume university students
*all the college respondents were the introductory level participants
**Multiple responses

Table 8: The aims of debate trainings and contests by the organizers and the instructors

Aims of the organizers: ● Using debate learning to practice managements ● Becoming a better leader through debate trainings 1) Understand each other by communicating clearly 2) Do not take arguments for personal 3) Simulate managements from all perspectives logically 4) Keep objective attitude and communication (The aims of debate trainings in the pamphlet of Nissouken Kyushu Regional Debate Contest in 2006)
Aims of the instructors: ● Develop the skills needed to succeed for better management of a company as a leader 1) Logical Communication skills 2) Objective Attitude 3) Critical Thinking skills 4) Presentation skills 5) Listening skills (From the homepage of Nihon Souzou Kyouiku Kenkyusho searched in 2007)

*Both the Japanese statements are summarized by the author in English in Table 8

3.6 Results and Comments

Compared with the results of managers and college students in Table 6 and 7, the top four categories of perceived benefit items were ranked identically. It is also notable that those four benefit items were identical with the aims of the instructors (aims 1, 3 , 4 and 5) and quite similar to those of the organizers (aims 1, 2 and 3) in Table 8, though the orders of response items were not exactly ranked identically among them. The different items as the perceived benefits between them were objective attitude was of the students in Table 7 and presentation skills were of the managers in Table 6 as each rank 5 respectively. Although the objective skills were one of the aims of the instructors (aim 2) and the organizer (aim 4), the research subjects did not respond that these skills were perceived benefits of the debate training. The author, as one of the instructors observed that college students tend to submit more assignment reports such as constructive speech drafts or judgment report sheets during debate courses than the managers do during the trainings. As a result of these writing frequency differences, students have more learning opportunities to reflect on their written arguments from both sides of the resolutions, which might lead them to more objective views. On the other hand, managers particularly of small-sized enterprises who need to work busily all round speak in public without manuscripts more frequently than students do. They seem hardly find time in preparing for their presentations in business so the trainings might provide them with some time-efficiency skills in terms of speech preparation. It is also noticeable that much higher numbers of follow-up participants of managers responded that research skills were one of

the benefits gained than those of introductory level. Some of the participants to my interviews responded that they had not got accustomed to organizing gathered information. They also responded that this tendency applied not only of the opposing side's positions but also on their own positions. However, they got used applying the skills the tasks demanded after they had struggled with uncertainties and inexperienced reasoning supported by self-researched information during the debate trainings and rounds. According to Johnson & Johnson, 1974, conceptual conflict and an uncertainty activate searching more information which Berlyne (1971) called epistemic curiosity:

Divergent attention and thought are stimulated. You search for more information and experiences to support your position, seek to understand the opposing positions and their supporting rationale, and attempt to view the problem from opposing perspectives. This results in a reorganization and reconceptualization of your conclusions. (Johnson & Johnson, 1994, p.308)

3.7 Question 4

What business benefits do you think you have got from the debate experiences? (Open-ended question)

Table 9: Perceived Business Benefits of Managers' Participation in debate trainings and contests

Rank	Merged Category	Frequency	Proportion
1	Listening skills	12 (1/11)	24.4%
2	Logical Communication skills	12 (5/7)	24.4%
3	Conceptual Management skills	9 (2/7)	18.3%
4	Critical Thinking skills	6 (3/3)	12.2%
5	Research skills	5 (1/4)	10.2%
5	Presentation skills	5 (1/4)	10.2%
	Total	*49 (13/36)	99.7%

The responses of Kyushu regional contest participants

*Multiple responses

3.8 Results and Comments

The question 4 was made to ask mainly the follow-up participants the benefits to their businesses. Compared with the generally perceived benefits in Table 6, the two most frequently responded items in managers' perceived business benefits in Table 9 were the same items; listening skills and logical communication skills. The two skill items were also identical ranks with some of the previous researches (Kamada, 1999, 2000 & 2004; Kamada & Inoue 2006). The third most frequent item, conceptual management skills[viii] as a business benefit in Table 9, however, were the only different item from the categories perceived by the managers in Table 6. According to the responses to my interviews, most

of the respondents of the third item told me that constructing and revising speeches throughout communication with team members, the opposing team sides, judges and even the observers and audiences before, during and after debate rounds were particularly useful for company management in policy and marketing decision making. One of the scholar of management study Katz defined conceptual skills as the "executive skills" needed by leaders below:

Hence, the success of any decision depends on the conceptual skill of the people who make the decision and those who put it in action. When, for example, an important change in marketing policy is made, it is critical that the effects on production, control, finance, research, and the people involved be considered. (Katz, 1974, p.4)

3.9 Question 5 & Interview

What benefits have you got from the debate experiences in your business? (Open-ended question)

Table 10: Actual Business Benefits of *Managers' Participation in debate trainings and contests

Rank	Category	Frequency	Proportion
1	Conceptual Management skills	**8	44.4%
2	Logical Communication skills	4	22.2%
3	Critical Thinking skills	3	16.6%
4	Marketing Research skills	2	11.1%
5	Meeting Organization skills	1	5.5%
	Total	18	99.8%

The responses of Kyushu regional contest participants

*Follow-up participants only

**The Japanese responses were translated into English by the author

Table 11: The descriptions of Conceptual Management skills responded to the follow-up interview

*Sharing goals by arguing for a better management
Exchanging focal points of aruguments in business meetings
Expressing disagreement tactfully and sensitively
Reaearcing and sharing up-to-date information about business decisions
Discussing the agenda of a meeting from different point of views
Identifying strenghts and weakness of each peformances
Encouraging others to express their views, even contrary ones
Promoting exchanges of individual ideas to have a better business policy

*The Japanese statements were translated into English by the author

3.10 Results and Comments

The question 5 was made to ask the solely follow-up participants the actual benefits in their businesses. Almost half of the follow-up participants responded in Table 10 that conceptual management skills was the actual benefits in their business. This complied with the perceived responses of the third-ranked category in which nine managers responded conceptual skills as one of the perceived benefits in Table 9. Four respondents to my interviews claimed to use the trained skills to make their company policies or in marketing research. Two of them often employed some of the educational debate concepts and procedures as a means of guidance in making business decisions. The interview responses also showed that they have shared information gathered among the company employees and have been exchanging different point of views at their company meetings even from the positions opposing their own views in respect to the benefits in business in Table 11. These results of conceptual effects of debate trainings on their managements as well as their decision making processes might have something to do with the study results of conversing their original positions of the resolution and of their attitudes influenced to it in Table 3. One of the position-reversed respondents in Table 3 also responded conceptual management skills as a business benefit in Table 10, which has been cross tabulated.

3.11 Question 6 & 7

Q 6: Which trainings do you think were more difficult, debate or coaching? (Alternative question)

Q 7: What was the main reason you chose the answer to Question 6? (Open-ended question)

Table 12: Difficult Points of Managers' Participation in debate and coaching trainings

[A] Debate Training

Rank	Category	*Frequency	Proportion
1	Advocating from the opposite side	2	33.3%
1	Logical Communication skills	2	33.3%
3	Objective attitude	1	16.6%
3	Research skills	1	16.6%
	Total	6	99.8%

The responses of Kyushu regional contest participants

[B] Coaching Training

Rank	Category	*Frequency	Proportion
1	Empathy skills	4	50.0%
2	Practical Conversation skills	2	25.0%
3	Understanding the other	1	12.5%
3	Motivating	1	12.5%
	Total	8	100%

The responses of Kyushu regional contest participants

**Follow-up participants who experienced both debate and coaching trainings*

3.12 Results and Comments

Since coaching[ix] has been taking the place of debate in business communication training for the last few years not only in Nihon Souzou Kyouiku Kenkyusho, the organization in this study but also in some other business organization seminars or training programs in Japan. I had planned to survey the differences between them by asking the questions 6 and 7. Six respondents answered to the question 6 that debate was more difficult, while eight respondents said coaching was more difficult. Though both of the participants had different reasons to answer the question, the number of respondents who perceived difficulty was almost even. Considering the results of the first-ranked responses; Advocating from the opposite side in Table 12 [A] and Empathy skills in 12 [B] to the question 7, both of the participants had difficulties in putting themselves into others' positions in a similar way. Overall there were, however, some notable differences between them. In debate making differences clear from the other position tended to be a more difficult part of the training, while understanding or sharing feelings with others tended to be that of coaching trainings. In other words, those experienced both debate and coaching regarded debate trainings as rather critical and intellectual skills oriented, while coaching training as rather feeling or emotional rescue skills oriented.

4. Conclusion

This research was one of the pioneering surveys for the effects associated with educational debate conducted on managers of small and medium enterprises in Japan. These results would suggest educational debate trainings can provide them with some of the management skills such as listening, logical communication and conceptual skills. Although these data are dependent on the individual perceptions of participants, it is considered valid as empirical data. First this study showed the reasons why some of the managers of small companies in Japan keep training themselves in educational debate. Most of them thought that this is because it is beneficial to their business communication skills such as listening and logical explanation as well as research and critical analysis. Secondly, the research showed both the perceived and actual effects on business were chiefly conceptual management skills. Having experienced in debate trainings is useful for managers to plan company policies and make their decisions. Some potential limitations of the current

research, however, cannot be denied. How long does it take for a manager to improve their management skills by taking debate trainings? And also more specific training effects should be further analyzed by taking a much closer look at responses to the questionnaires and interviews and comparing them with the results of other trainings such as coaching and facilitation[x] trainings. Specifically, the multivariate analysis[xi] should rely on the larger size of the samples such as those of interview respondents. Here it is necessary for the instructors and organizers to propose much adequate advice to both individual and group participants depending on the specific targeted skills.

Notes

i The number of participants in Nissouken National Debate Contests 1996-2007

	-96	-97	-98	-99	-00	2001	2002	2003	2004	2005	2006	2007
Debaters	NA	NA	NA	NA	NA	118	139	139	151	172	NA	NA
Observers	NA	NA	NA	NA	NA	211	228	206	269	257	NA	NA
Judges	NA	NA	NA	NA	NA	42	51	58	70	64	NA	NA
Participants	NA	NA	NA	NA	NA	371	418	403	490	493	NA	MAX
Teams	NA	NA	NA	NA	NA	44	41	40	38	38	NA	47

ii Nihhon Souzou Kyouiku Kenkyusho, Institute of Japan Creative Education is a private business organization to offer educational services to study management skills. Most of the members are managers of small and medium enterprises in Japan. One of the section, Keiei Kenkyukai, Management Study Group all over Japan employed the educational debate trainings and the contests as management skills trainings from http://www.honbu-keieiken.com/.

iii The resolutions of the annual contests and the first and second winning teams 1996-2007 from http://www.nisouken.co.jp/000098.html, which Japanese descriptions were translated into English by the author.

2007	*Establishing an enterprise is less difficult than carrying it through.*
	The first: Hiroshima-nishi The second: Osaka-minami
2006	No debate contests were held due to some special events
2005	*Manpower is the key to success for small and medium sized enterprises*
	The first: Hiroshima The second: Osaka
2004	*The head is the key to success for small and medium sized enterprises*
	The first: Kyoto The second: Sapporo
2003	*The second head is the key to success for small and medium sized enterprises*
	The first: Osaka The second: Asahikawa
2002	*It is necessary for small and medium sized enterprises to lay off the employees*
	The first: Tokyo The second: Hamamatsu
2001	*Small and medium sized enterprises should enter the different types of businesses*
	The first: Osaka The second: Utsunomiya
2000	*Small and medium sized enterprises should keep focusing on their principal business*
	The first: Kitakyushu The second: Tokyo
1999	*Annual performance-based wage system is beneficial for small and midium sized enterprises*
	The first: Utsunomiya The second: Saga-tobu
1998	*Konosuke MATSUSHITA is the greater achiever than Soichiro HONDA*
	The first: Osaka The second: Fukuyama
1997	*Konosuke MATSUSHITA is the greater achiever than Soichiro HONDA*
	The first: Osaka The second: Osaka
1996	*Konosuke MATSUSHITA is the greater achiever than Soichiro HONDA*
	The first: Kyoto The second: Ishikawa

iv "The National Debate Tournament (NDT) began in 1947. It is one of the largest numbers of college student participating national championships for collegiate policy debate in the United States. The tournament is sponsored by the American Forensic Association with the Ford Motor Company Fund" from http://groups.wfu.edu/NDT/.

v "Founded in 1971 as the Southwest Cross Examination Debate Association, CEDA is now the primary national association promoting policy topic intercollegiate academic debate. In cooperation with the National Debate Tournament Committee and the American Debate Association, CEDA formulates the annual intercollegiate policy debate topic used in tournament competition throughout the nation" from http://cedadebate.org/.

vi "In PSHYCHOLOGY, a mental position with regard to a fact or state. Attitudes reflect a tendency to classify objects and events to react to them with some consistency. Attitudes are not directly observable but rather are inferred form the objective, evaluative responses a person makes. Thus, investigators depend heavily on behavioral indicators of attitudes - what people say, how they respond to questionnaires, or

physiological signs as changes in heart rate." from Encyclopedia Concise Britannica in 2006.

vii "As data Table 3-1 indicates, in most companies only top executives or the owner himself formulates major policies. In many companies even the senior and next to the senior-level executives are only vaguely aware of their firm's policies" (Negandhi 1973, p. 36). The results of the empirical data in the Table 3-1 also showed that most of Japanese top executives (6 out of 7) responded they were making their company policies by themselves (Negandhi 1973, p. 35).

viii "Conceptual skill. As used here, conceptual skill involves the ability to see the enterprise as a whole; it includes recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others; and it extends to visualizing the relationship of the individual business to the industry, the community, and the political, social, and economic forces of the nation as a whole. Recognizing these relationships and perceiving the significant elements in any situation, the administrator should then be able to act in a way which advances the over-all welfare of the total organization" (Katz 1974, p.4).

ix 1) "Coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. There are many ways to coach, types of coaching and methods to coaching. Direction may include motivational speaking. Training may include seminars, workshops, and supervised practice." from Wikipedia, the free encyclopedia searched through http://www.google.com/on February 9, 2009.

2) In the homepage of Nihhon Souzou Kyouiku Kenkyusho, Institute of Japan Creative Education five major coaching skills are shown as 1. Listening skills, 2. Asking good questions, 3. Empathy skills, 4. Practical Conversation skills, 5. Self-controlling skills, all of which Japanese descriptions were translated into English by the author from http://www.nisouken.co.jp/000008.html.

x "Facilitation concerns itself with all the tasks needed to run a productive and impartial meeting. Facilitation serves the needs of any group who are meeting with a common purpose, whether it be making a decision, solving a problem, or simply exchanging ideas and information." from Wikipedia, the free encyclopedia searched through http://www.google.com/ on February 9, 2009.

xi "<statistics> involving two or more variable quantities" from Oxford Dictionary of English 2e, 1989.

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