Welcome back! We are excited to be back with you today for Coaching Course 2 – How to Effectively Coach. 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.

Before we dive head first into the material, a few necessary and important reminder.

1. Attendance – Please sign the role that is going around the room. We are capturing this training series in CMS. We did not ask you to register for each course prior to coming here today. We intend to assign you credit behind the scenes for you attendance not only today, but also when you attend course 2 and course 3.
2. Restrooms – Give participants an idea where the restrooms and drinking fountains are found. Also inform them where the vending machine may be located
3. Camera – In some of the courses we will have the opportunity of having of filming the course for future purposes. We encourage you to act normally and participate as much as you can. After a little time you may altogether forget that its here.
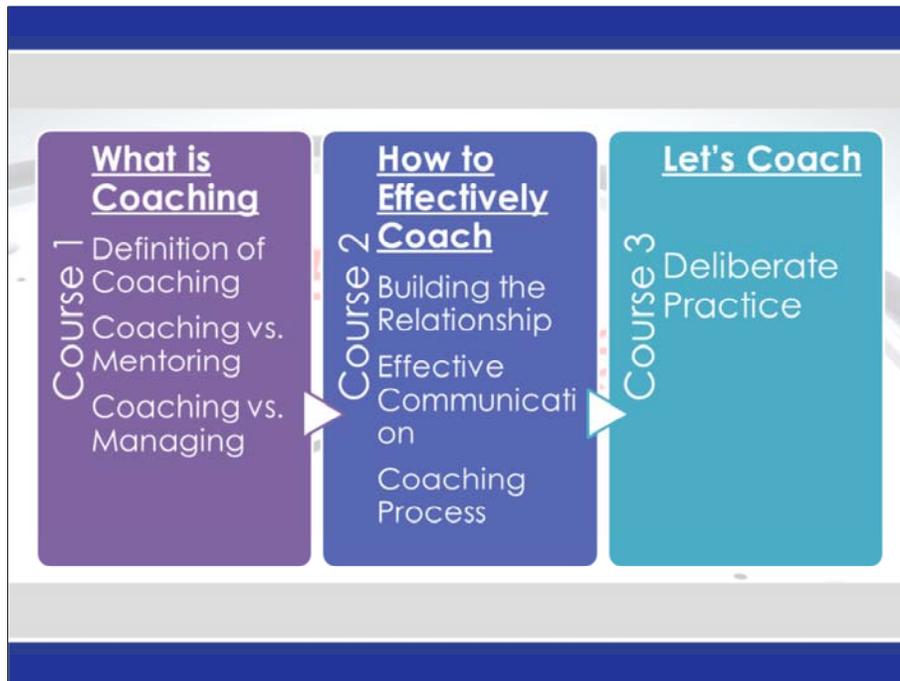
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---------Course 1 Follow Up & Review---------

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?*

There is a slide animation

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 yesterday 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.
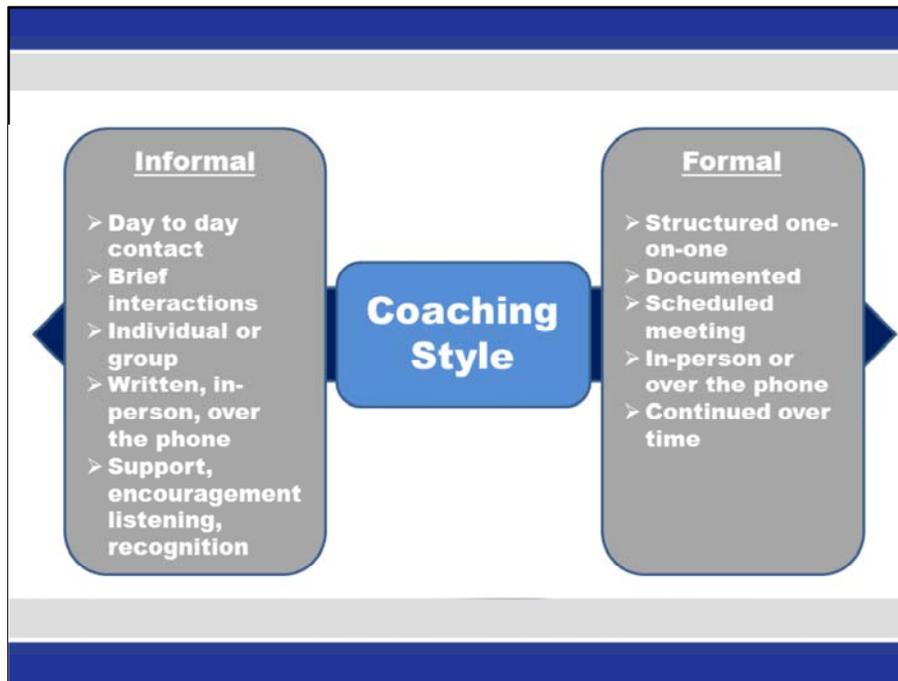
---------Components Needed for Every Coaching Encounter---------
Whether on the gridiron or in an office, all coaches use similar tenets and tools to help employees succeed. Every coach knows their team, studies the situation and competition and forms a plan that will help the team win. The basic plays 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 (this is where most of the coaching takes place) – 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.

How does Formal Coaching compare with Informal Coaching? Let's take a look at what it is.

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. As noted on the slide, it may be conducted either in-person or over the phone. It should be noted that ideally the structured meeting is done in-person as opposed to over the phone. In-person meetings are easier in context of effective communication.

Is this slide familiar to anyone? We showed you the coaching step process during your introduction to coaching in Course 1. We briefly reviewed each step within the process. As we mentioned in Course 1 over the past six months we researched several different coaching models. With the assistance of key consultants with the Social Research Institute here at the University of Utah, and with the assistance of key partners on a national level through the TANF Policy Academy, we selected this model due to its familiarity with our processes, as well as the proven effectiveness of the model.

There is an animation on the Action Plan section of this slide

As we discussed and pointed out in Course 1, you are already coaching your employees. In looking at this model you are already doing most of these steps. Our goal today is to emphasis each of these steps, draw your attention to them, and highlight ways in which you can enhance your coaching experience with your employees by making a concerted effort to focus on this model.

These coaching steps can assist you in either the informal or formal coaching

process. The over-arching goal of the coaching model is skill development. Skill development occurs by doing, or in other words in deliberate practice. Remembering back to the path to competency continuum, skill development occurs in the Rapid Learning and Practice Improvement stages. Today and as well in Course 3 we will focus on the Informal Coaching Process. This is where the rubber meets the road, where skills are learned and mastered, and is at the heart of coaching.

At first glance this diagram may appear daunting, complicated, and cumbersome. We will attempt to show you that it does not need to be a difficult process.

The coaching processes entails the following steps:
Review the Goals or Expectations
Assess the Performance
Provide Feedback & Guidance
Establish a Plan
Plan & Follow-Up

Review the Goals & Expectations: The first step in the skill development process is to review the current performance goals and expectations. Does the employment counselor understand what is expected of them through the course of their everyday work with their customers? Skill development becomes unnecessarily complicated when expectations of desired behavior, attitude, and performance are unclear. Coaching is not limited to performance expectations only (is the employee meeting the benchmarks or not and why?) Coaching is also about selecting a skill to develop or master. Whether it is a goal or performance measure, managers and supervisors should be aware of needs of the individual.

Assess the Performance: In this step managers and supervisors are gathering data and observations in order to evaluate the current performance of the employee. They make a determination of whether or not the employee is making progress towards the desired goal or benchmark and where the employee may be coming up short. It is important for supervisors to evaluate areas where the employee is excelling as well as progress still needed.

Provide Feedback & Guidance: In this step the manager and supervisor has an opportunity to discuss with the employee their individual progress towards achieving the desired goal or performance benchmark. The objective of the coach is to get the employee to self-identify their strengths and weaknesses, and to then formulate their own action plans. How do we get employees to identify their strengths and weaknesses as well their own solutions? Ask them! "How do you feel you did this month in context of meeting the performance benchmarks?" This is a great

opportunity to point out where the employee is making progress. Do not assume the employee can self-identify their amount of progress made. They made be cued into the progress or performance still needing to be achieved. Recognition and praise is as essential in the feedback and guidance stage as is identifying where progress is still needed. Focusing solely on the areas still missing can be a demotivating experience.

In addition to praise and recognition, coaching is about listening and asking questions. As coaches, we can take two different paths. We can provide knowledge or we can use a means of effective questioning and active listening to prompt the employee to self-evaluate their performance (if they haven't already done so). 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.

Remember, coaches teach, they 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. It is helpful to define a particular skill, when it is used, and why it is important.

<u>Establish an Action Plan:</u> When we first displayed this diagram to you in Course 1 we asked a question of the frequency in which you use action plans, outside of a PIP, with your employees. The majority of the cohorts responded they could do better in this area. Successful coaches are able to engage their employees in developing an action plan that contains the following elements:

- Specific Goal – This can be achieving a performance benchmark or developing/mastering a particular skill. 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.
- 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? Remember, be specific! Leave no room for confusion or hesitation. Additionally, as much as possible, allow the employee to identify the steps they see as necessary or key to achieving the goal. This can be accomplished by asking questions and paying attention to the responses. Try not to be quick with solution finding for them.
- 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.

- Resources and Support Needed – This step is an important one in the action planning process. 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 member 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. It is human tendency to minimize weaknesses, as it is uncomfortable to deal directly with them. 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 (frequent) will play an important role in determining the supports needed and also in measuring progress.
- Target Dates – An important element to any successful action plan are the target or goal 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: The next step in the skill development process is to follow up and measure progress. This step is crucial in the process. If the employee does not feel supported, if they do not feel they are held accountable for the goals that are set, there will be no skill development and the employee may be left to question whether the supervisor cares about their growth and development. Please do not under estimate or undervalue the power of effective follow up. Your follow up cannot be when passing the employee on the way to the breakroom. Your follow up does not need to take a lot of time either. Each person is very unique. Some may need a formal one-on-one appointment. Others may find an informal pop-in at their desk equally effective. Let them tell you how and when they want you to follow up with them. Remember, developing a relationship with the employee is critical. 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.
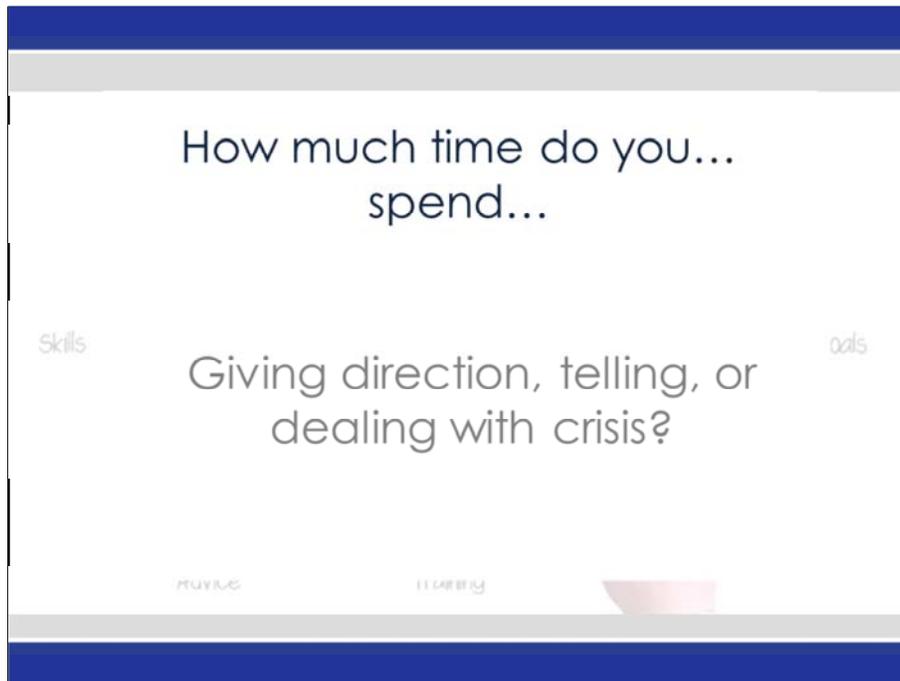
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 ---------The Tools to Effective Coaching – What Successful Coaches do Well---------

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:
• 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 do 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 a few 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:
- 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.

- <u>Being Helpful</u> – 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.
- <u>Collaboration</u> – 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.
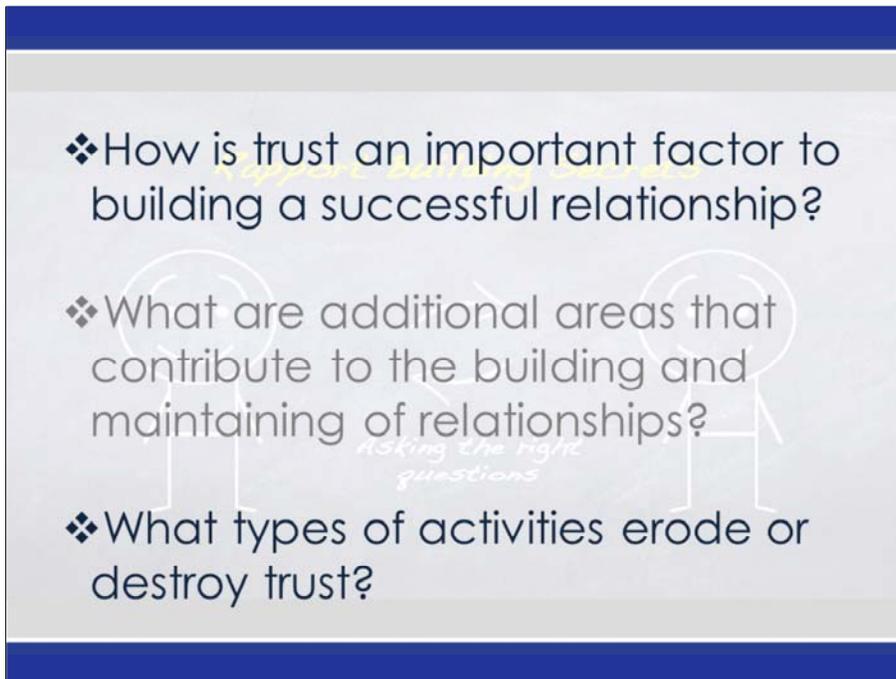
Building Rapport: "Rapport is the ability to enter someone else's world, to make him feel that you understand him, that you have a strong common bond." – Tony Robbins.

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?

8

- <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."

<u>Discussion</u> – What are participants currently doing that is successful in this area?

- <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 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.

<u>Discussion</u> – What are participants currently doing that is successful in this area?
<u>Activity:</u> 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?
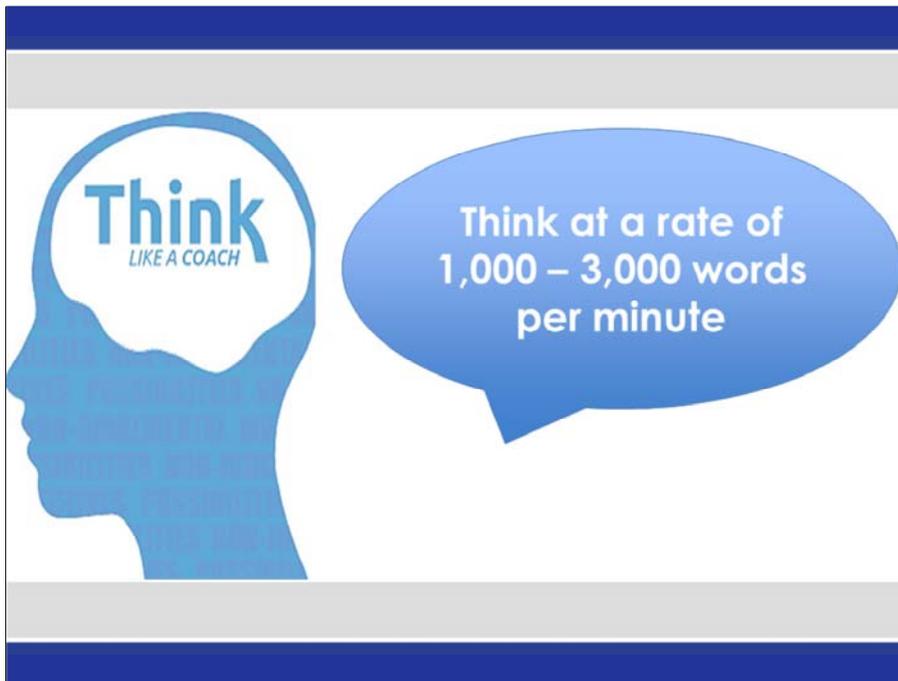
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Coaching Tool – Communicating Effectively

"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.

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 non-verbal communication, asking questions, and active listening.
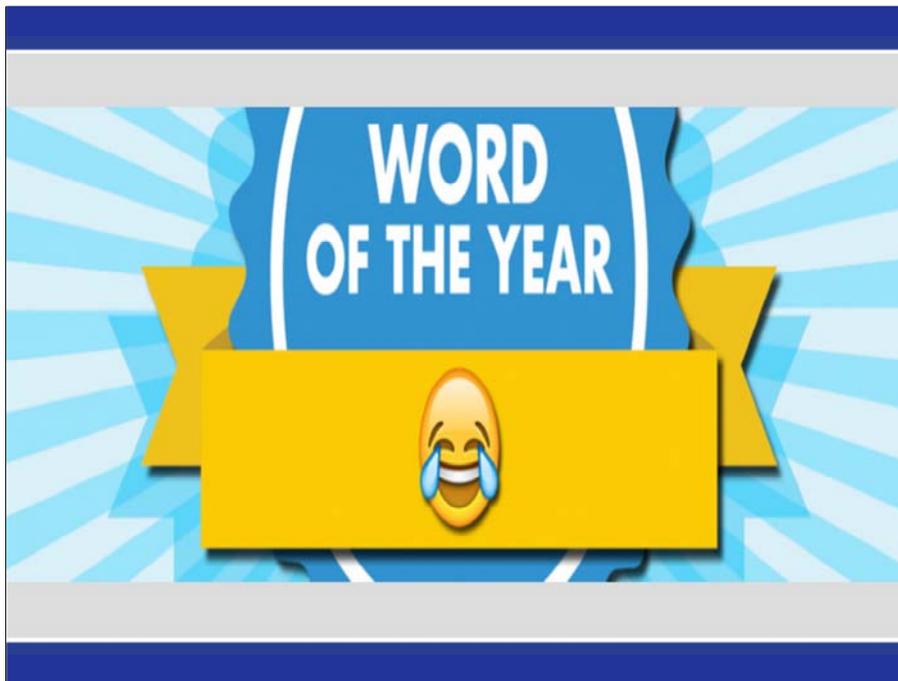
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Non-Verbal Communication:
Research has indicated that 55% of all communication is non-verbal body language; 38% comes from voice inflection, 7% of a person's actual communication comes from the words they say. The old adage of "Actions speak louder 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 makes the 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."

Every year Oxford Dictionaries selects a word from their vast dictionary to win its coveted Word of the Year award. For the first time ever, the Oxford Dictionaries Word of the Year is a pictograph. Officially called the 'Face with Tears of Joy' emoji,

though you may know it by other names. Emojis have been around since the late 1990s, but 2015 saw their use, and use of the word emoji, increase hugely. This year Oxford University Press have partnered with leading mobile technology business SwiftKey to explore the frequency and usage statistics for some of the popular emoji across the world. This particular emoji was selected because it was the most used in 2015.

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.

Examples of "How" Questions
- "How" will you prepare for that?
- "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?
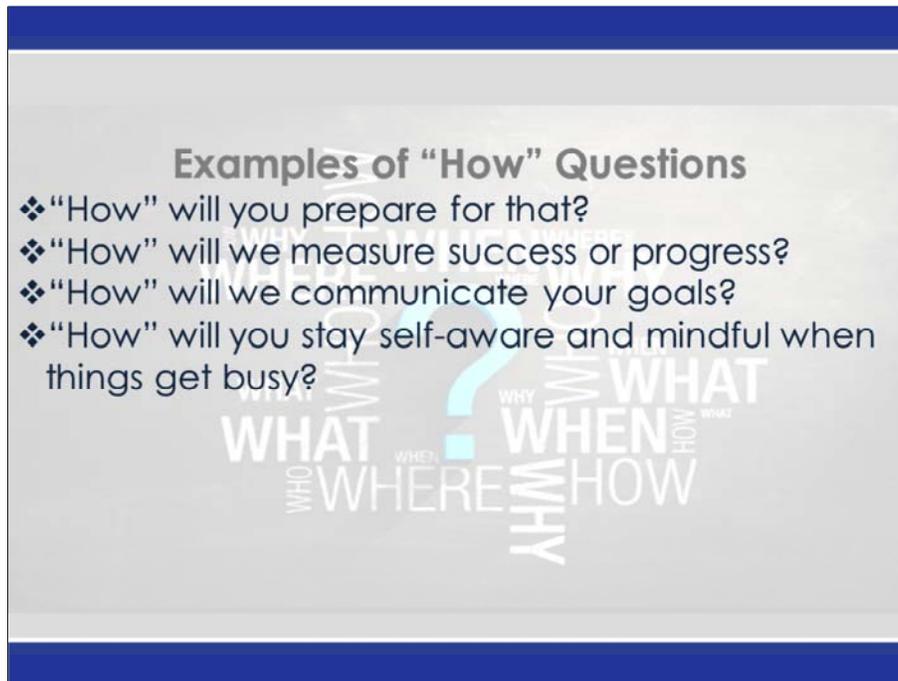
Asking Questions – Effective coaching may be characterized by asking thought provoking, open-ended questions. In asking questions you can move away from command-and-control leadership to a dynamic in which your employees grow through self-reflection. Asking the right coaching questions means the difference 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? Break participants into small groups and ask them to develop two or three scenarios they recently encountered in the office. What types of questions did they ask the employee in the scenario? What could they have done differently?*

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.

Listening is essential 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 friend 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:

- 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:

- 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?
    Discussion: Generate ideas from the class on what they are currently doing to prepare themselves to listen?

- Focus fully on the speaker – 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.

- Avoid interrupting – 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:

- 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.
- Another tip is to make a note during the conversation. 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.
- Avoid the appearance of being judgmental. 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.
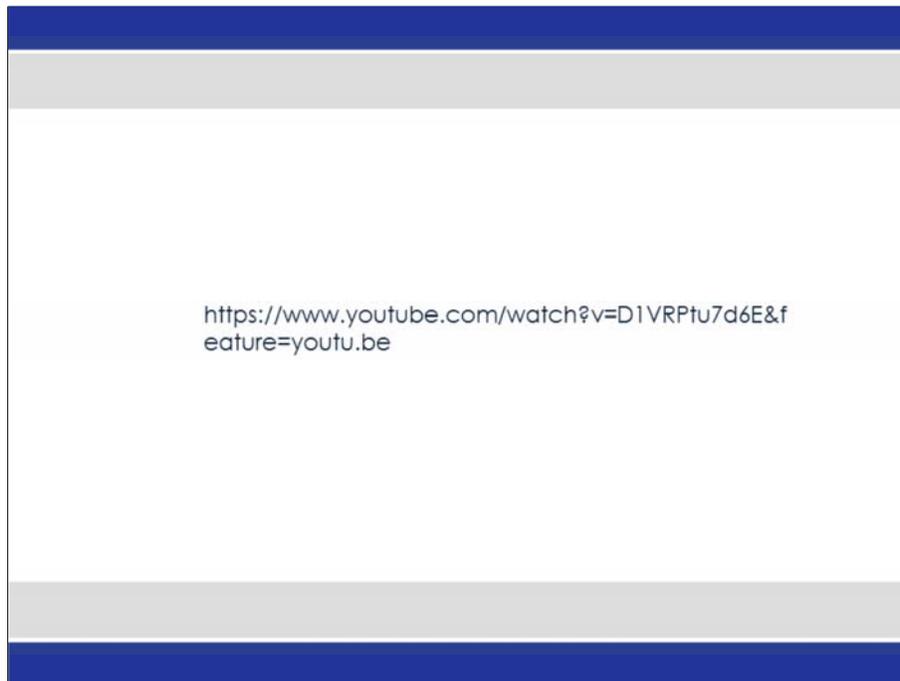
https://www.youtube.com/watch?v=D1VRPtu7d6E&feature=youtu.be

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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?

---------**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. 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 cognizant 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"

---------**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.
- <u>Productivity</u> – 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:
- <u>Relax</u> – People will sense your genuineness and casualness, and they'll respond accordingly. Stiff, formal conversation will probably lead to equally rigid responses.
- <u>Listen and observe more than you talk</u> – Use active listening with your employees. When people feel you're hearing them, you'll probably seem more sincere.
- <u>Wander around equally</u> – 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.
- <u>Use the time for spontaneous recognition</u> – If you see something good, compliment the person.
- <u>Chat</u> – Build relationships. Joke, laugh, and have fun.
- <u>Don't overdo it</u> – 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?

---------**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.

<u>Discussion</u> – Explore ways in which managers and supervisors can begin coaching in the course of their everyday conversations, especially when it seems there is no time in the day.

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

Discussion: Facilitate a discussion with participants on what they remember from today's discussions and activities. Here are a few suggestions to get the group talking:

- _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 moving forward?

This slide contains animations

Skill Building Take Away Activity - Over the next week you will have an opportunity to engage in interactions with your team. Today you learned about developing relationships with your employees, effective communication skills, a strategy on being involved with your employees, as well as recognizing them for the great things they do. During your time between Coaching Courses 2 and 3, we ask that you make every effort to practice these concepts with at least one employee. We ask that you document your using the skill building form entitled, **Putting Coaching Into Practice**. Please fill out this form and bring it next week to Course 3's Coaching training. We look forward to seeing you there!

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.