

Module 5

Coaching Skill #3—Self-Awareness

Goals

- To raise participants' awareness of the judgments and assumptions they make about direct-care workers and how these assumptions may prevent them from (a) seeing the whole picture when a problem arises and (b) developing a positive relationship with the worker.
- To explore personal styles, particularly as they relate to how individuals communicate and understand and react to situations.
- To have participants identify their personal styles and recognize how differences in style may affect supervisory interactions.

Time

1 hour, 30 minutes

Training Activities	Methods	Time
5.1 Role Play: Calling Out	Role play, discussion	20 minutes
5.2 Personal Styles Inventory	Interactive presentation, large-group exercise	70 minutes

Supplies

- Flip chart, easel, and markers
- Masking tape, rope (optional; Activity 5.2)

Handouts

- Handout 20: “Role Play—Calling Out” (7 pages) (2 versions: residential and home care)
- Handout 21: “Personal Styles Inventory” (3 pages)

Advance Preparation

Review the seminar materials for each activity.

Activity 5.1

Make three copies of Handout 20, “Role Play—Calling Out” (choose residential or home care focus, as appropriate).

Arrange chairs in a semicircle to create a stage area, with one chair at center stage.

Activity 5.2

Make copies of Handout 21, “Personal Styles Inventory” for all participants.

Activity 5.1: Role Play – Calling Out

20 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Explain that coaching supervision assumes that a more complete story always lies behind what a supervisor first hears and that, when he or she knows a worker's full story, the supervisor is able to respond more effectively;

Explain that effective listening requires an awareness of one's own judgments and assumptions; and

Explain that, while a coach supervisor is empathetic, he or she still holds the worker accountable for providing quality care.

Key Content

- The personal lives of most direct-care workers are complex and challenging. The part of any work situation that supervisors see or hear about, upon which they often base their judgments and assumptions, is often a fraction of the whole story.
- The coaching perspective assumes that behind the incomplete description first heard by a supervisor always lies a more complete story. When a supervisor knows a worker's situation more fully, he or she is able to respond more effectively.
- Learning fully about a person's current situation through active listening does not mean getting emotionally caught in the story. While coach supervisors are empathetic, they still hold workers accountable to do their jobs according to expectations.
- To hear and appreciate a worker's perspective and help the worker find an effective solution to a problem, a supervisor must be aware of his or her own judgments and assumptions about the worker and the situation.

Activity Steps

Role play (10 minutes)

1. Explain that the next activity is a scripted role play showing a slice of life for a worker.

Ask for six volunteers to play parts in the play. Reassure them that they don't need to memorize any lines but will merely read short parts from a script.

Explain that one instructor will play Renee, a direct-care worker; the second instructor will play the narrator and will introduce new characters as each comes on stage. The volunteers each play a person Renee comes in contact with during the day.

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Activity 5.1, continued

There are three copies of the script (Handout 20): two for the instructors and the third to be divided among the other actors. Give each volunteer only the one page of the script for his or her scene. Each page is marked Scene One, Scene Two, etc., so actors will know when to play their parts. Tell them that the words they are to speak on stage are in italics. Give them a minute to look over their scripts and ask if they have questions about what they are to say. Ask them to try to get into character and read their parts with expression when on stage.

Ask the volunteers to stand at the side of the stage area with the narrator and to come in one at a time when announced. After each actor finishes their part in the play, they should join the audience. Remind the actors to keep quiet when they are off-stage so as not to distract from the ongoing play.

► Teaching Tip

The instructor who is most comfortable with acting should play Renee. Play the role realistically—Renee is a decent human being who is having a very difficult day. Avoid playing for laughs. The audience should be able to see and identify with Renee’s gradually increasing tension and frustration.

2. Conduct the role play as follows:

Renee sits in a chair in the middle of the stage, eyes closed. The narrator announces Scene One and reads the introductory tag: “Pamela, Renee’s sister, calls at 5:55 a.m.”

Pamela enters and reads her lines. After Renee responds, Pamela leaves the stage and sits in the audience.

The narrator announces Scene Two, introducing the next actor with the line at the top of the second page of the script. Continue in this way until the end of Scene Six.

Renee breaks character, and she and the other instructor thank the volunteers and applaud them for their efforts.

Discussion (10 minutes)

3. Debrief the role play by asking the questions below and allowing a short discussion about each one:

What did you see or hear in the role play?

How might you have responded if you were Renee’s supervisor, not knowing the particulars of her life?

What assumptions or judgments would you have made about Renee after she called out for the second time?

How might you respond differently, knowing the story?

► Teaching Tip

This scenario will likely generate concerns about probing into a worker's personal life, e.g.:

- *How much do you need to probe into someone's personal affairs in order to supervise?*
- *Where do you draw the line between identifying problems and invading privacy?*

It is helpful for a supervisor to have a broad idea of the complexities of a worker's life; on the other hand, a supervisor doesn't have to know all the details of a worker's life to realize that personal problems may be getting in the way of doing the job.

4. Summarize by noting the following:

Coach supervisors assume that a more complete story always lies behind the fragments they initially hear. The first task is to listen actively to the worker's perspective on the situation. Professional counseling skills are not required.

In striving to listen actively to workers, it is important not to become emotionally caught up in their situation and then fail to hold them accountable for their actions. Coaching supervision requires supervisors not only to be empathetic but also to expect workers to meet high standards and always provide quality care. Indicate that this aspect of coaching will be discussed later in the seminar.

When listening to someone's story—especially when the situation feels familiar or repetitive—conscious or unconscious judgments and assumptions often emerge. As noted in the previous activity, judging is one of the ten common blocks to listening. People are more likely to judge others who think or act differently from themselves. Becoming aware of and working with such differences in personal style is the focus of the next activity.

Coaching supervisors also need to be clear about professional boundaries when speaking with direct-care workers about their lives. Being empathetic does not mean solving the worker's problems. By themselves, listening and showing concern can often be helpful. A coach supervisor, however, should be prepared to refer the worker to other resources (e.g., transportation, social services) as needed.

► Teaching Tip

At this point, instructors should assess participants' energy level and decide which activity do next. If energy is still high, you may choose to move on to Module 6, "Present the Problem" and return to the "Personal Styles Inventory" later in the day. Presenting the problem is a somewhat difficult skill, so it is helpful to do this module's activities when participants are still energetic and focused. The "Personal Styles Inventory" activity can be introduced in the afternoon to re-energize participants.

–Teaching Notes–

Activity 5.2: Personal Styles Inventory 70 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Describe four basic dimensions of personal style and explain how these dimensions relate to communication and supervision;

Describe their own personal style on the continuum for each dimension;

Explain that differences in personal style are not right or wrong;

Explain how assumptions and judgments about others' behavior can result from differences in personal style; and

Explain how being aware of differences in style and avoiding making judgments based on differences can have a positive impact on communication in general and coaching supervision in particular.

Key Content

- Understanding another person's reality is part of a coach supervisor's job. As demonstrated in the calling-out role play, each worker has a story. This includes not only what is currently happening in his or her life but also how the worker interprets those circumstances. To help that person solve a problem or shift his or her way of thinking, a supervisor needs to understand how that person perceives and approaches the world and how he or she communicates.
- Each person has a particular *personal style* that encompasses how that person perceives and approaches situations and communicates. Generally, people assume everyone sees and experiences the world as they do. However, understanding differences in style and refraining from judging differences are basic tenets underpinning coaching supervision.
- Self-awareness is fundamental to effective communication and supervision. A supervisor's first step in understanding others is to recognize that his or her personal style is unique, not universal or correct. Once aware of his or her personal style, a supervisor can communicate more effectively and make changes in approach, as necessary, to supervise people who possess different styles.
- Four dimensions are presented in this model of personal styles, with a continuum of individual characteristics for each dimension:
 - Introvert/Extrovert
 - Big-Picture Oriented/Detail Oriented
 - Feeler/Thinker
 - Present Oriented/Future Oriented

Activity Steps

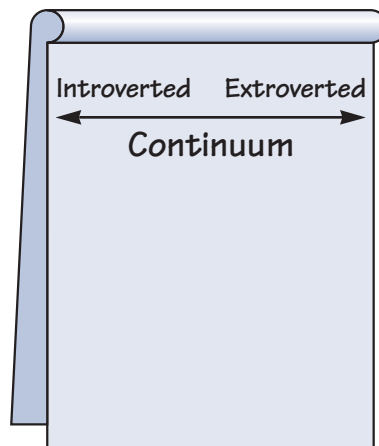
Interactive presentation (10 minutes)

1. Give a brief presentation using the information in Key Content. In order to enhance communication within coaching supervision, explain that a supervisor must understand him- or herself and the other person as well as possible. Do not introduce the four dimensions yet.
2. Before introducing the “Personal Styles Inventory” (Handout 21), explain and illustrate the concept of the continuum as follows:

Explain that this activity is designed to help each participant become more aware of aspects of his or her personal style. There are many aspects of personal style, but participants will be looking at four basic dimensions that play a big role in communication with others.

Using introvert/extrovert as an example, note the two poles of this dimension. Explain that most people are not entirely extroverted or entirely introverted but have aspects of both. Usually, however, people *tend toward* one or the other pole to some extent. Participants can think of this dimension as a line (draw a line on a blank flip chart page) going from totally introverted on one end to completely extroverted on the other.

Label each end of the line as in Handout 21, with “introverted” at the left and “extroverted” at the right. Explain that this line represents a “continuum,” a continuous progression from one end to the other. Write *continuum* under the line.



Briefly talk about the introvert/extrovert elements in yourself and place yourself along the continuum on the flip chart page by marking an X.

► Teaching Tip

Modeling the thought process participants will need to engage in when asked to self-identify along each continuum, make sure everyone understands why you put the X where you did.

Large-group exercise (60 minutes)

3. Distribute Handout 21, “Personal Styles Inventory.” Explain that participants will now get a chance to place themselves along the introvert/extrovert continuum and three other continuums that reflect differences in personal style.
4. Read aloud the introduction to the handout. Emphasize the goal of participants identifying their own style in order to communicate more effectively with people with different styles.
5. Read aloud the introvert/extrovert descriptions on the handout and have participants think about where they would place themselves on the line. Remind them that they will probably respond to some items in each list but to pay attention to those that elicit the strongest responses.
6. After a few minutes, ask participants to consider a continuum line from one end of the room to the other and to place themselves on the line according to how far they see themselves from either pole. Show the location of the line by walking it from one end to the other; a wall at either end can denote an endpoint. It may be helpful to use masking tape to mark a line on the floor. Be clear about which end of the line represents the introvert point and which the extrovert. Invite participants to place themselves along the continuum.

► Teaching Tips

Alternatively, use a rope as the continuum line, and have participants hold the rope as they place themselves along its length.

There may be spots along the line where two or more people feel they belong. That’s okay; tell them to just bunch up or try to determine gradations. Ask:

Are the two of you really exactly the same degree of extroverted or introverted?

Allow time for informal discussion as people place themselves. More time may be needed if participants already know one another, as they may have opinions about who belongs where. (Ultimately, of course, each participant should decide his or her position on the line.) This can be a valuable part of the exercise; it mirrors the judgments a supervisor might make to discern the personal style of a worker; in coaching supervision, such judgments may lead a supervisor to change approaches to more effectively communicate with a worker.

Teaching Option

If some participants are not able to move easily around the room, this exercise can also be done on a flip chart page. Draw a continuum line to represent the introvert/extrovert dimension, and mark each person’s position with his or her initials. Point to the center of the line, and ask each participant in turn to tell you where to write their initials by guiding you which way to move by saying, “More to the left [or right], more, more, . . . there.”

7. Once everyone has found a place along the line, ask:

What about your experience or sense of yourself led you to place yourself where you did?

► Teaching Tip

Keep the tone light, allowing people to change their minds about where they place themselves and to say briefly how their personal style has played out in their lives. The stories will most likely be about interactions with family or colleagues.

8. Have participants note where others are standing on the line. Ask:

Are you surprised by where some people have placed themselves on the line?

What do you now understand differently about how those people think of themselves?

Ask participants to think about people they supervise and where they might be located on this dimension. Give an example of how a difference in worker and supervisor styles could play out in a supervisory situation.

► Teaching Tips

For example, if a worker is an introvert, he or she may not disclose a lot about a situation without the supervisor asking specific questions.

Make sure to relate each dimension to supervision—participants are unlikely to be able to make this connection themselves.

Remind participants that each person is unique and that the activity is designed to give them insight into their own and others' ways of being in the world. No place on the continuum is right or wrong, better or worse. The goal is for participants to better understand themselves and others and to appreciate how they might have emotional responses to or make judgments about others whose style is different from theirs.

9. Repeat steps 5-8 for the three remaining dimensions, spending about 10 minutes on each.

10. Summarize by asking participants:

How do you think knowing this information about yourself will help you be a more effective supervisor?

Knowing about personal styles, what will it be like to work with someone whose style is quite different from your own?

Note: If you are following the two-day schedule, you may wish to break for lunch here.

–Teaching Notes–

Module 6

Coaching Skill #4— Presenting the Problem

Goals

- To reinforce the importance of balancing empathy and support with holding workers accountable for performing their jobs to specified standards.
- To introduce one aspect of the process of holding workers accountable: presenting the problem without blame or judgment.
- To have participants practice using the three rules for presenting the problem—be clear and direct, use objective language, and indicate belief in the worker.

Time

1 hour, 10 minutes

Training Activities	Methods	Time
6.1 Accountability without Blame or Judgment	Large-group discussion	15 minutes
6.2 Practice in Presenting the Problem	Demonstration role plays, pairs work, discussion	55 minutes

Supplies

- Flip chart paper, easel, and markers

Handouts

- Handout 22: “Three Rules for Presenting the Problem”
- Handout 23: “Guidelines for Presenting the Problem”
- Handout 24: “Practice in Presenting the Problem” (2 pages) (2 versions: home and residential care)

Advance Preparation

Review the seminar materials for each activity.

Activity 6.1

Make copies of Handout 22, “Three Rules for Presenting the Problem.”

Prepare a flip chart as shown in Step 2.

Activity 6.2

Make copies of Handouts 23 and 24, “Guidelines for Presenting the Problem” and “Practice in Presenting the Problem” (choose residential or home care focus, as appropriate) for all participants.

Prepare demonstration role-plays as noted in the activity steps.

Activity 6.1: Accountability without Blame or Judgment

15 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Explain that holding workers accountable is a central tenet of coaching supervision; and

Explain that, in coaching supervision, the keys to achieving accountability from workers are to use clear, objective language free of blame or judgment and to express belief in workers' abilities.

Key Content

- An important part of respecting and believing in workers is holding them accountable. In doing so, the coach supervisor communicates to the worker, “I believe in you, and I believe you can do this job well. Therefore, I’m going to hold you to it.”
- Before workers are hired, they should know what job they are expected to perform and how they are expected to do it. When a problem arises, the next step is to promptly present the problem to the worker and involve him or her in finding a solution.
- Coach supervisors can hold workers accountable without alienating them, by using clear, objective language free of blame or judgment and by expressing belief in the ability of workers to provide quality care.
- When a problem arises, this approach can be applied, by following the three rules for presenting the problem:
 - Be clear and direct about what the problem is.
 - Use objective language free from blame or judgment.
 - Indicate belief in the worker’s ability to resolve the problem.

Activity Steps

Large-group discussion (15 minutes)

1. Introduce the activity by explaining the following:

A common misconception about coaching supervision is that it is only about empathy and support for workers and that it allows workers to do their jobs poorly. However, a central aspect of this approach to supervision is holding people accountable for doing their jobs to the best of their ability.

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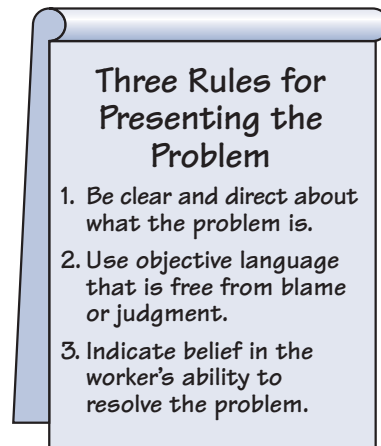
Module 6: Coaching Skill #4 – Presenting the Problem

Activity 6.1, continued

Coaching supervision's way of holding people accountable results in positive communication and more positive outcomes. A coach supervisor's firm belief in a worker and in his or her ability to perform the job effectively is the beginning of holding a worker accountable. In doing so, the coach supervisor shows caring and respect, communicating to the worker, "I believe in you, and I believe you can do this job well. Therefore, I'm going to hold you to it."

Coaching works best when used consistently in supervision. Fewer problems are likely to arise when communication is ongoing, clear, and positive. Of course, problems do arise, and this module focuses on what coach supervisors do when that happens.

2. Explain that, when a problem arises, coach supervisors rely on three basic rules to present the problem to the worker in such a way that it is more likely to be solved. Display the prepared flip chart "Three Rules for Presenting the Problem."



3. For each of the rules, do the following steps:

Read the rule aloud, and ask participants what they think it means.

Give an example of not following that rule in supervision. Ask participants how a worker might feel in that situation.

Ask participants to revise each example so the supervisor follows the rule. Ask what difference that would make to the worker.

► Teaching Tips

Objective language

Objective language is language that expresses neither blame nor judgment. It is a statement of fact, not opinion. Objective language is the opposite of subjective language, which features opinion, blame, or judgment.

Most people use subjective language unconsciously. It requires conscious effort to use objective language.

Give two examples of *not* using objective language. Make the first example somewhat extreme, so that participants can easily recognize the blame or judgment involved. Then give a more subtle example, choosing subjective phrases that are commonly used by supervisors and that participants may not immediately recognize as subjective. For example:

Subjective: “You are always getting here late; you must not be committed to this job.”

Objective: “I’ve noticed that you’ve been between 10 and 20 minutes late several times this week. Is something making it difficult for you to arrive on time?”

Some participants may feel defensive about subjective language they commonly use and may have trouble coming up with alternatives that are truly objective. Remain patient and model speaking without blame or judgment, reminding participants that using objective language is a skill that requires practice.

Belief in the worker’s ability

Supervisors convey to workers that they believe in them through tone of voice and body language as well as actual words. The supervisor should be clear about the problem (without blaming), while demonstrating caring for the person and indicating, from observation or indirect reports, that the problem behavior is not the only thing the supervisor sees.

For example: “You’ve been on time every day for three weeks, and then this past week, you were more than 20 minutes late on Tuesday and Friday. You have been extremely reliable up till now, and that makes me wonder if something unusual is happening for you to cause this problem.”

Lastly, participants will likely ask what to do when they don’t have anything positive to say about a worker. Explain that there is almost always something positive one can say. By observing the worker carefully, the supervisor should be able to identify at least one positive quality he or she brings to the workplace. If the supervisor cannot find anything positive at all, the coaching approach will not work.

4. Distribute Handout 22, “Three Rules for Presenting the Problem,” for participants’ resource binders.

–Teaching Notes–

–Teaching Notes–

Activity 6.2: Practice in Presenting the Problem

55 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Describe how the three rules for presenting the problem set the stage for discussing (and later solving) the problem; and

Demonstrate their skill in applying the three rules for presenting the problem.

Key Content

- Being clear and direct about identifying a problem helps to keep the interaction focused on specific behaviors rather than on vague inadequacies of or judgments about the worker and will facilitate solving a specific problem.
- Using objective language creates a positive or neutral tone in a conversation and can reduce defensiveness in a worker, leading to constructive outcomes in supervisory interactions.
- Indicating belief in a worker's ability to resolve a problem conveys the expectation of success, which can be a powerful motivator.

Activity Steps

Demonstration role plays (20 minutes)

1. Remind the group about the beleaguered direct-care worker, Renee, whom they met in the earlier role play (Activity 5.1). Explain that the two instructors will now role-play Renee's afternoon meeting with her supervisor. In the role play, the supervisor will present the problem.
2. The instructor who played Renee previously should play her again, and the other instructor should play Renee's supervisor. In the first scenario, the supervisor presents the problem using blaming and judgmental (subjective) language, berating Renee for calling out at the last minute.
3. Debrief the role play by asking:

What tone has the supervisor set for the interaction with Renee?

What effect do you think it is having on Renee?

What do you notice about Renee's response so far?

What do you think are the most likely outcomes of this interaction?

4. Ask the group for suggestions about how the supervisor might better present the problem to Renee, using the three rules: clearly and directly stating the problem, using objective language, and indicating belief in the worker.

Module 6: Coaching Skill #4 – Presenting the Problem

5. Explain that the instructors will now redo the role play to show how a coach supervisor might begin this interaction with Renee. The instructor playing the supervisor should use some of the phrases just suggested by the group.

6. Debrief, using the same questions as above. Follow up by asking:

How was the supervisor clear and direct in describing the problem?

How did the supervisor use objective language?

How did the supervisor indicate her belief in Renee's ability to solve the problem?

► Teaching Tips

Participants may focus on the rule about objective language because of its striking impact on the interaction. Be sure to balance the discussion by asking about the other two rules.

Remind the group that recognizing subjective language and replacing it with objective language is a skill that requires practice.

Pairs work and discussion (35 minutes)

7. Explain that participants will now practice presenting the problem by working on a worksheet with another person. Distribute Handout 23, “Guidelines for Presenting the Problem.” Review this page with the group, making sure everyone understands each guideline.

► Teaching Tip

Discussion of this handout can be fairly brief, just enough to quickly prepare participants for the worksheets. If participants seem comfortable with this topic (e.g., they quickly understood the difference between subjective and objective language), have them read through the page silently and then ask if they have questions.

8. Distribute Handout 24, “Practice in Presenting the Problem” (choose home or residential care focus, as appropriate). Divide the group into pairs. Assign each pair two statements from the handout, and for each statement, ask pairs to come up with a more effective way to present the problem. They can refer back to Handouts 22 and 23 for guidance.

9. When the group has completed the worksheet, ask to hear from the pairs who worked on problem A. Ask them to read aloud the original statement (with attitude) and follow it with their new version.

► Teaching Tip

Remind participants that this worksheet will be part of their resource binders, so they may wish to write down not only the new versions of the statements they are working on but also the new versions of all other statements.

10. After hearing the reworded statements for problem 1, have the rest of the group imagine they are the worker in this situation, hearing these statements from their supervisor. Ask:

How does the original statement make you feel? The new version(s)?

How did the new version(s) follow the three rules for presenting the problem?

What was effective about the new version(s)? What could be improved?

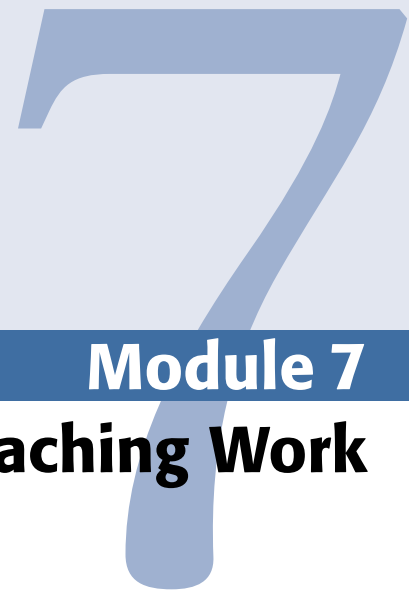
11. If a new version is not as effective as it could be, ask the group for suggestions that would improve it or offer suggestions yourself.

12. Repeat this process for problems 2-6.

13. Congratulate participants on their work. Emphasize that presenting the problem with clarity and directness, objective language, and belief in a worker becomes easier with practice. If they are able to practice this process on the job, it will have a significant impact. The worker will more likely own the problem and be invested in finding solutions.

–Teaching Notes–

–Teaching Notes–



Module 7

Making Coaching Work

Goals

- To introduce the five-stage coaching-based performance model and demonstrate how the four skills learned in the seminar are used in the model.
- To have participants review and consolidate what was learned in the seminar by practicing coaching skills in on-the-job case scenarios.
- To review the requirements for successful coaching in the workplace.
- To reassess the benefits of using coaching supervision.

Time

1 hour, 30 minutes

Training Activities	Methods	Time
7.1 Putting It All Together: Coaching-Based Performance Improvement Model	Large-group discussion, interactive presentation	20 minutes
7.2 Coaching Skills Practice: Role Plays	Demonstration role play, practice role plays, discussion	55 minutes
7.3 Requirements for Successful Coaching	Large-group discussion	15 minutes

Supplies

- Flip chart paper, easel, and markers
- Pushpins or masking tape
- Flip chart page on “Barriers to Being the Ideal Supervisor” created in Activity 1.3
- Flip chart page on “Benefits of Coaching Supervision” from Activity 1.2

Handouts

- Handout 25: “Coaching–Based Performance Improvement Model” (2 pages)
- Handout 26: “Coaching Supervision Role Plays” (2 pages) (2 versions: home and residential care)
- Handout 27: “Requirements for Successful Coaching”
- Handout 28: “How Coaching Saves You Time”

Advance Preparation

Review the seminar materials for each activity.

Activity 7.1

Prepare flip charts as shown in steps 2 and 3.

Make copies of Handout 25, “Coaching-Based Performance Improvement Model,” for all participants.

Activity 7.2

Make copies Handout 26, “Coaching Supervision Role Plays” (2 pages; 2 versions, choose residential or home care focus, as appropriate).

Prepare a flip chart page as shown in step 3.

Activity 7.3

Make copies of Handouts 27 and 28, “Requirements for Successful Coaching” and “How Coaching Saves Time,” for all participants.

Prepare a flip chart page as shown in step 5.

Have available the flip chart page, “Barriers to Being an Ideal Supervisor,” from Activity 1.3.

Prepare a flip chart page as shown in step 7.

Have available the flip chart page, “Benefits of Coaching Supervision,” from Activity 1.2.

If using the Teaching Option at the end of the activity, prepare a card for each of the four benefits of coaching supervision: enhances retention, defuses conflict, improves problem solving, and improves the likelihood of meeting needs of both workers and consumers.

Activity 7.1: Putting it all Together— Coaching-Based Performance Improvement Model

20 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Describe the four coaching skills they have learned and the particular ways each skill contributes to successful supervision; and

Identify the five steps of the coaching-based performance improvement model and how the skills learned in the seminar relate to this model.

Key Content

- In coaching supervision, the focus is on building and maintaining relationships. Strong, positive relationships are the basis for successful, ongoing communication. The four skills presented in this seminar—active listening, self-awareness, self-management, and presenting the problem—are important tools for building and maintaining relationships, both on the job and in our personal lives.
- Coaching is an ongoing process that is based on establishing good relationships with workers. When a problem arises, coach supervisors use a five-stage performance improvement model. This model closely parallels information presented in Activity 2.2 on what a coach supervisor does. The five stages of the performance improvement model are:
 - Create a Relationship with the Worker
 - Present the Problem
 - Listen for the Worker's Perspective
 - Resolve the Problem with the Worker
 - Obtain Commitment to Action Steps

Activity Steps

Large-group discussion (10 minutes)

1. Explain that this activity will review the four skills taught in the seminar—active listening, self-awareness, self-management, and presenting the problem—and put them in the context of a coaching-based performance improvement model. These skills are vital elements within coaching supervision and are used to foster a positive relationship and good communication with a worker and to set the stage for problem solving.

Module 7: Making Coaching Work

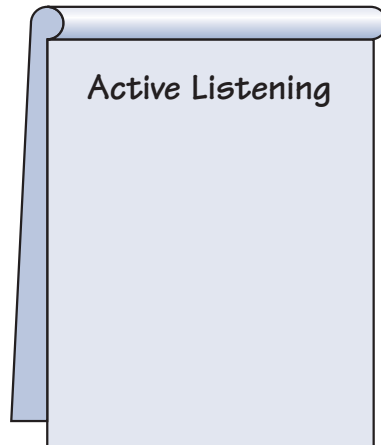
2. Review the skill of active listening by asking the following questions:

What do you remember about this skill?

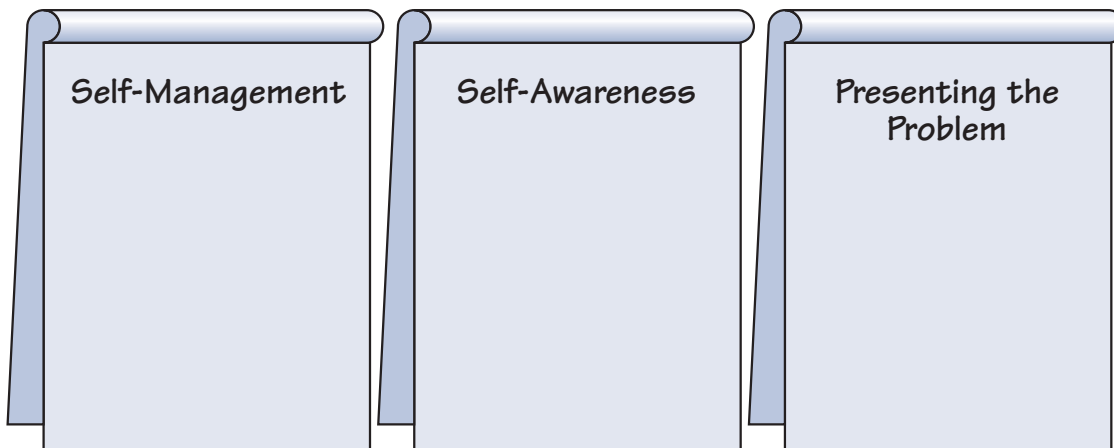
What seems easy about this skill? What seems hard?

Why is this skill important to coaching supervision?

Summarize and note participants' responses on a flip chart page entitled "Active Listening."



3. Review self-management, self-awareness, and presenting the problem in the same way. Explain that Activity 7.2 will offer more practice in these skills. Post the flip chart pages where they can be seen for the remainder of the workshop.



► Teaching Tips

This review is helpful but may be shortened or omitted if there are time or energy constraints. If the seminar is conducted in two consecutive days, participants may be very tired at this point.

This part of the activity will go more quickly and smoothly if one instructor takes responses from the group while the other writes and posts the lists.

If participants are having a hard time remembering specifics about the skills, ask exploratory questions such as:

How is active listening different from ordinary, passive listening?

For self-management, add a follow-up question:

Which block to listening is most familiar to you?

Interactive presentation (10 minutes)

4. Explain that up to this point in the seminar, the focus has been the four basic skills of coaching supervision. These skills are *starting points* for coaching supervision. Remind participants that it is important for them to practice these skills in order to gain proficiency.
5. Explain that you will now put the four skills learned in the seminar into the context of the entire process of coaching supervision. Participants will see that these skills are the key steps in resolving problems with workers. Distribute Handout 25, “Coaching-Based Performance Improvement Model.” Explain that this model is specifically for problem situations with workers; coaching supervision, however, is an ongoing process and the skills learned in the seminar should be used in all interactions with workers. Go over the handout with the group; by this point, much of it will be familiar.

► Teaching Tips

Spend a little extra time on the two steps not discussed in the seminar (resolve the problem with the worker, and obtain commitment to action steps), and give concrete examples.

Make sure participants understand that resolving the problem is not a passive process for the worker in which the coach supervisor simply tells the person what to do. Emphasize that it is a collaborative process in which the worker is encouraged to take the primary problem-solving role. Another seminar will build on this foundation and introduce a specific model for helping workers develop problem-solving skills.

6. Explain that this process is not always to be followed step-by-step in this order. For example, it’s important to be actively listening during all supervisory sessions. However, in a session where you are addressing a problem, it is always important to present the problem up front, before going on to resolve it.
7. Answer questions participants may have about the five-stage process.

–Teaching Notes–

Activity 7.2: Coaching Skills

Practice: Role Plays

55 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Demonstrate their coaching supervision skills and identify areas for improvement; and

Explain the importance of exploring the worker's perspective in order to set the stage for effective problem solving.

Key Content

- The four skills addressed in this workshop are challenging to learn and master. They require practice and support from one another through honest feedback and encouragement, both now, during role plays, and later when applying these skills on the job.

Activity Steps

Demonstration role play (15 minutes)

1. Explain that this activity will give participants more practice in using the four skills taught in the seminar. Participants will role-play situations typical of their workplaces, focusing on the first three stages of the coaching-based performance improvement model: creating a relationship with the worker, presenting the problem, and listening to gather information on the worker's perspective.
2. Distribute Handout 26, "Coaching Supervision Role Plays." Read the two paragraphs of the first scenario aloud.
3. Display the prepared flip chart page, "Preparing to Address the Situation."

The image shows two flip chart pages. The left page is titled "Preparing to Address the Situation" and contains two bullet points. The right page contains three bullet points.

Preparing to Address the Situation

- What do you see happening in this scenario?
- Do you notice an emotional response that you may need to pull back on?

- Do you think, as the supervisor, that you might have blocks to listening in this scenario? If so, how might you prepare to address them?
- How can you present the problem clearly and objectively?
- What skills might you use to explore the worker's perspective?

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4. Explain that the two instructors will act out how a coach supervisor might handle the situation described in the first scenario. Ask participants to notice which skills the supervisor uses during the interactions (he or she should demonstrate all four skills from the seminar). The supervisor's goal is to engage the worker and elicit his or her perspective, not to fully resolve the problem.

5. Debrief by asking the group:

What did the coach supervisor do that was effective?

How did he or she pull back? Present the problem? Actively listen?

Elicit the worker's perspective?

How could she or he have improved?

Practice role plays (35 minutes)

6. Divide the class into three groups, and assign each a case scenario to work on. Using the flip chart questions as a starting point, share ideas in the group about how to address the situation. Choose one person to role-play the supervisor in front of the full group, using the ideas discussed. An instructor will play the worker.

7. Conduct the role plays one at a time, with the full group observing. Debrief each scenario with the questions in step 5 above.

► Teaching Tips

If there are more than 12 participants, you will need additional groups and more time. Plan about 10 minutes for each role play and debriefing.

During the scenarios, the instructors should play the workers realistically. Don't act out the worst behavior imaginable.

As long as participants are clearly trying to practice their skills, allow each one to have some degree of success as the supervisor. Demonstrate the actual benefits that result from using these skills. The worker's attitude should visibly change over the course of the scenario. However, don't dramatically exaggerate the benefits by having the worker hug and kiss her supervisor by the end of the encounter, calling her a saint, giving her gifts, etc.

Try not to interrupt a role play. Let participants muddle their way through, even if they are having major difficulty—this is what it will be like for them on the job. They need to find out now which skills they need to practice more.

During debriefing, emphasize that this is practice, not performance. Participants are here to help each other learn. Feedback should address what was done well and what can be improved and should be objective, not subjective. This is another opportunity for instructors to model skills participants will need for their own supervision situations.

Summary discussion (5 minutes)

8. Thank the volunteers who took the risk of role-playing the supervisor in front of the large group. Ask the volunteers to discuss what felt hardest about being the supervisor and what felt easy. Let participants know that if they keep practicing these coaching skills on the job, the skills will soon become natural and easier to use.

Activity 7.3: Requirements for Successful Coaching

15 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- List the requirements for successful coaching; and*
- Address the challenges to achieving those requirements.*

Key Content

- Successful coaching requires:
 - Belief in a worker's capacity to succeed on the job;
 - Time to reflect and meet individually with workers; and
 - The four coaching skills presented in this seminar.
- This seminar has so far provided participants with the third requirement: the skills. In addition to practicing the skills on the job, participants will need to consciously reinforce their belief in workers and ensure that their schedules allow adequate time for reflecting and meeting with workers.
- The fundamental requirement is *belief in a worker's capacity to succeed on the job*. Everything else in coaching—every skill participants have learned in this seminar—springs from this belief.
- Belief in and respect for workers requires a sincere attempt to understand their realities, which may be quite different from a supervisor's own reality or from what a supervisor assumes to be true. Belief in workers also entails holding them to high standards and holding them accountable for their actions.
- While investing the time required for coaching may be challenging, especially in the beginning, the investment soon pays off in fewer problems and quicker, easier resolutions of problems.
- Time savings can also be found in less supervisory time spent on disciplining workers, termination, turnover, and orientation of new workers.

Activity Steps

Large-group discussion (15 minutes)

1. Explain that this last activity covers the three basic requirements for successful coaching. Distribute Handout 27, "Requirements for Successful Coaching." Explain that this seminar has so far provided participants with the third requirement—the skills. This activity focuses on the other two requirements: belief in the worker and devoting time to this type of supervision.

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2. Discuss the importance of belief in a worker:

Explain that the most fundamental requirement in coaching supervision is *belief in a worker's capacity to succeed on the job*. Everything else in coaching—every skill participants have learned in this seminar—springs from this belief.

Invite discussion about believing in workers' abilities:

Does it ring true for the group, in their experience?

What does it mean to have the capacity to succeed?

Do all workers have the capacity to succeed on the job? Most?

► Teaching Tip

It is often helpful to ask participants what they think motivates workers and to remind them that workers usually choose this work because they are caring people.

Engage participants in a discussion in which they imagine themselves as workers going in to meet with their supervisor. Ask:

How would you feel if it was evident from your supervisor's comments and attitude that she or he did not believe in your capacity to succeed and expected you to fail?

How would you feel about yourself? About the job?

How differently would you feel if your supervisor made it clear that she or he firmly believed in your capacity to succeed and expected you to succeed?

Explore what is meant by the two items listed under belief in the worker's capability: "an open mind about the person" and "interest in the person, in understanding his or her reality." Ask why these characteristics would lead to believing in a worker. Discuss how belief in, and respect for, a worker requires a sincere attempt to understand that person's reality, which may be quite different from what the supervisor imagines. Understanding the worker's reality involves listening for and requesting more information about elements that are confusing or don't make sense, and asking clarifying questions until the story comes clear. Belief in a worker also entails holding him or her accountable for their actions.

3. Address time requirements, including having a private setting with no distractions in which to talk and choosing the right time to talk:

Explain that the time requirement for successful coaching often feels like the biggest challenge for beginning coach supervisors. Ask the group if this is true for them.

Explain that coaching does require a significant investment of time for the first few weeks, as coach supervisors begin to meet individually with workers.

► Teaching Tip

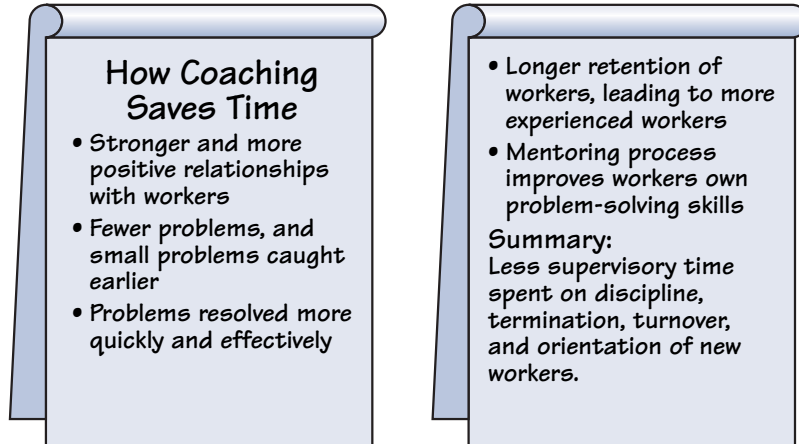
Some participants may feel there will never be enough time to implement and practice coaching. Encourage them to take small steps. The first one is simply to start practicing their coaching skills in every interaction at work:

Remind yourself to actively listen, pull back, and use objective language.

This step alone can make a huge difference, and relationships will begin improving.

4. Ask the group if they can imagine how implementing coaching might save them time after some time has passed. Discuss the responses.

5. Post the prepared flip chart, “How Coaching Saves Time.”

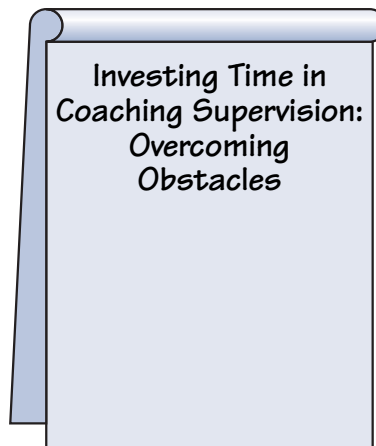


6. Discuss each bullet in turn. Distribute Handout 28, “How Coaching Saves Time,” for resource binders. Summarize by noting that, while the time requirement for coaching may be challenging, especially in the beginning, the investment soon pays off in fewer problems and quicker, easier resolution of problems.

7. Discuss obstacles to investing time, especially initially, in coaching supervision, and brainstorm strategies to overcome them:

Post the flip chart page “Barriers to Being an Ideal Supervisor” that participants created in Activity 1.3. Ask the group to revisit the obstacles they listed to making the initial time investment in coaching. Ask participants to brainstorm strategies to get around some of these obstacles in their organizations.

Write their ideas on a flip chart page entitled, “Investing Time in Coaching Supervision: Overcoming Obstacles.”



– Continued next page

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Activity 7.3, continued

► Teaching Tip

If the group has trouble coming up with ideas, offer strategies that have worked for others [give 1-2 examples here]. Write them on the flip chart page. Encourage participants to take notes in their binders for future reference.

8. Summarize by displaying the flip chart from Activity 1.2, “Benefits of Coaching Supervision” and reiterating the four benefits: enhances retention, defuses conflict, improves problem solving, and improves the likelihood of meeting the needs of both workers and consumers. Ask participants to make links between the skills they’ve learned and the potential benefits they hope to see from using coaching supervision in their jobs.

9. Reinforce the message that participants can succeed by:

Reassuring the group that making time in the first few weeks requires a strong commitment, but is possible.

Telling the group that each of them has the capacity to succeed as a coach supervisor, as they’ve demonstrated during the seminar. Encourage them to report on their progress after they return to work and start putting coaching supervision into practice.

Teaching Option

The following additional activity can be used to reinforce the benefits of using coaching supervision.

Separate participants into four groups. Hand each group a card on which you’ve written one of the four benefits of coaching supervision initially introduced in Activity 1.2 as “Benefits of Coaching Supervision”: enhances retention; defuses conflict; improves problem solving; improves likelihood of meeting needs of both workers and consumers. Each group should choose a reporter who will summarize the small group’s discussion for the whole group.

Have each group identify how the skills taught in the seminar relate to the benefit written on the card. For example, active listening defuses conflict.

After about 5 minutes, bring everyone back to the larger group, and have reporters describe their groups’ discussions.

Note: A closing activity, including an evaluation for the whole seminar, is included in the Supplementary Activity Guides in the Appendix.

—Teaching Notes—