Coaching Course 2

Welcome back! We are excited to be back with you today for Coaching Course 2 – How to Effectively Coach. We have a lot planned and in store for you today.

What are we going to be doing today, you might be wondering? Through the course of the day we will be looking at five areas successful coaches do better than anyone else. We'll explore the elements of an effective coaching session. And finally, we will discuss the obstacles managers and supervisors face and how they can overcome them when they begin implementing coaching principles. Before we jump into this figurative coaching buffet, let's take a moment to recall what we discussed last time.

---------Course 1 Follow Up & Review---------

Discussion: Facilitate a discussion with participants on what they remember from course 1.

- *How do they define coaching? What is it and what is it not?*
- *How is coaching different from mentoring and managing?*
- *When would we use coaching or mentoring or managing activities?*

Quiz: During course 1 participants categorized their daily tasks into three areas: Coaching, Mentoring, and Managing. During this activity the activities were captured by the workgroup. The facilitator will receive a copy of the activities and will quiz participants

Follow-up on Skill Building Activity – "Turning Management/Mentoring Opportunities into Coaching"

At the conclusion of course 1 we asked for your participation in an activity and distributed a worksheet to each of you. The activity was to get you thinking about all of your daily activities and interactions with your employees. Similar to the activity we did as a group where we categorized the activities into Coaching/Mentoring/Managing, we asked that you pay attention to your activities in your office.

- What did you think of the skill building activity?
- In doing the skill building activity, which specific activity(ies) were you able to turn into a coaching moment?
- What was the reaction of the employee?
  - Did they exhibit surprise? Did they ask why the difference in your approach?
- What is something you learned or was recalled to your memory as a result of participating in the activity?

Think about your own career for a moment. How valuable would it be to you to have a boss who's completely invested in your professional aspirations? A coach who's committed to your growth. For most people, this is very important to them. The Saratoga Institute of California conducted a survey of 17 industries across the country. The purpose of the survey was to determine the top reasons employees across the different industries left their jobs in search of another. Because we are speaking about coaching, it won't come as a surprise to you that the top reason an employee leaves his or her employer is due to too little coaching and feedback. More than 60 percent of employees reported they didn't get enough feedback. In general, the lack of feedback is the number one reason for performance problems. For many industries across the country employees receive a performance review at the end of the year, which is like a basketball coach telling his players at the beginning of the season, "You're going to go out and play 30 games, and at the end of the season, I'll evaluate your performance."

Now think about your team. Do you think they want immediate job-specific performance, or do you think they would rather wait until the end of the performance year to be evaluated as to whether or not they met their goals? The answer is obvious! Developing your employees is not just a good idea, it's imperative. Engaging your people's sense of purpose and cultivating mastery is what drives department results. In preparation for the Leadership Conference this past September employees across the department were surveyed as to the top reasons they came to work. Do you recall the top reason for WDD? It was Purpose. We are going to give you a set of coaching practices and developmental tools to use in your daily conversations. These tools will take the heavy lifting off of you and place responsibility squarely with your employee. As we discussed last week when we defined coaching, it's a lot like baseball! You might coach a player to refine their stance, their grip, and their swing. But you don't run the bases for them. Coaching is not doing and it's not telling people what to do. It's guiding, questioning, prompting, and encouraging forward movement. It's inspiring people to take ownership of their own careers.

---------The Tools to Effective Coaching – What Successful Coaches do Well---------

Make postcard of main defining main points of this section.

Business coaching has gone from fad to fundamental. Leaders and organizations have come to understand how valuable it can be, and they're adding "the ability to coach and develop others" to the ever-growing list of skills they require in all their managers and supervisors. In theory, this means more employee development, more efficiently conducted.

Coaching focuses on helping another person learn in ways that let him or her keep growing afterward. It is based on 'asking' rather than 'telling', on provoking thought rather than giving directions, and holding a person accountable for his or her goals.

Discussion: "Think about your daily interactions with your employees:

- If you were to rate yourself on a scale of 1-5 (1 representing "rarely, if ever" and 5 representing "frequently," what number would you attribute to yourself in answering these questions?
- How much time do you spend asking them questions about their interactions with their customers, the challenges they are experiencing with their caseload, their confidence level in their ability to engage their customers?
- How much time to you spend provoking thought? "What do you think would happen if you did this or said that to your customer?" "What do you think would happen if you didn't focus all your time and attention on compliance reviews and instead focused on the customers?"
- How much time do you find yourself giving direction, telling, or dealing with crisis? Is there a better way?
- Do I hold my employees accountable for their goals? Am I an active partner in them accomplishing their goals by regularly following up?

Coaching Tool - Building the Relationship

Coaching your employees is a highly collaborative process. Collaboration begins by intentionally designing your relationship. We are going to talk about several ways you can build effective working relationships with members of your team.

Developing Trust – Trust is truly one of the essential elements of all high performing teams. Trust is the heart and soul of leadership. If people trust you they are willing to be honest and vulnerable and are willing to take risks on your behalf. Innovation and change can't really happen if your team doesn't trust you.

If you want to understand how to build trust, start by understanding that it's mostly about what you do rather than what you say. You can't merely tell people you are trustworthy. That can be an odd conversation to have. Instead, you have to behave in a manner that clearly demonstrates trustworthiness. Consider these three key behaviors that can help you develop trust:

1. Integrity – In every decision you make. Integrity is not only about playing by rules, policy, and procedures. It's affected by how well you do what you say you will do. If you say "A", and you do "B", trust can evaporate quickly. Always keep your word.
2. Being Helpful – Look for ways to be helpful. Some call this a "Servant Leadership Approach." It's about genuinely seeking opportunities to help others achieve their goals. This is built on the idea you will be successful to the extent your employees are successful. The more you are helpful, the more your employees will trust you. For more information on "Servant Leadership," check out the 2014 Leadership Conference materials.
3. Collaboration – As a leader and coach, you are a collaborator and not a dictator. Depending on the situation, your goal in making decisions is to partner with the employees and strive for input

and consensus. The feeling of inclusion you give them is a huge catalyst for trust. They are much more likely to execute the plan if they feel they were included in the planning process.

Building Rapport: "Rapport is the ability to enter someone else's world, to make him feel that you understand him, that you have a strong common bond." – Tony Robbins.

Have you ever known someone who has a knack for connecting with people? No matter who this person meets, he or she manages to create a sense of trust and understanding within a matter of minutes. Some may believe this is a natural gift – either you can build rapport like this, or you can't. However, this isn't correct: developing rapport is a skill that anyone can learn and then use. To put it simply, you have rapport with someone when there is mutual liking and trust. Once you have established rapport with a person, he or she is far more likely to be open with you and share information. Rapport can be used to create a positive relationship with a new or existing team member. Developing rapport is the key to success and performance.   There are several tips to developing rapport. Here are a few:

- Be approachable – Managers and supervisors are often measured on their approachability to their employees. An effective coach is always approachable.

  Discussion – What are participants currently doing in an effort to be approachable to their employees?

- Know and use their name - Knowing the name of all your employees is absolutely vital to establishing rapport. This is especially important to new members on your team. Equally important to knowing someone's name is how their name is spelled. Take the time to familiarize yourself with the spelling of names. It shows you cared to learn. "There is nothing more beautiful in language than the sound of your own name."

  Discussion – What are participants currently doing that is successful in this area?

- Ask questions about the person – Most people enjoy talking about their family, hobbies, and things they enjoy. Asking questions and paying attention to the answers help you learn more about the other person and shows you are genuinely interested in them. The key is in your follow-up. This is how they'll know whether they are important to you or not. Knowing the names of their spouse or significant other, children, pets, shows them you care. Are you aware of their successes and challenges, both professionally and personally? And remember they won't share any of them with you, if they don't trust you.

  Discussion – What are participants currently doing that is successful in this area?

  Activity: Divide participants into small groups. Encourage participants to answer the following questions: Index Card activity

- How is trust an important factor in building a successful coaching relationship?
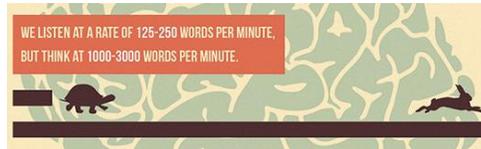
- What additional areas for consideration that contribute to the building and maintaining of relationships?
- What types of activities erode or destroy trust?
- What are you doing to build relationships with new employees?
- What are you doing to develop rapport? Share successful practices in welcoming new employees to a team, and recognizing current employees.
- What are you doing to maintain and strengthen relationships with current employees?
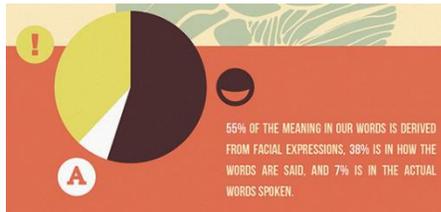
Coaching Tool – Communicating Effectively

"The two words 'information' and 'communication' are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through." Sydney Harris

With that quote in mind, let's embark on a journey in the world of Communication. In 2013 the Harvard Business Review published several interesting facts regarding our ability to communicate with each other:
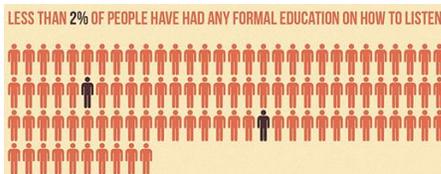
- We listen to other people at a rate of 125-250 words per minute. We think at 1,000-3,000 words per minute
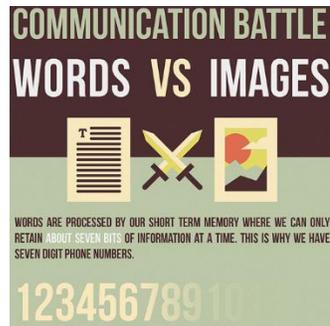

- 55% of the meaning in our words is derived from facial expressions, 38% is in how the words are said, and 7% is in the actual words spoken

- Less than 2% of people have had any formal education on how to listen

- Words are processed by our short term memory where we can only retain about seven bits of information at a time. This is why we have seven digit phone numbers.

COMMUNICATION BATTLE
WORDS VS IMAGES

WORDS ARE PROCESSED BY OUR SHORT TERM MEMORY WHERE WE CAN ONLY
RETAIN ABOUT SEVEN BITS OF INFORMATION AT A TIME. THIS IS WHY WE HAVE
SEVEN DIGIT PHONE NUMBERS.

12345678910

Successful coaches are able to use effective communication strategies when interacting with their employees. There are three specific communication elements coaches must do well. These are asking questions, active listening, and non-verbal communication.

Asking Questions – Effective coaching may be characterized by asking thought provoking, open-ended questions. In asking questions you can move away from command-and-control leadership to a dynamic in which your employees grow through self-reflection. Asking the right coaching questions means the difference between a one-way interrogation and a dynamic learning session. Good coaching questions give someone who's busy and competent space in which to step back and examine themselves. The right question can stop them in their tracks as they finally sees their own actions from a different perspective or envisions a new solution to an old problem. They may indeed learn to question themselves so next time they can catch themselves in the act and change their actions in the moment.

To give your employee the space to reflect and respond effectively, questions should be phrased as open-ended queries. It can be helpful to think about the first word: open-ended questions often begin with "what," "how," "who," "where," and "when." Stay away from "why" – it can feel confrontational and judgmental. To get at the same thing, instead ask, "What was your intention with that?"

Examples of "What" questions:

- What is happening?
- What is challenging about it?
- What have you done, tried, or considered?
- What is the impact on you, the team, or the department?
- What are your ideal outcomes?
- What would have to change to make that happen?
- What conditions would have to be in place?

Examples of "How" questions:

- How will you prepare for that?
- How will you know we've moved the needle on this?
- How will we measure success or progress?
- How will we communicate your goals?

- How will you stay self-aware and mindful when things get busy?

Examples of "Who" questions:

- Who will be impacted – positively or negatively – by these potential changes?
- Who else could offer you feedback?
- Who needs to be included in these goals?

Examples of "Where/When" questions:

- Where/when do you feel you are at your personal best?
- Where/when do you feel most triggered, reactive, not at your personal best?
- Where might you experience resistance?

Lastly, there are some descriptor questions that can help you get at what is happening in a given situation:

- Help me understand...
- Tell me more about that...
- Let me make sure I understand what you are saying...
- I'm curious about...
- Could you describe further...

  Activity – *Using examples of the "What," "How," "Who," "Where/When," and descriptor questions, explore how these questions can be integrated into our interactions with our team? Insert work-relates scenarios*

The most important thing to keep in mind while composing (and delivering) coaching questions is that you need to be genuinely curious about the answers. People can tell if you're asking a question because it's what you're "supposed" to do. And you won't be able to get to that one question and that moment of self-discovery if you're just going through the motions rather than authentically interested in your employees, their situation, and their growth.

Being authentically curious can take practice and rewiring: you have to accept the idea that others may be as smart as you, and suspend (good!) habits like asserting a strong point of view.

Once you are in the coaching session, you will need to respond to your employees comments with further questions. Think of these questions as creating a bridge between what they have said and what else you want to learn. This intuitive process as the heart of the coaching relationship can't be scripted. Your own authentic curiosity in them and their development is invaluable in triggering your next question: it's something that happens from the gut. Once you've asked a set of questions that opens the dialogue and helps you see things through their eyes, it's your turn to share your perspective. And

even that begins with a question: "Are you open to me sharing with you how I am seeing this? Could I offer you a different lens? A new approach or perspective?"

Managers and supervisors have a tall order when it comes to asking questions. Your direct reports will always be asking themselves whether they actually want you to see their weaknesses – this takes real trust. But that's also what can make managers and supervisors the most invaluable coaches: once you build that relationship over time, you have a much deeper ability to ask the right question.

WE LISTEN AT A RATE OF 125-250 WORDS PER MINUTE, BUT THINK AT 1000-3000 WORDS PER MINUTE.

Active Listening –

Listening is a cornerstone to effective coaching. Ineffective coaches underutilize this skill. To get us started, I invite everyone to listen carefully to the sounds in the room for about 15 seconds. You might find it easier to focus if you close your eyes. I'd like you to contrast to what you just experienced to when you first came in the room this morning (or afternoon). You may have heard a lot of random sounds, unless you were engaged in a conversation with somebody. There is an important difference in hearing and listening. Hearing is one of our natural senses. But listening, in contrast, requires focus and attention. Because listening is intentional, we can use it when there is something we really want to listen to, like a story or an important conversation. We can choose not to use it when there is something we don't want to hear, like being asked to do the dishes. As managers and supervisors we communicate frequently throughout the day. From our interactions with employees, our boss, emails, IM's, and customers.

> *Video – The following video is a fun way to demonstrate the need for active listening. https://youtu.be/tdtLtOtWw_0 In this video Leonard is attempting to engage his Sheldon in a conversation about the relationship difficulties he is currently having with his girlfriend, Penny.*
>
> *What specific things did Sheldon do that did not exhibit active listening?*

Question - How many conversations would you say you have on a daily basis? With these conversations in mind, how would you internally respond to the following questions:

- ✓ To be more productive, I respond to emails and instant messages while I'm speaking to people Multi-tasking is when we do different activities at the same time and not focusing on one.
- ✓ I feel uncomfortable with silence during conversations
- ✓ I interrupt people
- ✓ If I'm busy, I let others talk to me as long as they're quick
- ✓ I am interested in the other person's concerns and do not knowingly tune out information I am not interested in
- ✓ I take notes during meetings or discussions to record key points

✓ I am not easily distracted
✓ I am a patient listener
✓ I ask open ended questions

So why listen? Why is listening so important? Active listening is a skill. It can be developed and enhanced. With Active listening skills you can make a speaker feel heard and more importantly, understood; it helps build stronger relationships between you and your team. Here are a few tips to active listening:

1. <u>Prepare yourself to listen</u> – Are you in a position to have a conversation with someone? Are there outside distractions you must first deal with before you can actively listen?
      Discussion: Generate ideas from the class on what they are currently doing to prepare themselves to listen?

2. <u>Focus fully on the speaker</u> – Need to fully concentrate on the person speaking, paying attention to body language and other non-verbal ques. If you start to daydream, lose focus, check email, you will miss the non-verbal ques.
      Discussion: Generate ideas from the class on what they are currently doing to focus on the speaker.

3. <u>Avoid interrupting</u> – Have you ever been speaking with another person and whatever you do, you continue to be interrupted? You begin a sentence and suddenly someone jumps in and completes it. It can be very frustrating. If it happens often enough, you may even stop consciously talking with that person. And worse yet, your relationship will be damaged. So why do people interrupt. Remember, on average we speak 125-150 words per minute, but the human brain can comprehend and listen at the rate of 1000 to 3000 words per minute. This means our minds are underutilized while we are listening to others. We will struggle to keep our minds on topic. You may hear one or two phrases in the conversation and jump ahead to a solution. But remember, effective coaches do not jump in with solutions. Rather, they ask questions to help the employee gain understanding and identify the solution for themselves. There are activities we can do to interrupt our interrupting behavior.

   ✓ <u>Try to close your mouth while listening</u>. People often open their mouth to signal to another person they are ready to talk. Imagine glue applied to your lip. This will help you visualize keeping your mouth closed and not interrupting someone.
   ✓ <u>Another tip is to make a note during the conversation</u>. We now know our brains operate at a much higher rate than we can speak. Writing down ideas will help you not forget it and will also help you not interrupt someone just so you don't forget the idea.
   ✓ <u>Avoid the appearance of being judgmental</u>. Coaches withhold blame and criticism. Withholding judgement can foster relationship development
   ✓ <u>Show interest.</u> When we talked about asking questions, we identified that coaches are genuinely interested in people. Showing interest is important in listening. Nod occasionally, smile, and make sure your posture is open and inviting. You can use non-words such as, "Mmm," and "uh-huh."   Show this video from the office: https://youtu.be/D1VRPtu7d6E Is Dwight effectively demonstrating "showing interest?"
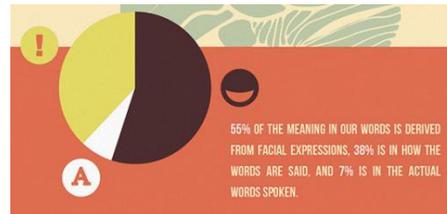
Discussion: Generate ideas with the class on what they are currently doing to eliminate interruptions.

Quiz: Let's test their listening skills in this fun video (the final link will be attached after editing is complete): https://www.youtube.com/watch?v=848MrvcOnfk

Discussion: How did you each do? Did you get all the questions correct? Were there any barriers to listening that you experienced? What could we do to ensure next time we are effectively listening?

55% OF THE MEANING IN OUR WORDS IS DERIVED FROM FACIAL EXPRESSIONS, 38% IS IN HOW THE WORDS ARE SAID, AND 7% IS IN THE ACTUAL WORDS SPOKEN.

Non-Verbal Communication:

Research has indicated that 55% of all communication is non-verbal body language; 38% comes from voice inflection, 7% of a person's actual communication comes from the words they say. The old adage of "Actions speak louder than words" is a powerful statement when it comes to communication. It is no longer just what you say, but how you say it that often makesthe difference in whether a message is received with the intended effect.

As a coach, your awareness of nonverbal communication will assist you in becoming a better communicator with members of your team. Please pull out your handout found in the Playbook entitled, "Seven Ways to Improve your nonverbal Communication."

For the presenter: Facilitate a discussion with the group on the various components of body language as found on the handout.

Activity (Presenter): There is an activity that demonstrates non-verbal communication in a fun way – Reverse Charades. This activity will be played with a small group. Non-verbal expression cards are found in this bowl. Each participant will have an opportunity to come to the front of the room, pull an expression from the bowl, and attempt to demonstrate the emotion effectively to the group. Participants are free to use facial expressions and body movement. They are not allowed to use words or sound.

---------**Wrap-Up of Communication Section**---------

Discussion: *The following video represents a meeting between a supervisor and a member of his team. Utilizing everything we've thus far discussed in regards to communication, see if you can identify the non-verbal communication, the active listening skills, and the open-ended questions.*

Video: https://www.youtube.com/watch?v=-lKJgFo9VZo&feature=youtu.be

How would you rate this encounter? The following questions may aid in facilitating discussion:

- ✓ *How did the supervisor not demonstrate active listening?*
- ✓ *What types of questions did the supervisor ask?*
- ✓ *Describe the non-verbal communication of both the supervisor and employee*
- ✓ *What could the supervisor have done differently?*
- ✓ *What type of influence did the supervisor have on the employee?*
- ✓ *Did the supervisor successfully develop a relationship with this employee as well as trust?*

Discussion: *Engage participants in discussing how they can be more aware of their communication skills. Identify where they are doing well and lessons learned.*

---------Coaches Motivate and Inspire---------

How do coaches motivate and inspire their players? You see them talking softly to a player who made a mistake, or jumping up and down, high-fiving all of the players after a hard fought win. Whichever it might be, the ability to encourage employees is sometimes an undervalued attribute. Skilled coaches encourage employees when they are discouraged, fearful, or feel inadequate to the task. Encouragement is also important when an employee comes face to face with their limitations. Confidence building is letting your employees know you believe in them and what they're doing. This is the essence of the coach's role: Help people see, feel and intuit their brilliance. Point to past successes … to their individual and team accomplishments. Review with them the actions that caused success and praise the commitment to excellence behind each victory. Let people know that you know they can do the job and you'll see something wonderful happen: They'll start to gain confidence in themselves. They'll start to believe in themselves and accomplish more than even they thought they could. It is important to give immediate praise when the situation dictates. Do not wait until a formal monthly one-on-one to give praise from an event that occurred two weeks ago. Immediate praise and recognition is important. It is important employees are not afraid to try something and fail. It's important to recognize the successful elements and learn from what didn't go so well.

According to the American Management Association, the common responses from employees demonstrates the need for coaches to encourage and motivate others:

- ✓ "Caring about me and how I am doing"
- ✓ "Making me feel confident"

✓ "Wanting me to be successful"
✓ "Reassuring me that I can do it"
✓ "Not letting me give up"

Video: *The following video shares five ways managers and supervisors can inspire and motivate members of their team:* *https://youtu.be/UP4WQyQcjE0*

Discussion: *There is a handout in your Playbook that contains a worksheet where you can write down ideas for motivating and inspiring your team. Ask participants what they are currently doing in this endeavor? How often do managers and supervisors recognize employees? Here are a few suggestions for motivating and inspiring employees:*

✓ *Publish a regular list of individual and team accomplishments over the past week or month. Make sure the list is posted in a visible area. Another idea is to have a*
✓ *Newsletter distributed to your employees and other key organizational people that summarizes accomplishments. Most importantly,*
✓ *Compliment individuals often for jobs well done. One-on-ones are an effective confidence builder. Such actions accomplish three things: 1. They let employees know you are aware of their efforts to excel. 2. They provide "performance exposure" for members within and beyond the team environment. 3. They encourage people to have a can-do attitude. Commit to bolstering your people's confidence.*

One of the important aspects of motivating and inspiring is getting to know each employee and understanding them well enough to know what motivates them. How have participants accomplished this aspect of motivation? Are there any best practices they can share?

---------**Involvement**---------

Involvement means just that — working with your people. It is caring enough for people to attempt to understand their experiences. It's getting out from behind your desk and going to where your employees are. It's finding out what's going on with your people. When was the last time you walked around your office, outside of needing to use the restroom, go to your car, or to the breakroom?

To get connected and stay connected, you need to walk around and talk to your team, work alongside them, ask questions, and be there to help when needed. This practice is called Management by Walking Around – MBWA for our conversation we are going to call this 'Walk Abouts.' There are several potential benefits to a Walk About. They include:

✓ Approachability – Your team will see you as a trusted ally and not just the boss, they'll be more likely to tell you what's going on. You'll get the chance to learn about issues before they become problems.

- ✓ Building Trust – As your team gets to know you better, they'll trust you more. You'll have opportunities to build and strengthen relationships of trust.
- ✓ Building Morale – People often feel better about their jobs and their organization when they have opportunities to be heard. Walk About's makes those opportunities available.
- ✓ Productivity – Many creative ideas come from casual exchanges. MBWA promotes casual discussions, so people will more likely feel free to come to you with their ideas.

Walk About's are not a walk in the park. It's a determined and genuine effort to understand your employees, what they do, and what you can do to make their effort more effective. A Walk About doesn't work well when it's viewed as an obligation. You have to truly want to get to know your staff, and you have to commit to following up concerns and seeking continuous improvement.

Here are a few "Walk About" tips to get you started:

- ✓ Relax – People will sense your genuineness and casualness, and they'll respond accordingly. Stiff, formal conversation will probably lead to equally rigid responses.
- ✓ Listen and observe more than you talk – Use active listening with your employees. When people feel you're hearing them, you'll probably seem more sincere.
- ✓ Wander around equally – Don't spend more time in one area than another. And don't always talk to the same people. You want to be approachable to everyone.
- ✓ Use the time for spontaneous recognition – If you see something good, compliment the person.
- ✓ Chat – Build relationships. Joke, laugh, and have fun.
- ✓ Don't overdo it – Wander around often enough to get a good feel for what's going on, but not so often that your presence feels like a mundane distraction.

When you are not stationed in the same office as your direct reports how can you still be involved with them?

Can you get the same outcome with another method?

<div align="center">---------Components Needed for Every Coaching Encounter---------</div>

Whether on the gridiron or in an office, all coaches use similar tenets and tools to help employees succeed. Every coach knows their team, studies the situation and competition and forms a plan that will help the team win. The basic plays don't change. Having a clear vision and action plan ensures that "players" are focused on the same end-result. As the coach, this will help you more quickly when the group is off-course and needs to re-calibrate its efforts.

There are two types of coaching: Informal Coaching and Formal Coaching

Informal Coaching – Involves the following types of interactions:

- ✓ Day to day contacts with employees - This is accomplished when utilizing the Management by Walking Around or Walk About approach. It may occur when staffing a case-specific situation or conducting a staffing appointment.

✓ **Brief interactions** – Can occur when you walk by a cubicle and hear a positive interaction between a counselor and a customer and you stop and give praise. It can be while you observe an interaction with a counselor and an upset customer, and you stop by their cubicle to discuss how the conversation went.

✓ **Individual or group** – Coaching is often geared towards individuals, but it also has application to groups.

Formal Coaching – This form of coaching occurs on an individual level. This is a structured one-on-one process. Formal coaching may occur during the monthly performance meeting. However, formal coaching doesn't need to be limited to the monthly one-on-one appointment. It may occur at any time. In addition to being structured, the coaching session should be documented. The formal processes is as follows:

✓ Review/Feedback
✓ Interview employee – Identify the goals, strengths, needs and current/desired results
✓ Observing employee in action
✓ Set up practice & observe
✓ Analyzing results

Review/feedback – Information gathering is important prior to a formal coaching session. The supervisor may use performance sources such as existing and previous performance reviews, performance reports, and observations. The intent is to gather as much information as possible to get a good perspective of the strengths and needs of the employee.

Interview employee – The success of any coach, regardless of the sport or a work setting, is determined by their ability to enable the employee to learn the requisite skills of their profession, and translate that learning into performance. Communication is possibly the largest factor that facilitates learning and skill development. It is important for the coach to communicate the right knowledge, at the right time, delivered in the right way. As we defined in course 1, coaching is a self-revelatory process for the employee. The objective of the coach is to get the employee to self-identify their strengths and weaknesses and formulate their own game plans. How do we get employees to identify their strengths and weaknesses as well their own solutions? Ask them!

As coaches, we can take two different paths. We can provide knowledge or we can use a means of communication that is in direct contrast for the former – facilitation. Rather than tell an employee something about their performance, take a more facilitative approach and ask the employee to reflect. The use of effective questioning helps the employee 'peel the onion' and draw the necessary connections.

Teach, don't tell. Make sure you engage the employee with open-ended questions that challenge their understanding of what they're doing. This tightens the gap between what actually happened and what they think happened, thereby giving them the ability to self-coach, and putting them on a path that enables both performance improvement and the expansion of their confidence.

Observe the employee in action and setup practice to observe – Observation is an essential component to coaching. An effective coach sets up an opportunity with the employee that does the following:

- ✓ Provide live or simulated demonstration
- ✓ Provide a safe live or simulated practice or conduct a role play

Analyze results – Coaches share progress with the employee. They outline areas still in need of improvement and explore options for support. Has the original goal been achieved? If so, move on to the next goal. If not, is progress being made? Does a new game plan need to be explored? It is imperative to give praise to the employee where progress is made. Remember, coaching is not the time to reprimand.

Coaching Process Tips –

- ✓ Provide Focus – Coaching is about a clear goal. It's a laser like focus on one particular area where either improvement is needed or what an employee can do to enhance a particular skill. Coaching is not meant to address multiple areas at the same time. When one goal is achieved the coach and employee move on to the second goal.
- ✓ Tell – While coaching identify the skills, how and when it is used, and why it is important
- ✓ Show – Demonstrate live or arrange a simulation
- ✓ Set up Practice – Provide a safe live or simulated practice or role-play
- ✓ Observe – Focus on the behavior
- ✓ Feedback – Giving lots of praise is key to improvement and continued commitment on the part of the employee. Remember, coaching is not a time to reprimand. Focusing on positive feedback creates a positive climate, puts the employee at ease, creates openness to practice and refinement, increases the likelihood that desired behavior will be repeated, and maintains focus on good performance rather than becoming preoccupied with weak performance.

Development Action Plan (DAP) – Display to participants the DAP and let them know it will be available in a fillable PDF as well as hard copy forms. Managers and supervisors are not required to use the form. It can be used to focus the coaching session and track progress.

---------**Obstacles to Coaching**---------

For most coaches, starting out can be a daunting proposition. For managers and supervisors, there is a lot to do day in and day out. Upon first glance coaching takes a lot of time. There are so many potential obstacles to coaching. Coaching doesn't have to take more time. Instead, it is time spent differently. In the end, if done correctly, you will find it was a worthwhile investment in time and in your team. Coaching lends itself to everyday conversations with employees and it occurs in one-on-one meetings.

> *Discussion – Using the handout entitled, "Coaching Challenges & Opportunities" brainstorm the challenges participants anticipate when they get back in the office and begin practicing the new knowledge and skills. Here are a few challenges that may arise from the groups:*

✓ *Lack of progress on the part of the employee*
✓ *Lack of follow through on the part of the coach*
✓ *Miscommunication*
✓ *Not identifying strengths or areas for improvement*
✓ *Supervisor communicates one way, tells, and doesn't ask questions*
✓ *Lack of recognition*

Using the list of challenges managers and supervisors anticipate, turn these challenges into opportunities. Encourage participants to capture the challenges and opportunities on the worksheet.

Discussion – Explore ways in which managers and supervisors can begin coaching in the course of their everyday conversations.

---------**Summary of Course 2**---------

Discussion: Facilitate a discussion with participants on what they remember from today's discussions and activities.

- *Building Relationships – What do participants remember from this section? How can they begin building and maintaining working relationships?*
- *Developing Trust – What do participants remember from this section? How can they begin developing and maintaining trust?*
- *Building Rapport – What do participants remember from this section? How can they begin developing and maintaining rapport?*
- *Asking Questions – What do participants remember from this section? How can they begin asking open-ended questions?*
- *Active Listening - What do participants remember from this section? How can they strengthen their listening skills?*
- *Involvement – What can participants do to be engaged with their team?*

What are some things you can do now to not lose momentum?

Skill Building Take Away Activity:

Conclusion of Course 2: Today we've had the opportunity of discussing multiple subjects, such as building relationships of trust and rapport, improving communication skills, as well as discussing elements of a coaching session. We've shared best practices with each other and explored ways in which we can implement these elements into our daily interactions at work. We would like to show you a three-part video that summarizes some of the subjects we discussed today.

Video: The video collage represents three clips from the three different movies. The movies include a short clip from The Blindside. In this video you see a football player by the name of Michael Oher. As you will see Michael is new to the football scene

and struggles to get his footing. The second video is from Remember the Titans. In this scene you will see the offensive and defensive captains engaging in a conversation. This team is having a difficult time coming together and playing together. In the third video you see a music teacher by the name of Mr. Holland. Mr. Holland is talking with a music student who doesn't believe in herself and her music abilities. The final clip comes to us from the movie McFarland. In this scene the former football coach approaches the school principle in attempts to create a cross-country team.

How to Effectively Coach
Course 2

Tools to Effective Coaching

Building the Relationship

Developing Trust: Trust is truly one of the essential elements of all high performing teams. Trust is the heart and soul of leadership. If people trust you they are willing to be honest and vulnerable and are willing to take risks on your behalf. Innovation and change can't really happen if your team doesn't trust you.

If you want to understand how to build trust, start by understanding it's mostly about what you do rather than what you say. You can't merely tell people you are trustworthy; you have to behave in a manner that clearly demonstrates trustworthiness. Consider these three key behaviors that can help you develop trust:

1. Integrity—In every decision you make. Integrity is not only about playing by rules, policy, and procedures. It's affected by how well you do what you say you will do. If you say "A", and you do "B", trust can evaporate quickly. Always keep your word.
2. Being Helpful—Look for ways to be helpful. Some call this a "Servant Leadership Approach." It's about genuinely seeking opportunities to help others achieve their goals. This is built on the idea you will be successful to the extent your employees are successful. The more you are helpful, the more your employees will trust you. For more information on "Servant Leadership," check out the 2014 Leadership Conference materials.
3. Collaboration—As a leader and coach, you are a collaborator and not a dictator. Depending on the situation, your goal in making decisions is to partner with the employees and strive for input and consensus. The feeling of inclusion you give them is a huge catalyst for trust. They are much more likely to execute the plan if they feel they were included in the planning process.

Building Rapport: Developing rapport is a skill anyone can learn and use. You have rapport with someone when there is mutual liking and trust. Once you have established rapport with a person, they are far more likely to be open with you and share information. Rapport can be used to create a positive relationship with a new or existing team member. Developing rapport is the key to success and performance. There are several tips to developing rapport. Here are a few:

1. <u>Be approachable</u>—Managers and supervisors are often measured on their approachability to their employees. An effective coach is always approachable.
2. <u>Know and use their name</u>—Knowing the name of all your employees is absolutely vital to establishing rapport. This is especially important to new members on your team. Equally important to knowing someone's name is how their name is spelled. Take the time to familiarize yourself with the spelling of names. It shows you cared to learn. "There is nothing more beautiful in language than the sound of your own name."
3. <u>Ask questions about the person</u>—Most people enjoy talking about their family, hobbies, and things they enjoy. Asking questions and paying attention to the answers helps you learn more about the other person and shows you are genuinely interested in them. The key is in your follow-up. This is how they'll know whether they are important to you or not. Knowing the names of their spouse or significant other, children, pets, shows them you care. Are you aware of their successes and challenges, both professionally and personally? And remember they won't share any of them with you, if they don't trust you.

<u>Communicating Effectively</u>

<u>Non-Verbal Communication</u>: Research has indicated 55% of all communication is non-verbal body language; 38% comes from voice inflection, 7% of a person's actual communication comes from the words they say. It is no longer what you say, but how you say it that often makes the difference in whether a message is received with the intended effect. Your awareness of nonverbal communication will assist you in becoming a better communicator with members of your team. Refer to the document titled "Ways to Improve Non-Verbal Communication."

<u>Asking Questions</u>: Effective coaching may be characterized by asking thought provoking, open-ended questions. In asking questions you move away from command-and-control leadership to a dynamic in which your employees grow through self-reflection. Good coaching questions give someone who's busy and competent space in which to step back and examine themselves. The right question can stop them in their tracks as they finally sees their own actions from a different perspective or envisions a new solution to an old problem. They may indeed learn to question themselves so next time they can catch themselves in the act and change their actions in the moment.

To give your employee the space to reflect and respond effectively, questions should be phrased as open-ended queries. It can be helpful to think about the first word: open-ended questions often begin with "what," "how," "who," "where," and "when." Stay

away from "why" – it can feel confrontational and judgmental. To get at the same thing, instead ask, "What was your intention with that?"

Examples of "What" questions:
- What is happening?
- What is challenging about it?
- What have you done, tried, or considered?
- What is the impact on you, the team, or the department?
- What are your ideal outcomes?
- What would have to change to make that happen?
- What conditions would have to be in place?

Examples of "How" questions:
- How will you prepare for that?
- How will you know we've moved the needle on this?
- How will we measure success or progress?
- How will we communicate your goals?
- How will you stay self-aware and mindful when things get busy?

Examples of "Who" questions:
- Who will be impacted – positively or negatively – by these potential changes?
- Who else could offer you feedback?
- Who needs to be included in these goals?

Examples of "Where/When" questions:
- Where/when do you feel you are at your personal best?
- Where/when do you feel most triggered, reactive, not at your personal best?
- Where might you experience resistance?

Examples of descriptor questions:
- Help me understand...
- Tell me more about that...
- Let me make sure I understand what you are saying...
- I'm curious about...
- Could you describe further...

Active Listening: Listening is essential to effective coaching. Ineffective coaches underutilize this skill. There is an important difference in hearing and listening. Hearing is

one of our natural senses. But listening, in contrast, requires focus and attention. Because listening is intentional, we can use it when there is something we really want to listen to, like a story or an important conversation. We can choose not to use it when there is something we don't want to hear, like being asked to do the dishes.

Active listening is a skill. It can be developed and enhanced. With active listening skills you can make a speaker feel heard and more importantly, understood; it helps build stronger relationships between you and your team.

Tips to active listening:
- Prepare yourself to listen: Are you in a position to have a conversation with someone? Are there outside distractions you must first deal with before you can actively listen?
- Focus fully on the speaker: Need to fully concentrate on the person speaking, paying attention to body language and other non-verbal cues. If you start to daydream, lose focus, check email, you will miss the non-verbal ques.
- Avoid interrupting: Why do people interrupt? On average we speak 125-150 words per minute, but the human brain can comprehend and listen at the rate of 1000 to 3000 words per minute. This means our minds are underutilized while we are listening to others. We will struggle to keep our minds on topic. You may hear one or two phrases in the conversation and jump ahead to a solution. But remember, effective coaches do not jump in with solutions. Rather, they ask questions to help the employee gain understanding and identify the solution for themselves.

    Tips to avoid interrupting:
    o Try to close your mouth while listening—People often open their mouth to signal to another person they are ready to talk. Imagine glue applied to your lip. This will help you visualize keeping your mouth closed and not interrupting someone.
    o Take notes during the conversation—Writing down ideas will help you not forget it and will also help you not interrupt someone just so you don't forget the idea.
    o Avoid the appearance of being judgmental—Coaches withhold blame and criticism. Withholding judgement can foster relationship development.
    o Show interest—Nod occasionally, smile, and make sure your posture is open and inviting. You can use non-words such as, "Mmm," and "uh-huh."

Motivate and Inspire

Skilled coaches encourage employees when they are discouraged, fearful, or feel inadequate to the task. Encouragement is also important when an employee comes face-to-face with their limitations. Confidence building is letting your employees know you believe in them and what they're doing.

A coach's role is to:
- o Help people see, feel and understand their brilliance.
- o Point to past successes … to their individual and team accomplishments.
- o Review the actions that caused success and praise the commitment to excellence behind each victory.
- o Let people know you know they can do the job.
- o Give immediate praise when the situation dictates.
- o Recognize things that aren't going well and learn from them.

Involvement

Involvement means just that—working with your employees. It is caring enough for people to attempt to understand their experiences. It's getting out from behind your desk and going to where your employees are. It's finding out what's going on with them.

To get connected and stay connected, you need to walk around and talk to your team, work alongside them, ask questions, and be there to help when needed. This practice is called Management by Walking Around – MBWA for our conversation we are going to call this 'Walk Abouts.' There are several potential benefits to a Walk About. They include:
- o Approachability—Your team will see you as a trusted ally and not just the boss, they'll be more likely to tell you what's going on. You'll get the chance to learn about issues before they become problems.
- o Building Trust—As your team gets to know you better, they'll trust you more. You'll have opportunities to build and strengthen relationships of trust.
- o Building Morale—People often feel better about their jobs and their organization when they have opportunities to be heard. Walk About's makes those opportunities available.
- o Productivity—Many creative ideas come from casual exchanges. MBWA promotes casual discussions, so people will more likely feel free to come to you with their ideas.

A Walk About doesn't work well when it's viewed as an obligation. You have to truly want to get to know your staff, and you have to commit to following up concerns and seeking continuous improvement.
Here are a few "Walk About" tips to get you started:
- o Relax—People will sense your genuineness and casualness, and they'll respond accordingly. Stiff, formal conversation will probably lead to equally rigid responses.

- Listen and observe more than you talk—Use active listening with your employees. When people feel you're hearing them, you'll probably seem more sincere.
- Wander around equally—Don't spend more time in one area than another, and don't always talk to the same people. You want to be approachable to everyone.
- Use the time for spontaneous recognition—If you see something good, compliment the person.
- Chat—Build relationships. Joke, laugh, and have fun.
- Don't overdo it—Wander around often enough to get a good feel for what's going on, but not so often that your presence feels like a mundane distraction.

Informal Coaching and Formal Coaching

Informal Coaching – Involves the following types of interactions:
- Day-to-day contacts with employees—This is accomplished when utilizing the Management by Walking Around or Walk About approach. It may occur when staffing a case-specific situation or conducting a staffing appointment. As managers and supervisors you have many opportunities to interact daily with your employees.
- Brief interactions—Can occur when you walk by a cubicle and hear a positive interaction between a counselor and a customer and you stop and give praise. It can be while you observe an interaction with a counselor and an upset customer, and you stop by their cubicle to discuss how the conversation went. Informal coaching can also be in the form of a case staffing, questions about policy or how to do something in UWORKS.
- Individual or group—Coaching is often geared towards individuals, but it also has application to groups. Coaching is typically an individual occurrence. But it is not limited to individuals only. Coaching also applies to a team as a whole, or a workgroup for example. Coaches also provide learning opportunities to teams and groups.
- What it offers—Informal coaching offers continual support and encouragement. It is checking in on an individual's progress in achieving a goal. It is following up on a conversation. Informal coaching is about listening to what is going on around you and watching for coaching opportunities. And finally, it is about recognizing and praising achievement (no matter how small it may appear). Look for opportunities to recognize employees on the good things they do. As we discussed previously, recognition and praise must be genuine and meaningful.

Formal Coaching—Interactions on an individual level:
- This is a structured one-on-one process. Formal coaching may occur during the monthly performance meeting. However, formal coaching doesn't need to be limited to the monthly one-on-one appointment. It may occur at any time. In addition to being structured, the coaching session should be documented. As noted on the slide, it may be conducted either in-person or over the phone.

o Formal coaching is impactful for employees striving to meet both the professional and performance plan, it is also meaningful for successful employees striving for skill enhancement and personal development.

Coaching Steps

- Review the Goals or Expectations
- Assess the Performance
- Provide Feedback & Guidance
- Establish Action Plans
- Follow-Up & Measure Progress
- Skill Development

Review the Goals & Expectations: Review the current performance goals and expectations. Ensuring understanding of each performance measure and the expectations is important on the part of the employee. Skill development becomes unnecessarily complicated when expectations of desired behavior and performance are unclear.

Assess the Performance: Gather data and observations in order to evaluate the current performance of the employee. Makes a determination of whether or not the employee is meeting the desired benchmarks and where the employee may be coming up short. It is important to evaluate areas where the employee is coming up short as well as excelling.

Provide Feedback & Guidance: Discuss with the employee their individual performance. The objective of the coach is to get the employee to self-identify their strengths and weaknesses and formulate their own game plans.

Establish an Action Plan: Engage the employee in developing an action plan that contains the following elements:
  o Specific Goal—This can be achieving a performance benchmark or changing a specific behavior, for example tardiness to work. Remember, coaching is a laser-like focus on one particular area where either improvement is needed or what an employee can do to enhance a particular skill. The object is to identify one goal at a time, before moving on to other goals. In situations where there are multiple goals, you may need to prioritize which is most important right now and work backwards.
  o Steps to Achieving the Goal—Once you have reached an agreement on a goal, the next step is to identify the steps needed to achieving it. What are the specific things the employee needs to do to achieve the goal? Remember, be specific! Leave no room for confusion or hesitation.
  o Performance Measures—In this step you identify how the goal can be measured. Is there a report currently in eReports that will measure the goal for you? If it is a soft skill, you may need to get creative in how you measure progress. It may be that the key measurement is observation. If you are uncertain, it is helpful to reach out to your colleagues and manager to check for options.
  o Resources and Support Needed—What specific support tools are needed to assist the employee in reaching their goal? Be specific in the resources and support needed. For some they may need frequent targeted assistance by a team mentor or OPS. For others they may need you only to be available as questions arise. Each person is uniquely equipped to accomplish their own goals. Effective questions and active listening will play a key role in determining what the employee needs. Encourage the employee not to underestimate the support that may be needed in accomplishing the goal. Setting up a role play or simulated practice is a very helpful exercise in demonstrating to the employee how the skill is to be used. Observation will play an important role in determining the supports needed and also in measuring progress.
  o Target Dates—When will you measure progress? When is your next meeting scheduled? Target dates should stretch the employee a bit, but not to their breaking point. Take into consideration workload demands, monthly trainings, etc when determining target dates.

Follow-Up & Measure Progress—Following up with the employee will make them feel supported and will show they are being held accountable for the goals that are set. That relationship can be either strengthened or hampered by a lack of follow up. Giving lots of

praise is key to improvement and continued commitment on the part of the employee. Remember, coaching is not a time to reprimand. Focusing on positive feedback creates a positive climate, puts the employee at ease, creates openness to practice and refinement, increases the likelihood that the desired behavior will be repeated, and maintains focus on good performance rather than becoming preoccupied with weak performance.

IDENTIFY YOUR COACHING STYLE

LIST YOUR 3 IDENTIFYING CATEGORIES &
3-5 IDENTIFYING CHARACTERISTICS YOU FEEL BEST DESCRIBE YOU

1)	2)	3)

FIRE, LION, DODGE RAM, DOMINATE	WATER, OTTER FORD MUSTANG, INSPIRING	EARTH, DOG, VW BUG, SUPPORTIVE	AIR BEAVER, CADILLAC, CAUTIOUS
Direct, demanding, forceful, strong willed, driven, determined, fast-paced, self-confident, outspoken, results-oriented, a leader, problem-solver	Convincing, magnetic, enthusiastic, warm, trusting, optimistic, friendly, outgoing, talkative, the life of the party, people-oriented	Calm, patient, predictable, deliberate, stable and consistent, team player, maintains the status quo, peacemaker, family-oriented	Careful, cautious, systematic, diplomatic, accurate, tactful, logical, organized, data-driven, methodical, perfectionist, detail-oriented
WHEN COMMUNICATING WITH THIS STYLE	WHEN COMMUNICATING WITH THIS STYLE	WHEN COMMUNICATING WITH THIS STYLE	WHEN COMMUNICATING WITH THIS STYLE
Give them the bottom line; be brief	Share your experiences	Be personal and cordial	Focus on facts and details
Focus your discussion narrowly	Allow them to ask questions	Express your interest in them and what you expect from them	Minimize "pep talk" or emotional language
Give them the bottom line; be brief	Focus on positives	Take time to provide clarification	Be patient
Focus on solutions rather than problems	Avoid overloading them with details	Be polite, avoid being confrontational, overly aggressive or rude	Be persistent and diplomatic
WOULD INCREASE EFFECTIVENESS THROUGH	WOULD INCREASE EFFECTIVENESS THROUGH	WOULD INCREASE EFFECTIVENESS THROUGH	WOULD INCREASE EFFECTIVENESS THROUGH
Patience	Being more objective	Displaying self-confidence	Acknowledging other feeling
Empathy	Following through on tasks	Revealing true feelings	Looking beyond data

1) **How will you use your style to coach those on your team?**

   _____
   _____
   _____
   _____
   _____

2) **What are areas you will want to address personally, to help you be more effective in your coaching style?**

   _____
   _____
   _____

Open and Closed Questions

Closed questions

Definition

A closed question can be answered with either a single word or a short phrase.

Thus 'How old are you?' and 'Where do you live?' are closed questions

Using closed questions

Closed questions have the following characteristics:

- They give you *facts*.
- They are *easy* to answer.
- They are *quick* to answer.
- They keep control of the conversation with the *questioner*.

This makes closed questions useful in the following situations:

Usage	Example
As opening questions in a conversation, as it makes it easy for the other person to answer, and doesn't force them to reveal too much about themselves.	*It's great weather, isn't it?* *Where do you live?* *What time is it?*
For testing their understanding (asking yes/no questions). This is also a great way to break into a long ramble.	*So, you want to move into our apartment, with your own bedroom and bathroom -- true?*
For setting up a desired positive or negative frame of mind in them (asking successive questions with obvious answers either yes or no).	*Are you happy with your current supplier?* *Do they give you all that you need?* *Would you like to find a better supplier?*
For achieving closure of a persuasion (seeking yes to the big question).	*If I can deliver this tomorrow, will you sign for it now?*

http://changingminds.org/techniques/questioning/open_closed_questions.htm

Open questions

Definition

An open question is likely to receive a long answer.

Although any question can receive a long answer, open questions deliberately seek longer answers, and are the opposite of closed questions.

Using open questions

Open questions have the following characteristics:

- They ask the respondent to *think* and *reflect*.
- They will give you *opinions* and *feelings*.

This makes open questions useful in the following situations:

Usage	Example
As a follow-on from closed questions, to develop a conversation and open up someone who is rather quiet.	*What did you do on you holidays?* *How do you keep focused on your work?*
To find out more about a person, their wants, needs, problems, and so on.	*What's keeping you awake these days?* *Why is that so important to you?*
To get people to realize the extend of their problems (to which, of course, you have the solution).	*I wonder what would happen if your customers complained even more?* *Rob Jones used to go out late. What happened to him?*
To get them to feel good about you by asking after their health or otherwise demonstrating human concern about them.	*How have you been after your operation?* *You're looking down. What's up?*

Open questions begin with such as: *what, why, how, describe*.

Ways to Improve Non-verbal Communication

It is not only what you say, but how you say it that can make the difference in the message. Non-verbal messages are an essential component of communication in the workplace. Supervisors should be aware of non-verbal behavior in their employees for two major reasons:

- An awareness of non-verbal behavior will allow you to become better receivers of employee's messages.
- You will become a better sender of signals that reinforce expectations, progress, accountability, etc.

Some major areas of non-verbal behaviors to explore are:

- Leaders who make **eye contact** open the flow of communication and convey interest, concern, warmth and credibility.
- Leaders who use **facial expressions** such as smiling transmit— happiness, friendliness, warmth, and affiliation. Smiling is often contagious and employees will react favorably.
- Head nods, a form of **gestures**, communicate positive reinforcement to employees and indicate you are listening.
- **Posture and Body Orientation** is when you communicate numerous messages by the way you walk, talk, stand, and sit. Standing erect, but not rigid, and leaning slightly forward communicates to employees you are approachable, receptive, and friendly. Speaking with your back, turned, or looking at the floor or ceiling should be avoided as it communicates disinterest.
- **Proximity** is a comfortable distance for interaction with employees. Look for signals of discomfort caused by invading employee's space such as: rocking, leg swinging, tapping, gaze aversion.
- **Paralinguistic** includes vocal elements such as: tone, pitch, rhythm, timbre, loudness, and inflection. For maximum effectiveness, learn to use variation. People learn more and are more interested to speakers who successfully demonstrate these skills.
- **Humor** releases stress and tension for both the supervisor and the employee. Develop the ability to laugh at yourself and encourage employees to do the same. It fosters a friendly workplace environment.

SEVEN WAYS TO IMPROVE YOUR NONVERBAL COMMUNICATION

It is not only what you say, but how you say it that can make the difference in the message. Nonverbal messages are an essential component of communication in the workplace. Supervisors should be aware of nonverbal behavior in their employees for two major reasons:

- An awareness of nonverbal behavior will allow you to become better receivers of employees' messages
- You will become a better sender of signals that reinforce expectations, progress, accountability, etc.

Some major areas of nonverbal behaviors to explore are:

1. **Eye contact**: Eye contact, an important channel of interpersonal communication, helps regulate the flow of communication. And it signals interest in others. Furthermore, eye contact with audiences increases the speaker's credibility. Supervisors who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.
2. **Facial expressions**: Smiling is a powerful cue that transmits—Happiness, Friendliness, Warmth, Liking, and Affiliation. Thus, if you smile frequently you will be perceived as more likable, friendly, warm and approachable. Smiling is often contagious and employees will react favorably.
3. **Gestures:** If you fail to gesture while speaking, you may be perceived as boring, stiff and unanimated. Head nods, a form of gestures, communicate positive reinforcement to employees and indicate that you are listening.

4. **Posture and body orientation**: You communicate numerous messages by the way you walk, talk, stand and sit. Standing erect, but not rigid, and leaning slightly forward communicates to employees you are approachable, receptive and friendly. Furthermore, interpersonal closeness results when you and your employees face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided; it communicates disinterest.

5. **Proximity**: Cultural norms dictate a comfortable distance for interaction with students. You should look for signals of discomfort caused by invading students' space. Some of these are:
   - Rocking
   - Leg swinging
   - Tapping
   - Gaze aversion

6. **Paralinguistic**: This facet of nonverbal communication includes such vocal elements as:
   - Tone
   - Pitch
   - Rhythm
   - Timbre
   - Loudness
   - Inflection

   For maximum effectiveness, learn to vary these six elements of your voice. A major criticism is of people who speak in monotone. Listeners perceive these individuals as boring and dull. It is reported people learn less and lose interest more quickly when listening to monotone speakers who have not learned to modulate their voices.

7. **Humor**: Humor is often overlooked as a tool, and it is too often not encouraged. Laughter releases stress and tension for both supervisors and employees. You should develop the ability to laugh at yourself and encourage employees to do the same. It fosters a friendly workplace environment facilitating learning.

Non-Verbal Charades Activity

<u>Objective:</u> To recognize the importance of facial expressions, body language, and gestures when communicating.

<u>Length of Time:</u> The time required for this game is 10 minutes

<u>Materials:</u>   Cut out of the attached expression cards

Participants will randomly draw an expression card from the bowl. They will act out the expression found on the card using facial expressions, body gestures, and body posture. Participants will attempt to guess the expression based on the demonstrators gestures.

Participants are not allowed to use verbal communication methods during this activity.

Engage participants in a discussion following the game:

• Which types of non-verbal communication were the easiest to act out?

• Which types of non-verbal communication were the easiest to guess?

• How about the hardest non-verbals to guess? Identify those.

• What happens to communication when someone's words say one thing, but their non-verbal language says something else? Give an example of that.

I'm not quite clear....   I'm not clear about why you didn't make it to the meeting on Monday. What happened?

Informal & Formal Coaching

Note Page

Informal Coaching:

Formal Coaching:

Coaching Steps

Review the Goals & Expectations:

Assess the Performance:

Provide Feedback & Guidance:

Coaching Steps

Establish Action Plans:

Follow-Up & Measure Progress:

Coaching Tool: Communicating Effectively

Note Page

Asking Questions:

Coaching Tool: Communicating Effectively

Note Page

Active Listening:

Coaching Tool: Communicating Effectively

Note Page

Non-Verbal Communication:

Coaching Tool: Getting Involved

Note Page

Coaching Tool:
Motivating & Inspiring Others

Note Page

What I am currently doing to motivate my team:

New ideas for motivating and inspiring my team:

Coaching Tool: Building the Relationship

Note Page

Developing Trust:

Building Rapport:

Coaching Course 2

Note Page

Obstacles to Coaching

Note Page

OPEN ENDED QUESTIONS RESOURCE SHEET

Use the following leads to ask your questions to obtain information and/or to check to ensure your employee understands what they have been trained. Circle at least five open ended leads below that you feel comfortable with.

Open-ended questions cannot be answered by yes or no. These questions usually begin with "who," "what," "why," "where," and "when."

1. Tell me about _____.
2. What else can you do with the _____?
3. What could you use to make the _____?
4. What do you think would happen if _____?
5. Is there another way to _____?
6. What kind of information on _____ are you looking for?
7. What is it you want to know about _____?
8. What would you like to know about this topic?
9. What do you mean by _____?
10. Would you tell me more about_____?
11. What else can you tell me that might help us locate materials?
12. Could you tell me what you're working on?
13. I'd be interested in knowing....
14. Would you explain...?
15. Is there something specific about _____ that you are looking for?
16. Would you explain that to me in more detail?
17. I'm not certain I understand.... Can you give me an example?
18. I'm not familiar with _____, can you explain it to me?
19. What examples can you give me?
20. What do you already know about _____?
21. Do you know some key concepts, policy and/or procedure for this topic?
22. Where have you checked for information so far?
23. What would you like to know about _____?
24. When you say _____, what do you mean?
25. Can you describe the kind of information you would like to find?
26. What questions do you have for me?

Examples:

Elaborate on…………..	Elaborate on the customer closing for non-participation.
Tell me about…………	Tell me about your customer who had a domestic violence situation.
Describe your…………	Describe your morning and what did you do?
What are the………….	What are the options to resolve this customer's activity review?
Explain how you…….	Explain how you increased your positive closures.
Let's discuss…………..	Let's discuss the customer's mental health issues.
Let's review……………	Let's review your CMCR and see what you feel you need support with.
Let's explore…………..	Let's explore options for this customer.
What's happened…..	What's happened with your customer you were talking to yesterday that was having transportation issues?

Ways to Inspire Your Team

One of the great hallmarks of a successful coach is their ability to motivate and inspire their team to new heights. In today's workforce employees are wanting to be heard and recognized, but more importantly they want to know their contributions are noticed and not taken for granted. This is not for the sake of attention, but because they want to know their skill sets are still relevant and useful and they are making a difference to advance the customers they serve.

At the same time, coaches are trying to make their employees feel more secure in order to keep the ship afloat, aware that if too much disruption leaks out into the workplace, there is risk of losing top-talent which is difficult and costly to replace. In this ever-changing workplace terrain, coaches need to think differently about how to keep their teams on track. They must become more intuitive; diverting from the traditional ways of leading that have become too predictable and uninspiring.

To get started here are ten ways to inspire teams to optimally perform.

1. **Solving, Not Just Selling**
   Stop selling your employees about why they need to perform better. Explain why their contributions help solve problems and contribute to the department's outcomes and goals. Employees are more inclined to step up their game when they know their work can add value to the bigger picture.
2. **Purpose**
   Employees are inspired by knowing their hard work makes a difference beyond saving money. Employees want leaders who see beyond the obvious and look to create wider reaching impact extending into their community.
3. **Know What Inspires Each Employee**
   People want to know their leaders understand their tendencies, aptitudes and behaviors well enough to best work with and motivate them. The best leaders and coaches always do. Employees want a leader who pays attention and genuinely cares about them. Employees are most inspired when a leader takes the time to know them and show they have their best interest at heart.
4. **Learning, Not Just Lecturing**
   Employees are eager to learn and remain relevant. They find it difficult to be inspired by leaders who only talk about what may happen if an individual or team doesn't meet a performance benchmark. In today's fast-paced world people don't have time for lectures; they want continuous coaching and leaders who are paying attention.
   Simplify the process. Don't exhaust your employees through complexity and buzz-words. People seek direction that is too the point. Stop lecturing and start coaching.
5. **Innovation**

Employees want to create impact. Allow them to be part of the innovation-based projects on your team and in your service area. This is exciting and meaningful for employees and will inspire them to perform. Provide your employees the resources to be innovative in their work.

6. **Significance, Not Just Success**

Helping your employees to be successful is important, but is not inspiring enough alone. People want much more out of their leaders and if you can activate the natural talents of your employees in ways that make them feel more responsible about their jobs, you will be inspiring something that is more significant and has a longer impact.

7. **Respect, Not Just Recognition**

Beyond appreciation and praise, show your respect and admiration for the work of your employees.

8. **Personal Growth**

Leaders have used "increase responsibility" to inspire performance. While this approach may still have merit, it is when a leader can help foster the professional growth and development of their employees that performance flourishes. Leaders must take more time to coach their employee's development and growth.

9. **Trust**

It is a relationship based on trust that inspires employees to perform. When you trust someone, you believe in them. People are inspired when they know their leaders believe in their capabilities to deliver.

Course Two Activity

Putting Coaching Into Practice

Instructions: In Course 3 we have the opportunity to practice the coaching principles discussed in Courses 1 and 2. In preparation for Course 3, please identify a current or recent coaching situation on your team you would like to get ideas and practice with the group. Please come prepared to share the scenario with the group.
Note: Please protect the confidentiality of your employees by creating fake names, if necessary.

Scenario 1:

_____

_____

_____

_____

_____

Scenario 2:

_____

_____

_____

_____

Ten Tips to build or improve empathy:

1. **Listen—truly listen to people**. Listen with your ears, eyes, and heart. Listen to the tone of voice, to the hidden emotions behind what they are saying to you, and to the context.
2. **Don't interrupt people**. Don't dismiss their concerns offhand. Don't rush to give advice. Don't change the subject. Allow people their moment.
3. **Tune in to non-verbal communication**. This is the way people often communicate what they think or feel, even when their verbal communication says something quite different.
4. **Practice the "93 percent rule"**. We know from a famous study by Professor Emeritus, Albert Mehrabian of UCLA, when communication about feelings and attitudes, words—the things we say—account for only 7 percent of the total message people receive. The other 93 percent of the message we communicate when we speak is contained in our tone of voice and body language. It's important to spend time to understand how we come across when we communicate with others about our feelings and attitudes.
5. **Use people's names**. Also remember the names of people's significant others and children so you can refer to them by name.
6. **Be fully present when you are with people**. Don't check your email, look at your watch or take phone calls when an employee drops into your office to talk to you. Put yourself in their shoes. How would you feel if your boss did that to you?
7. **Smile at people.** Smiling can improve your mood, help reduce stress, makes you more approachable and trustworthy. Smiling boosts productivity and makes you more creative.
8. **Encourage people**, particularly the quiet ones, when they speak up in meetings. A simple thing like an attentive nod can boost someone's confidence.
9. **Give genuine recognition and praise**. Pay attention to what people are doing and catch them doing the right things. When you give praise, spend a little effort to make your genuine words memorable: "You are an asset to this team because…"; "This was pure genius"; "I would have missed this if you hadn't picked it up."
10. **Take a personal interest in people**. Show people you care, and genuine curiosity about their lives. Ask questions about their hobbies, their challenges, their families, their aspirations.

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