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**LEADERSHIP, MANAGEMENT
& GOVERNANCE PROJECT**

Inspired Leadership. Sound Management. Transparent Governance.



Communication and Coaching Skills Program

April 2016



Photo: Betsie Frei/MSH

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Table of Contents

Acknowledgements.....	4
Introduction	5
Program Overview	6
Module 1: Coaching to Address Workplace Challenges	10
Module 2: The ORID Focused Conversation Method	26
Module 3: Coaching Conversation Skills: The OALFA Method	46
Module 4: Observing, Asking, and Listening.....	58
Module 5: The Art of Providing Effective Feedback	68
Module 6: Practicing Coaching	80

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About the LMG Project

Funded by the USAID, the Leadership, Management and Governance (LMG) Project (2011-2016) is collaborating with health leaders, managers and policy-makers at all levels to show that investments in leadership, management and governance lead to stronger health systems and improved health. The LMG Project embraces the principles of country ownership, gender equity, and evidence-driven approaches. Emphasis is also placed on good governance in the health sector – the ultimate commitment to improving service delivery, and fostering sustainability through accountability, engagement, transparency, and stewardship. Led by Management Sciences for Health (MSH), the LMG consortium includes the Amref Health Africa; International Planned Parenthood Federation (IPPF); Johns Hopkins University Bloomberg School of Public Health (JHSPH); Medic Mobile; and Yale University Global Health Leadership Institute (GHLI).

Introduction

When managers are asked what is most challenging about their jobs and what takes the most time, the answers almost always relate to personnel and interpersonal issues. By learning to coach, managers can address many recurrent problems and free up some of the time they spend on those problems. At the same time, they can nurture their staff to contribute more effectively to the performance of the team and the organization.

In addition, traditional efforts to build staff capacity normally involve sending people to training or giving them technical assistance. However, after a consultant leaves or training ends, when the health professionals return to their work routines, they often face challenges including competing priorities, lack of motivation, and other professional stresses that keep them from implementing what they learned.

Coaching has been identified as a successful approach to support newly trained staff as they apply their new skills in their work settings. This ongoing capacity building is an essential reinforcement for training and helps newly trained staff begin to work more effectively.

In addition, coaching can be used at any time with staff, and without realizing it, managers have always relied heavily on some aspects of coaching. Coaching is typically provided to facilitate team members' development, instill esprit de corps, and discipline those who are not contributing effectively to the team's performance.

The concept and the practice of coaching in sports are transferable to the health care setting; after all, we want our teams to be successful, resilient, and strong. Like a sports team, every person on the work team must work to realize their full potential, and team members must work harmoniously to reach the team's goals and manage the stresses that come with facing challenges together.

This program prepares managers to develop skills that will help them challenge the members of their team, recognize achievements, give honest feedback, listen with attention, and encourage the development of talent so that each person can grow as a professional and be a valued member of the team.

This program will help managers develop the skills to improve their communication, teamwork, and coaching conversations with colleagues, supervisees, or clients, thus improving their overall effectiveness.

Program Overview

Purpose

The purpose of this program is to make coaching and communication skills available and accessible, so that every manager in the health care system can be trained to coach their teams and nurture their staff to contribute more effectively to the performance of the team and the organization, also supporting the implementation of any new intervention aimed to improve the organization's performance.

Methodology

Our methodology is based on the principles of adult learning, also called andragogy. This approach acknowledges that participants come with years of experience, with wisdom and needs that must relate to what they do on the job. Learning to communicate better and coach others requires both knowledge and skills. Although knowledge may be present, skills may not be fully developed. Skills can also be strengthened through practice. A person may be able to describe perfectly what thoughtful listening is and may list all the requirements of good listening yet not be able to listen well in a real-life situation. As a result, this program strongly emphasizes practicing what is learned.

Models

In this program, participants will practice communication skills using two basic models: the ORID method (Objective, Reflective, Interpretive, and Decisional modes of conducting a productive conversation, based on how we process information) and the OALFA method (Observe, Ask, Listen, give Feedback, and reach an Agreement).


The first of the six modules addresses communication competencies and defines coaching. The second module focuses on ORID as the basic model to conduct conversations. In modules three to six, participants practice all of the OALFA skills.

Program Structure

To facilitate implementation, the program is organized in six modules of four hours each. Modules should optimally be offered face-to-face by a facilitator in two-week intervals, giving participants the opportunity to practice the new skills between modules.

This guide provides all of the elements a facilitator or manager needs to implement the program. Each module includes an agenda, description of the module's content, step-by-step instructions for the exercises, readings, and homework handouts.

To facilitate the management of different materials, the guide uses the following codes to label various elements: M, modules; E, exercises; PP, PowerPoint presentations; R, readings; P, practices; and H, homework.

Readings, exercises, practices, and homework instructions are included in this guide. Also included with it are PowerPoint presentations and a pdf of a 2008 E-Manager, Coaching for Professional Development and Organizational Results, which provides readings for modules 3 and 4. Access the resources for each module by clicking the links or  buttons in the module's resources section. The materials listed under each module should be printed prior to the workshop, so they can be distributed to participants. In addition, facilitators are encouraged to share this guide with participants on a flash drive at the end of the first workshop, so they continue to have digital access to all of the materials.

Participants will be expected to spend up to 2 hours on homework during the two-week interval between modules.

PowerPoint Presentations

Where PowerPoint presentations are used, they are provided for the facilitator to customize for the context or organization. The presentations are provided without photographs, as this program is designed for to be appropriate in any region. However, facilitators are encouraged to add photographs prior to using the presentations. The facilitator's organization will often have the best photographs for its own context. If not, facilitators may find royalty-free photographs on websites such as:

- <http://www.photoshare.org/>
- <https://pixabay.com/>

If facilitators choose to distribute this guide on a flash drive, they are encouraged to share their version of the PowerPoint presentations with photographs added.

Modules content

Module 1: Coaching to Address Workplace Challenges

- ✓ Pretest to assess coaching skills
- ✓ The new manager-coach paradigm
- ✓ Positive manager-coach experiences
- ✓ Methods for improving staff and team performance
- ✓ What is coaching?
- ✓ Using coaching to address workplace challenges

Module 2: The ORID Focused Conversation Method

- ✓ Distinguishing between facts, emotions, interpretations, and decisions (Ladder of Inference case study)
- ✓ Adapting the ORID method for coaching conversations
- ✓ Practice using the ORID method

Module 3: Coaching Conversation Skills: The OALFA Method

- ✓ OALFA (Observe, Ask, Listen, give Feedback, and arrive at an Agreement) communication and coaching skills
- ✓ OALFA self-assessment
- ✓ OALFA personal development plan

Module 4: Observing, Asking, and Listening

- ✓ Inquiry vs. advocacy
- ✓ Observing and inquiry skills: observing nonverbal cues, asking good questions, suspending judgment
- ✓ Listening skills: inner silence, empathy, paraphrasing

Module 5: The Art of Providing Feedback

- ✓ Good and bad experiences receiving feedback
- ✓ Effective feedback and common mistakes
- ✓ Practice providing and receiving feedback

Module 6: Practicing Coaching

- ✓ The importance of coming to a good agreement during a coaching conversation
- ✓ Coaching using the Challenge Model to address workplace challenges
- ✓ Additional coaching questions to use with the Challenge Model
- ✓ Using the ORID method to clarify commitments
- ✓ Post-test to assess coaching skills after completing the program



Communication and Coaching Skills Program

Module 1:

Coaching to Address Workplace Challenges



Module 1: Coaching to Address Workplace Challenges

The purpose of this module is to explore how communication and coaching skills can improve the performance of managers who lead. We will look at definitions, review different approaches, and consider how coaching can address workplace challenges and achieve results.

Objectives

At the end of the module, participants will be able to:

1. explain the importance of developing communication and coaching skills to improve their interpersonal relationships and overall effectiveness in their professional and personal lives
2. describe how coaching differs from other performance improvement methods
3. explain the role of the manager as coach to deal effectively with workplace challenges.

Content/Resources

Content	Resources
1. The new manager-coach paradigm	<p>Exercise M1 E1: Communication and Coaching Skills Program Pretest</p> <p>Reading M1 R1 (background information for facilitator): The New Manager-Coach Paradigm</p> <p>Open PowerPoint presentation M1 PP1: The New Manager-Coach Paradigm</p>
2. Positive manager-coach experiences	<p>Practice M1 P1: Sharing Positive Manager-Coach Experiences</p> <p>Observer Record, Module 1, Practice 1</p>
3. Methods for improving staff and team performance	<p>Exercise M1 E2: Methods for Improving Staff and Team Performance</p>
4. What is coaching?	<p>Reading M1 R2 (background information for facilitator): What is Coaching?</p> <p>Open PowerPoint presentation M1 PP2: What is Coaching?</p>
5. Using coaching to address workplace challenges	<p>Exercise M1 E3: Using Coaching to Address Workplace Challenges</p>
6. Homework	<p>Reading M1 H1: The New Manager-Coach Paradigm</p> <p>Reading M1 H2: What is Coaching?</p> <p>Open Sample Module Evaluation</p>

Agenda

9:00 – 9:30 Introduction	
Activity	Material
Review of program and module agendas and objectives Review of expectations in plenary Program pretest, explaining that participants will have a posttest to gauge their improvements	Program and module agendas and objectives M1 E1 : Communication and Coaching Skills Program Pretest
9:30 – 10:00 The new manager-coach paradigm	
Activity	Material
PowerPoint presentation	M1 R1 (background information for facilitator): The New Manager-Coach Paradigm M1 PP1 : The New Manager-Coach Paradigm
10:00 – 10:45 Positive manager-coach experiences	
Activity	Material
Practice in trios	M1 P1 : Sharing Positive Manager-Coach Experiences Observer Record
10:45 – 11:00 Coffee Break	
11:00 – 11:30 Methods for staff and team improving performance	
Activity	Material
Exercise in pairs or trios, plenary	M1 E2 : Methods for Improving Staff and Team Performance
11:30 – 12:00 What is coaching?	
Activity	Material
PowerPoint presentation	M1 R2 (background information for facilitator): What is Coaching? M1 PP2 : What is Coaching?
12:00 – 12:45 Using coaching to address workplace challenges	
Activity	Material
Exercise with individual reflection, pair sharing, and plenary sharing	M1 E3 : Using Coaching to Address Workplace Challenges
12:45 – 1:00 Checkout	
Activity	Material
Explanation of homework Module evaluation Discussion: What did we learn today? Discussion: What do we suggest for the next meeting?	M1 H1 : The New Manager-Coach Paradigm M1 H2 : What is Coaching? Module evaluation form

M= Module E= Exercise R= Reading P= Practice PP= PowerPoint H= Homework

Notes to Facilitators for Module 1

- Step 1** Prior to presenting the material in module 1, read M1 R1, The Manager-Coach Paradigm, and M1 R2, What is Coaching? These readings will also be given as homework at the end of the module. Print enough copies of the exercises, readings, practices, and homework for all participants and create a form for participants to evaluate the module.
- Step 2** Begin by introducing participants to the program and module objectives, and familiarize them with your expectations for their participation in the plenary sessions and small groups.
- Step 3** Have participants complete the pretest to assess their level of coaching competence and knowledge.
- Step 4** Show PowerPoint presentation M1 PP1, and engage participants in discussion about the manager-coach.
- Step 5** Ask participants to work in trios in Practice M1 P1 to share personal positive experiences of being supported by their manager-coach while at the same time practicing attentive listening and inquiry.
- Step 6** Ask participants, in pairs or trios, to consider the ways in which people in seven types of supervisory positions support performance improvement. Discuss examples in plenary.
- Step 7** Show PowerPoint presentation M1 PP2, and engage participants in discussion about coaching.
- Step 8** Ask participants to think of workplace challenges they face as managers and how different types of supervisory personnel might address the challenges. Discuss the challenges and interventions in pairs and in plenary.
- Step 9** Distribute homework readings and evaluation form for module 1.

Exercise: Communication and Coaching Skills Program Pretest (M1 E1)

Name: _____

On a scale of 1 to 10 (1 being not confident at all and 10 being completely confident), how confident are you with the following, in the context of improving health service delivery (circle a number)?

1. Coaching an unmotivated employee

1 2 3 4 5 6 7 8 9 10

2. Coaching a highly motivated employee

1 2 3 4 5 6 7 8 9 10

3. Providing feedback to an employee

1 2 3 4 5 6 7 8 9 10

4. Receiving feedback from an employee or supervisor

1 2 3 4 5 6 7 8 9 10

5. Facilitating a coaching conversation

1 2 3 4 5 6 7 8 9 10

6. Knowing when to listen and when to give advice

1 2 3 4 5 6 7 8 9 10

7. Holding a difficult conversation with someone you manage

1 2 3 4 5 6 7 8 9 10

8. Holding a difficult conversation with someone who manages you

1 2 3 4 5 6 7 8 9 10

Reading: The New Manager-Coach Paradigm (M1 R1 and M1 H1)

The complexity of the problems the health sector currently faces makes it necessary to form multidisciplinary or even multisectoral teams since no single person or organization can solve such problems on their own. This requires a different interpretation of what managing and leading encompass. We therefore introduce the term “managers who lead” to indicate that leading and managing are activities (rather than personality traits) that are integral to the responsibilities of those in charge, at any level, whether a team or an entire organization. Today, we don’t need heroic and charismatic people to lead us. We need people who are good at creating the conditions for talent to flourish and who excel at coordinating the actions of highly capable persons.

Coaching is a tool that helps managers who lead bring out the best in their people. No longer simply issuing orders, instructions, or advice, the manager who leads as a coach facilitates self-knowledge and self-development in others. They facilitate in other people the discovery of new possibilities for effective action.

Managers who lead need followers who want to be engaged in the work of the organization and who believe they have something to contribute. Authoritarian command and control approaches to managing staff cannot produce such motivation and engagement; as soon as control is lifted, people will pursue their own interests, whether enlightened or not, with the risk of nonalignment of effort and possible work at cross-purposes.

There is currently a growing consensus that managers who lead cannot be effective if they restrict themselves to giving orders and instructions, supervising compliance, and controlling their subordinates’ performance. They must be able to enhance the performance of the staff and give them increased autonomy so they can use their talents, creativity, and initiative in service the organization, while bringing the best of themselves to their tasks.

Today’s managers who lead who wish to go beyond ensuring compliance with policies and norms (this is important, of course) or simply staying on the job must find ways to raise the energy, motivation, and commitment of their staff. One way is to add a new role to their old one, namely, that of coach.

They must switch from:	To:
Telling, directing, teaching	Inquiring and listening
Imposing external control	Facilitating internal control through delegation
Knowing all the answers	Looking for answers with others
Focusing on mistakes	Focusing on possibilities and celebrating learning

The role of boss is received; the role of coach is earned. Bosses who restrict themselves to giving orders and controlling their subordinates risk creating employees who obey orders, perform their responsibilities with only minimum compliance to avoid being fired, receive criticism defensively, and try to hide mistakes to avoid being reprimanded. When a boss has earned the trust of staff, they share their difficulties and become open to her influence.

The above is not very different from what a successful sports coach does. That is why this new practice has been strongly associated with the role of a sports coach. The only difference is that in coaching a sports team, the coach focuses on the team on winning, which means another team must lose. Organizations thrive when everyone wins.

Practice: Sharing Positive Manager-Coach Experiences (M1 P1)

We all have had good experiences in life when someone has supported us to succeed. The purpose of this practice is for participants to share one such experience while at the same time practicing attentive listening and inquiry.

Step 1. Individual reflection

Think about a time that stands out as a high point in your work and that was determined by the challenge given to you and the support you received from your supervisor. What was it? What did your supervisor do that helped you through the challenge? Write down a summary of the story.

Step 2. Form groups of three, and distribute roles among your trio.

1. Person A is the coach.
2. Person B is the person being coached.
3. Person C is the observer.

Step 3. The coach *only* asks questions to facilitate the conversation.

The following are some questions the coach can ask:

4. Think about a time that stands out as a high point in your work and that was determined by the challenge given to you and the support you received from your supervisor. What was the challenge?
5. What successes did you achieve? Which of your own qualities made it so successful?
6. Tell me what it was about your boss that helped you succeed. What values, practices, or qualities did your boss bring to the effort that made the support so successful?

Step 4. The person being coached describes his or her personal experience of success

The coach listens to the entire story with great care and without interrupting

Step 5. The coach summarizes the story and verifies accuracy with the coached person.

Step 6. The observer watches the dialogue without interrupting and uses the attached Observer Record to note details of the coach's performance. At the end provides feedback on how the coach performed.

Step 7. Repeat the process, changing roles until all three people have played the three roles. Allow 15 minutes for each round, including feedback

Observer Record, Module 1, Practice 1

Practicing Listening and Inquiry

Evaluate the coach's performance by marking yes or no in the corresponding boxes below. Where possible, take notes of specific observable data that support the response. This feedback will help the coach learn what activities and steps to reinforce in their coaching conversations.		
1. Was the coach supportive?	YES	NO
Specific comments the coach did and/or observable data:		
2. Did the coach listen well? What did you observe that make you think she was listening?	YES	NO
Specific questions the coach asked and/or observable data:		
3. Did the coach ask questions to help the coached person think through the story?	YES	NO
Specific questions the coach asked and/or observable data:		
4. Did the coach give a good summary?	YES	NO
Specific things that were missing or misunderstood:		

Exercise: Methods for Improving Staff and Team Performance (M1 E2)

Step 1. In pairs or trios, analyze the following chart of different methods for improving performance. Note how coaching differs from the other performance-improvement methods. (5 mins)

Step 2: Discuss examples of good uses of each method, and fill in the last column of the chart below. (15 mins)

Role	Method/Intervention	Examples of good use of this method
Manager	Identify what needs to be done, distribute tasks, and follow up	
Trainer	Teach skills and help people practice	
Supervisor	Help, train, hold accountable, develop, and motivate a subordinate	
Mentor	Support junior members to learn the ropes through advice, encouragement, feedback, and support	
Counselor	Direct, assist, inform, support	
Consultant/advisor	Analyze, diagnose, and make recommendations	
Coach	Allow individuals and teams to reflect on their commitments and find new ways to achieve desired performance results	

Step 3: Share in plenary. (10 mins)

Reading: What is Coaching?

(M1 R2 and M1 H2)

The results we obtain in our work and our daily lives are the consequences of the actions we undertake, which in turn are influenced by our thoughts and our beliefs, some of which we may be unaware of. Therefore, if we wish to modify the results, we must modify our actions, while first modifying our beliefs or mental models.

We have all experienced results that were not what we actually wanted. When we don't get our desired results, our mental models or judgments about the world keep us from seeing how our actions have contributed to producing those results. With a coach who asks good questions, we can find out what limits or blocks us and then choose alternative actions.

A coach helps another person or group of people modify the way they see and judge reality, with the aim of making new distinctions and reformulating judgments. This then allows the coachee to see choices not seen before and to expand her capacity for effective action in order to produce the results she seeks.

Coaching is based on the principle of autonomy of the coached person. The coachee decides, chooses, and ultimately resolves. Coaching is about learning, not teaching or giving advice. A coach does not tell her coachee what to do but rather facilitates exploration so that the person discovers something she failed to see.

A coach is a neutral observer, not judging the person being coached or telling her what to do. Through the power of good questions, a coach invites the coachee to examine and reformulate judgments and explore new, more effective alternatives for action than those from the past. Thus, the coachee comes to her own conclusions about how to modify her beliefs and actions.

Principles on Which a Coaching Relationship is Based

- People are naturally inclined toward self-development if they receive appropriate feedback and support.
- Coaching is a learning strategy that helps people enhance their personal satisfaction and expand their possibilities for effective action.
- The coachee is the owner of the process, and the process is successful when self-correction and self-development occur.
- The coach is a neutral observer who helps the other person modify her thoughts and beliefs and make new interpretations in order to identify new possibilities for action.

Requirements to Establish a Coaching Relationship

Establishing a productive coaching relationship requires¹:

- mutual trust
- mutual respect
- freedom of expression
- good conversations triggered by good questions.

Let's take a closer look at each of these.

Mutual Trust

The coach must trust the capacity of the coached person to know herself and be aware of actions or behaviors that get in the way of achieving the results she truly wants. The coach must believe that people are naturally inclined to develop themselves and that with the proper feedback and support, they can grow and improve their performance. Trust in the capacity of people to do this constitutes the basis for a successful coaching relationship.

The coached person must trust in the coach's ethical values, believing that the coach's main interest is the coachee's personal and professional development, putting aside personal interests to focus on helping the coachee find her own answers. Both members understand that the information they share is confidential.

Mutual Respect

The coach must have a deep respect for the values, priorities, and decisions of the coached person. Helping the coachee discover new options or approaches requires that the coach remove her personal biases or experiences and refrain from advice giving since these may be irrelevant to the coachee's context and reality.

Freedom of Expression

Freedom of expression develops when the coach invites the coached person to openly express herself and listens without using the information from the coached person against her. When one of the participants is a boss, the coaching relationship will be limited by their mutual trust and the freedom to honestly express themselves. If a boss cannot momentarily set aside the role of authority to tell the other person what she "must" do, and cannot accept mistakes and difficulties as part of the learning process, the coached person will never be willing to openly share difficulties.

Good Conversations Triggered by Good Questions

Coaching requires an explicit declaration of the need to hold conversations and the willingness of both parties to hold such conversations. Ideally, the coached person discloses a difficulty and requests help from the coach. A coach who is also the boss might also identify something that needs attention and offer support. If accepted by both parties, a coaching conversation can begin.

¹ Flaherty, James, *Coaching: Evoking Excellence in Others*, 1999.

Positive, Appropriate Behaviors of a Coach

- providing support through respect and acceptance of the coachee
- being committed to helping the other person find answers in herself
- posing questions to help the coachee reformulate her interpretation of the relationship between her actions and the results produced
- listening attentively
- helping the coachee discover new possibilities for action
- supporting the development of new competencies
- supporting the coachee to commit to new actions and to follow through on decisions.

Actions of a Coach that Inhibit a Positive Coaching Relationship

- evaluating, judging, and criticizing
- telling what to do and what not to do
- giving answers
- breaking confidentiality.

Positive, Appropriate Behaviors of a Coachee

- acknowledging that there is a difficulty
- recognizing that she is incapable of resolving the difficulty alone
- being open to receiving help
- being open to learning and change.

How Coaching Differs from Mentoring

Mentoring targets new or junior employees to teach them the basic skills that drive progress in the workplace. In contrast, coaching focuses on a specific aspect of performance and helps the person being coached understand the relationship between her behavior and the results, so that she can identify new behaviors that produce improved performance and results.

Exercise: Using Coaching to Address Workplace Challenges (M1 E3)

Step 1: Individual reflection (20 mins)

1. Read the following paragraph.

When managers are asked what is most challenging about their jobs and what takes the most time, the answers almost always relate to personnel and interpersonal issues. By learning to coach, managers can address many recurrent problems and free up some of the time they spend on those problems. At the same time, they can nurture their staff to contribute more and better to the performance of the team and the organization. Typical workplace challenges that managers can address through coaching include:

- What can I do if someone is performing satisfactorily but I know she has much more potential?
 - What do I do if I cannot see the commitment in some members of my team but I believe it is there?
 - What should I do if, despite the efforts of a team member, he is not achieving the results I expect?
 - What can I do if a member of my staff is very skilled but her behavior is damaging to team morale?
 - What do I do if someone on my staff is underperforming but does not seem to notice?
2. Fill in the following chart by writing in the first column the most pressing challenges you are facing as a manager or supervisor with your team members. In the second column, write what method from the list below is the best option to improve performance. If necessary, refer back to Exercise 2, Methods for Improving Staff and Team Performance.

Manager: Identify what needs to be done, distribute tasks, and follow up

Trainer: Teach skills and help people practice

Supervisor: Help, train, hold accountable, develop, and motivate a subordinate

Mentor: Support junior members to learn the ropes through advice, feedback, and support

Coach: Allow others to reflect on their commitments and find new ways to achieve the desired performance results

Challenges with your team members	Method/Intervention

Step 2. Working in pairs, share your charts and discuss the best method for each challenge. (15 mins)

Step 3. Share in plenary some examples of challenges that can be addressed by using a coaching method. (10 mins)



Communication and Coaching Skills Program

Module 2:

The ORID Focused Conversation Method



Module 2: The ORID Focused Conversation Method


The purpose of this module is to recognize the role of perception and learn how to differentiate facts from interpretations and see how our beliefs and emotions color our interpretations and influence our decision making. Participants will discover how using the ORID (Objective, Reflective, Interpretive, and Decisional) Focused Conversation Method can improve the quality of their conversations and allow them to arrive at better decisions.

Objectives

At the end of the module, participants will be able to:

1. explain how to use the Ladder of Inference to improve their conversations
2. distinguish between emotions, facts, interpretations, and decisions
3. apply the steps of the ORID Focused Conversation Method to daily conversations.

Content/Resources

Content	Resources
1. Distinguishing between facts, emotions, interpretations, and decisions (Ladder of Inference case study)	Exercise M2 E1 : The Ladder of Inference Case Study
2. Adapting the ORID method for coaching conversations	Reading M2 R1 : Adapting the ORID Method for Coaching Conversations
3. Practice using the ORID method	Practice M2 P1 : Practicing a Coaching Conversation with the ORID Method Observer Record , Module 2, Practice 1
4. Homework	Homework M2 H1 : Practicing the ORID Method at Work  Sample Module Evaluation

Agenda

9:00 – 9:30 Introduction	
Activity	Material
Summary of module 1 and module 2 objectives and agenda Review of homework in pairs and plenary	Module agenda and objectives
9:30 – 9:45 Importance of distinguishing between facts and interpretations	
Activity	Material
Open conversation with the group (warm-up for Ladder of Inference case study): Discussion: What is the difference between a fact and an interpretation? Discussion: Why is this difference important in conversations? Opportunity for participants to explain or give one example.	Flip chart with the following examples Fact: She arrived at 10 Interpretation: She is late because she is lazy
9:45 – 10:45 Distinguishing between facts, emotions, interpretations, and decisions	
Activity	Material
Exercise in pairs with final comments in plenary	M2 E1 : The Ladder of Inference Case Study
10:45 – 11:00 Coffee Break	
11:00 – 11:45 Using the ORID method to conduct a productive daily or coaching conversations	
Activity	Material
Reading in four subgroups: Each subgroup investigates the ORID method and explains in plenary one of the four ORID steps	M2 R1 : Adapting the ORID Method for Coaching Conversations
11:45 – 12:45 Practice using the ORID method	
Activity	Material
Practice in trios	M2 P1 : Practicing a Coaching Conversation with the ORID Method Observer Record
12:45 – 1:00 Checkout	
Activity	Material
Explanation of homework Module evaluation Discussion: What did we learn today? Discussion: What do we suggest for the next meeting?	M2 H1 : Practicing the ORID Method at Work Coach Record Module evaluation form

M= Module E= Exercise R= Reading P= Practice PP= PowerPoint H= Homework

Notes to Facilitators for Module 2

Prior to the module, print enough copies of the exercises, readings, practices, and homework for all participants, as well as copies of the module evaluation form previously created.

Have a flip chart available for the opening discussion.

In plenary, briefly summarize the objectives of modules 1 and 2, and review the module 1 homework.

Using the example questions in the agenda, engage the group in a discussion of the difference between facts and interpretations.

Invite participants to work in pairs to read and discuss Exercise M2 E1. Bring the group together for a full discussion in plenary.

Divide the group into four subgroups to discuss Reading M2 R1. Each subgroup should discuss one step in the ORID method and be prepared to present it in plenary.

Ask participants to work in trios in Practice M2 P1 to practice coaching conversations with the ORID method.

Distribute homework readings and evaluation form for module 2.

Exercise: The Ladder of Inference Case Study (M2 E1)

Read the following story.

Martha arrives at her supervisor's office to present an urgent report in time to meet the deadline he has requested. When she arrives, he is on the phone, and he waves his hand, asking her to sit down, while he continues talking on the phone for about five minutes.

After her supervisor finishes his phone call, he asks Martha to walk him through the report. While Martha is talking, the phone rings two more times. Each time, her supervisor responds to the call, talking for a few minutes and then redirecting his attention to Martha.

While he is on the phone, Martha thinks, "He is not interested in the report. He's not even trying to understand it." After the phone rings for the third time, he answers and then turns to Martha and says, "I am very busy right now. Please just give me the report, and I will read it later." Martha sets the report on his desk and leaves his office.

In the corridor, Martha runs into a friend, who asks, "How did it go?" Martha answers, "Terrible! He asked me to drop everything and focus on this 'urgent report,' and then he doesn't even bother to at least give me five minutes of his undivided attention. Most of the time I was in there, I was listening to him speak to others on the phone. I felt like a nobody. I guess he sees me as a nobody and has never respected me. I solve a lot of problems around here, and he doesn't notice. It's not worth making an effort. Next time he asks me for something, I will ask for sick leave and let him deal with the problem himself."

Examine various elements of the story.

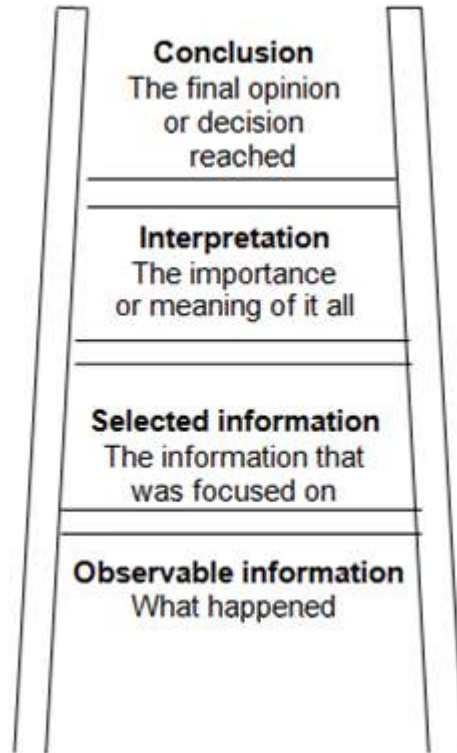
- What were the facts, the observable data?
- Which facts did Martha focus on?
- What were Martha's interpretations?
- What were Martha's conclusions?
- What are some ways that Martha can improve her decision making?

Reflect on the interaction between Martha and her supervisor.

What happened to Martha in the scenario?

Martha's reasoning followed a process we call "climbing up the ladder of inference." The only things visible are the actual facts describing the conversation between her and her supervisor, on one end of the ladder, and the conclusions she shares with a colleague afterward, on the other end. All the other steps in the process happened inside Martha's mind and are visible only if we ask her about her reasoning.

The Ladder of Inference²



What information did Martha observe that would have been visible or audible to anyone else?

Her supervisor had asked her to submit a report, saying that it was urgent; when she entered his office, he was on the phone for five minutes before asking her to walk him through the report. While she walked him through the report, he responded to two more phone calls and then continued listening to her. When she resumed her presentation, he received a third call. He then asked her to leave the report so he could read it later and get back to her. There was a diary on his desk with the words *DEADLINE AT NOON!!!* written in large letters and circled in red. His secretary had told Martha he was stressed out because of an important meeting later that day.

On which of these observable data did Martha focus her attention?

Martha focused on the phone calls and the interruptions while she was trying to discuss the report her supervisor had said was urgent. She also remembered the times she had solved problems for which he had not thanked her.

² Source adapted from Argyris 1982 in *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*, by Peter Senge, Charlotte Roberts, Richard B. Ross et al. © 1994. The MSH Handbook has a legend: Used by permission of Doubleday, a division of Random House Inc.

What interpretations did Martha make based on what she observed?

Martha took the interruptions and the previous experience of receiving no recognition as signs that she was not important.

What conclusions did Martha draw from her interpretations?

She drew the conclusion that in her supervisor's eyes, she was a nobody and that he didn't respect her as a valuable member of his team. The consequence of her interpretation led to a conclusion to no longer respond to his urgent requests or take the initiative to solve problems. It is possible that the next time her supervisor asks her to do something urgent, she will say she is sick.

Analyze the progression from facts to conclusion.

People tend to confuse actual facts with what they think is going on. There are too many things for our senses to simultaneously focus on. So we become selective and pick up on some aspects of a situation but not others. We pick up on those that fit our view of the world or that bolster our arguments for what is going on; these are interpretations, or possibly opinions, not facts.

For example, is it a fact that her supervisor sees Martha as an inferior person and does not value her work? We don't know. The only facts we have are that he made her wait, he interrupted her, and he did not finish listening to her presentation. Martha interpreted these facts in a particular way, but there could be other interpretations. Maybe her supervisor was under a lot of pressure that prevented him from paying more attention to her. The comment from his secretary and the circled entry in his diary support this interpretation. Perhaps that is why he asked her to leave the report, so he could read it when he was under less pressure. Martha cannot know the facts unless she initiates a conversation with her supervisor.

We see now that Martha came to her conclusions based on her interpretations. This story produced a series of emotions within her that angered her and made her conclude that it was not worth it to do her best or to continue helping her supervisor in the future.

When Martha considers her interpretations as facts, she does not take into account the need to verify her assumptions or explore other possible interpretations with her supervisor. Much like Martha, we all continuously interpret facts based on selective information we observe. We then react emotionally to these interpretations and consequently make decisions based on incomplete or inadequate information.

It is inevitable that we will have emotional reactions to facts in certain situations and then make judgments and draw conclusions based on our interpretations. There are, however, ways we can better assess our interactions and judgments and come to more discerning decisions. We can:

- become aware that our observations of reality are always limited and partial
- know that our previous experiences can color and distort our current perceptions of reality
- understand that our interpretations can be more accurate if we enrich them with the perceptions of other people
- recognize that we make better decisions when we initiate conversations with others. In doing so, we can clarify the facts, express emotions, better interpret things, and make decisions based on more accurate information.

The ORID³ (Objective, Reflective, Interpretative, and Decisional) Focused Conversation Method, included in the reading for this module, guides people to analyze the facts that actually occurred in a situation, express the emotions these facts provoke, question their interpretations, and make decisions based on the new information and the new interpretations.

³ Adapted from Laura J. Spencer, *Winning Through Participation: Meeting the Challenge of Corporate Change with the Technology of Participation*, 1989.

Reading: Adapting the ORID Method for Coaching Conversations⁴ (M2 R1)

Coaching is a learning strategy that seeks to help the person being coached make new distinctions and reformulate his judgments and interpretations of the facts. The purpose is to help the coachee find alternatives to current behavioral patterns that are not producing the intended results. Having more options increases the chances for effective action.

We all have emotional reactions to events. These color our perceptions of reality and thus influence judgments and interpretations about what happened. It is from this basis that people make decisions. However, sometimes people confuse interpretations or opinions with facts and, in doing so, make decisions based on limited evidence.

Coaching conversations can be very effective when a coach helps the other person identify the facts, understand how his emotional reactions influence his interpretations of the facts, and, with this awareness, produce better decisions. In order to do this well, a coach must be aware of his own emotions and interpretations and keep them from entering into the conversation: they are irrelevant to the person being coached. We can never fully understand another person's experiences or reactions, and sharing something from our own experience that appears similar may actually become a distraction or, worse, sound like advice ("I had a similar experience, and this is what I did").

What does a coach do during a coaching conversation?

- provides support through respect and acceptance of the coachee or supervisee
- is committed to helping the coachee find answers in himself
- poses questions to help the coachee reformulate his interpretations of the relationship between actions and the results produced
- listens attentively
- helps the coachee discover new possibilities for action
- supports the development of new competencies
- supports the coachee to commit to new actions and to follow through on decisions.

⁴ Adapted from Spencer, *Winning Through Participation*.

The ORID Focused Conversation Method, developed by Canada’s Institute of Cultural Affairs, follows the natural process of how the brain absorbs and processes information, moving from the objective level (what is perceived through the senses), through the reflective level (the reactions, associations, or emotions that come unbidden), through the interpretive level (where meaning is attached to the data), and finally to the decisional level (where conclusions are drawn and action taken or not). This method can be used by a coach to help the person being coached reflect on an event or experience, interpret this experience in the light of a broader vision of the facts, reformulate his reactions, and make a decision.

When we reflect on events or experiences, we reach for the information our senses stored in our brain, without realizing that there were also associations and emotions that were triggered without our conscious efforts. These associations and emotions in turn color our interpretation of what happened, which in turn affects our conclusions or actions that follow. In our daily conversations, we are usually not aware of these processes and how they lead us to our decisions.

Let’s see how we can use the four levels of the ORID method in a coaching conversation as a series of steps. We have added a preparatory step to create context.

Step 1. Creation of a comfortable and professional context

Before beginning the conversation, it is important to create a comfortable, professional atmosphere, both physically and psychologically. A private and quiet location is ideal. Prior to meeting with the coachee, the coach should set two aims—rational and experiential—for the coaching conversations. Aims allow the coach to focus on the intent of the conversation, help to form questions, and direct the flow of the conversation. A rational aim is the intent or practical goal of the conversation. What might the coach want the coachee to learn, discover, or explore in the coaching conversation? An experiential aim is the inner impact of the conversation and affects the mood and tone of the communication between coach and coachee. How does the coach want the coachee to experience the conversation?

The coach and coachee also need to clarify the conversation’s objective. In a workplace setting, an employee may request a coaching conversation to address an issue that distracts from the work or keeps him from performing at a higher level. The coach and coachee agree on a place and a time to hold the conversation. The coach then invites the coachee to describe the issue and his hopes for the conversation.

It is also possible that a manager-as-coach raises an issue that is a source of concern for the department, team, or organization. To stay in coaching mode, the coach must raise the issue in a way that invites rather than blames or punishes. For example: “James, I have noticed that when there are many clients in the waiting room, it looks like you get upset, and you seem to lose your natural kindness and courtesy. It worries me to see you acting like this. Would you like to talk about it to see what is happening and how we can address it?”

Step 2. The objective level

The coach helps the coachee (who might be a supervisee if we have the manager-coach) identify the facts of an experience the coachee wishes to change. This could be an obstacle preventing the achievement of an important result at work, a problem at the worksite, or an issue in his personal life.

This step of the inquiry process allows the coachee to broaden his awareness by looking at the facts, whatever came in through his senses (saw, heard, smelled, touched). It is important in this phase to help the coachee distinguish between facts and opinions or inferences. An inference is an interpretation that is attached to a fact and may not be supported by evidence. For example: If the coachee says, “My boss mistreated me,” the coach could respond: “What did you observe your boss doing? What was it about his behavior that you call mistreatment?”

Step 3. The reflective level

At this level, we are interested in the feelings or associations that have gotten connected to the facts; they come unbidden. In this step, the coach tries to get at the emotional responses, metaphors, images, or associations that the conversation provokes. Here, as in all of the other steps, the coach always uses questions to explore these.

The coach must accept and respect these reactions; one cannot argue about whether such reflective responses are okay or not. But the coach can help put the responses in perspective (“In what other situations do you have the same emotional response?”), which may lead the coachee to recognize patterns (for example, related to authority figures such as parents or teachers) that are anchored in a past long gone and are no longer relevant, appropriate, or useful.

The purpose of this step is to help the coachee understand how his feelings influence his perceptions. The coach’s role is to help the coachee discover that behavioral stimuli are just that and can be interpreted in new and different ways. Knowing this opens up possibilities for other, more appropriate and more productive, reactions.

Step 4. The interpretative level

At this level, the coach helps the coachee explore the importance, significance, or meaning that he attaches to a fact, an event, or experience. This, in turn, will influence the perception of consequences, or impact. For example, a coach may ask, “What makes this so difficult for you?” Such questions can help the coachee explore the meaning of an experience. As we have seen in the previous step, the feelings may have colored the experience, which in turn influenced the meaning attached to it.

At the interpretative level, the coach asks questions about meaning and interpretation. He helps the coachee explore alternatives to established interpretations, understand connections between feelings and perceptions, and recast facts and relationships in a different light. For example, understanding the connection between past experiences of being berated by an adult in a position of authority and current reactions to a supervisor’s criticism may help the person being coached see distinctions.

Step 5. The decisional level

At this stage, the coached person decides on a new course of action in the light of the facts, recognition of his feelings, and new alternative interpretations. The coach's role in this step is to help the coachee to decide what to do next and how to do so. Rather than the coach suggesting a way forward (which would not be coaching but rather consulting), this is the time for the coachee to attach consequences to the new insights. The coach can help this process by asking questions such as: "What might you be doing different next time this happens?" Make sure to leave plenty of time for the coachee to struggle with this question (which means the coach has to become comfortable with silence), because this is often a hard one. If, after some silence, the coachee still has a hard time responding to this question, the coach may reframe the question: "When you were successful in dealing with such situations in the past, what did you do?" Or "Let's assume it is one year from now, and you have resolved the situation. What steps did you take to make sure this never happened again?"

If even this doesn't help, the coach can give the coachee homework to think about the question(s) and schedule another time to talk. If this is a work-related issue that requires immediate action, the coach might change hats and become a supervisor. The coach should indicate this by saying, 'Let me change hats for a moment and suggests some ways forward.'" But he must be aware that this is no longer coaching and that the proposed actions or solutions may not be owned by the supervisee.

Sample questions for the five steps of a coaching conversation

1. Context and intention setting	<ul style="list-style-type: none">• What do you hope to get out of this coaching conversation? What results would you like to attain? What are you committed to?• How can I best help you resolve this situation (by listening, by being a sounding board, by confronting you when your reasoning is flawed)?• Where and when shall we meet after this?
2. Objective level	<ul style="list-style-type: none">• What do/did you see happening?• What do others say happened?• What was the result of this happening?• What happened immediately before things went wrong that triggered the problem?• What did you do/say? What did the other people involved do/say?

Sample questions for the five steps of coaching conversation (cont.)

3. Reflective level	<ul style="list-style-type: none"> • What feelings are generated by what has happened (or is happening)? • What does this situation remind you of? When has this happened before? • How do you feel about the degree to which you are on or off course? • If your experience was an image, a metaphor, a song, a play, etc., what would it be?
4. Interpretive level	<ul style="list-style-type: none"> • What is the significance (or importance or meaning) of your current situation/predicament? • What is helping or hindering your success here? • What is within your control, and what is not? • What would need to happen for you to get back on course? • How is this affecting your life in other areas?
5. Decisional level	<ul style="list-style-type: none"> • What do you wish to do now? • What should you do differently from now on? • What actions can you take to overcome the obstacles? • What support do you need to attain your desired results? • Where or how can you obtain what you need? • How can I help you?

The ORID Focused Conversation Method is a structure to guide a conversation. If we skip a level or change the order, we risk not coming to a good decision. If we skip the objective level, for example, our conversation is not anchored in the facts. If we skip the reflective level, we ignore the power that feelings and emotions can have on our actions. If we skip the interpretive level, we fail to see the importance, impact, and consequences of the issue, and if we skip the decisional level, it will be just a conversation without a plan of action to solve the issue.

To illustrate this process, let's imagine a conversation between Esther and James in which Esther is James's supervisor and has put on her coaching hat.

Using the ORID method to coach staff in a service delivery environment

Creating context

Esther: James, I have been observing that when many clients are in the waiting room, you get upset and lose your natural kindness and courtesy. It worries me to see you acting like that. Would you like to talk about it to see what is happening and how we can address it?

James: Yes, I am also concerned. I would like to talk about it.

Objective level: Determining the facts

Esther: James, what I have been observing during the last few weeks is that many clients are waiting for a long time before they receive attention. They often have to wait at least one hour.

James: Yes, we are often running about one hour late. The reason for this delay is that the person in charge of the medical records tends to arrive late. The clients get upset because they arrive before 8 a.m. and get angry at me. What can I do?

Reflective level: Expressing emotions and distinguishing them from facts

Esther: As a matter of fact, James, I have been observing that the clients get upset at the long wait, and I have seen you lose your normal patience and kindness. Is this happening in other areas of your life?

James: I also feel bad at making them wait, and I get upset when the clients exert pressure on me, especially because it is not my fault. It feels unfair. When I get unjustly criticized, I sometimes forget to remain cool and professional. It is as if a button gets pushed.

Interpretative level: Supporting the judgments or interpretations of the coached person

Esther: James, what happens when you get upset with the clients? What are the consequences of that?

James: I know that my role is to serve them and that they get upset with me, even if it is not my fault because they interact with me. To them, I represent the clinic. They cannot see that the medical records are handed to me late. And, of course, I sometimes forget they are anxious or tired or stressed out. I probably would also be upset with anyone representing the clinic.

Using the ORID method to coach staff in a service delivery environment (cont.)

Decisional level: Helping find an alternative for action

Esther: Let's see if there are possibilities for resolving this issue. First of all, how might you react differently instead of getting upset?

James: I could empathize more with the clients and think to myself that they are not blaming me personally but are reacting to how they think the clinic is managed.

Esther: That sounds good. Now let's look at the root cause of this problem, which is related to medical records. What do you think we could do to resolve this situation?

James: How about meeting with the person in charge of the archive to try to resolve the problem together?

Esther: I think that is a very good idea. How can I support you?

James: Let me think about that. I think I will talk with Maria first and see if she can help me resolve this. If it is more complicated, I will come and talk with you.

Esther: That sounds good. Could you meet with me next Wednesday at 3 p.m. to tell me how things are going?

James: Yes, that will give me time to talk with Maria and see if things have started to get better.

Esther: Okay, good. I'll see you then.

Practice: Practicing a Coaching Conversation with the ORID Method (M2 P1)

Coaching conversations can be very effective if the coach helps the other person identify the facts, helps differentiate his interpretations colored by emotional reactions, and encourages him to come to alternate decisions. The ORID method can help the person being coached go through these steps of critical thought.

Form groups of three, and distribute roles among the trio.

- Person A is the coach.
- Person B is the person being coached.
- Person C is the observer.

The coachee will share with the coach an unsatisfactory experience such as the case study of Martha and her supervisor in Exercise 1 of this module. The coach will help that person analyze the situation and improve his decision by asking good questions using the ORID method. During the coaching conversation, the observer uses the Observer Record for this practice to write down details of the coach's performance.

Step 1. Creating context: The coach creates a physical and emotional context that is comfortable and professional.

The coach asks questions, explains the purpose of the conversation, and agrees with the coachee about the right place and time for the conversation.

Step 2. The objective level: The coach asks questions to help the person being coached to identify the facts.

The following are some questions the coach can ask.

- Describe to me an unsatisfactory situation you were in.
- What results were you hoping to attain?
- What was the result you got?
- What were the facts that contributed to the situation?
- Are there any facts you are not considering?

Step 3. The reflective level: The coach asks questions to help the person being coached to identify his feelings.

The following are some questions the coach can ask.

- What feelings are generated by what has happened?
- What does this situation remind you of? When has this happened before?

Step 4. The interpretive level: The coach asks questions to help the person being coached identify the significance or meaning someone attaches to a fact, event, or experience.

The following are some questions the coach can ask.

- What interpretation did you make about the facts?
- How is this interpretation affecting you?
- What are other possible interpretations?
- Which interpretation can lead you to a better result?

Step 5. The decisional level: The coach asks questions to help the person being coached decide on a new course of action in light of the facts and new interpretations he has made.

The following are some questions the coach can ask.

- What do you wish to do now?
- What actions can you adopt to remedy the situation?
- What support do you need to attain what you are hoping for?
- How can I help you?

In steps 2 to 5, the coach listens to the entire story with great care and stays in the inquiry mode without proposing interpretations or suggestions. A coach should only propose an interpretation or suggestion after the coachee has offered his own. For example: “Let me tell you what I am observing to see if this interpretation (or suggestion) makes sense to you.”

Step 6. The observer watches the dialogue without interrupting, takes notes in the Observer Record for this practice, and at the end, provides feedback on the coach’s efforts.

Step 7. Repeat the process, changing roles until all three people have played the three roles. Allow 20 minutes for each round, including feedback.

Observer Record, Module 2, Practice 1

Practicing a Coaching Conversation with the ORID Method

Evaluate the coach's performance by marking yes or no in the corresponding boxes below. Where possible, take notes of specific observable data that support the response. This feedback will help the coach learn what activities and steps to reinforce in their coaching conversations.

Creating context	YES	NO
1. Did the coach ask questions that made the person being coached feel comfortable? 2. Did the coach clarify the reason for the conversation? 3. Was the coach welcoming and kind? Specific questions the coach asked and/or observable data:		
Step 1: Objective level	YES	NO
4. Did the coach help the person being coached by posing questions related to the facts, event or experience? 5. Did the coach avoid making judgments about the facts? 6. Did the coach help the person being coached distinguish between the facts and interpretations by the coachee? Specific questions the coach asked and/or observable data:		
Step 2: Reflective level	YES	NO
7. Did the coach help the person being coached explore the feelings triggered by the facts, event, or experience? Specific questions the coach asked and/or observable data:		
Step 3: Interpretive level	YES	NO
8. Did the coach help the person being coached understand their interpretations of the situation? 9. Did the coach help the person being coached see the consequences or impact of these interpretations? 10. Did the coach help the person being coached distinguish between interpretations and facts? Specific questions the coach asked and/or observable data:		
Step 4: Decisional level	YES	NO
11. Did the coach ask questions to help the person being coached generate alternatives? 12. Did the coach avoid suggesting solutions? 13. Did the coach help the person being coached make a decision? 14. Did the coach offer support? Specific questions the coach asked and/or observable data:		

Homework: Practicing the ORID Method at Work (M2 H1)

Coaching conversations can be very effective if a coach helps another person identify the facts, helps differentiate their interpretations colored by emotional reactions, and encourages them to use this awareness to come to alternate decisions. Use the ORID method to have a conversation you need to have to clarify a situation or to make a request of one of your colleagues. Record the experience on the attached Coach Record. Bring your homework to the following session.

Instructions

Think about a situation you would like to discuss or clarify with one of your colleagues or subordinates for which you could use the ORID method to come to a good agreement. Think about the person you want to talk to and briefly explain the purpose of the conversation and come to an agreement about the right place and time for the conversation.

Step 1. Creating context: Ask questions to create a physical and emotional context that is comfortable and professional.

Start the conversation by asking questions to establish rapport (How are you? How is your family? etc.). Briefly explain the purpose of the conversation and why you want to discuss this matter. Talk about common ground, your desire to have an open communication, etc.

Step 2. Objective level: Describe the facts you know about the situation you are in and the results, and ask questions to help the other person identify other facts.

- What do you think are the facts that contributed to this situation?
- Are there any facts we are not considering?

Step 3. Reflective level: Express your feelings about the situation (without blaming the other person), and invite the other person to express their feelings about the situation.

- What feelings of yours have been generated by what has happened?

Step 4. Interpretive level: Express your interpretations, and ask questions to help the other person identify the significance or meaning as he understand it of the event or experience.

- What was the interpretation you made about the facts?
- What are other possible interpretations?
- What interpretations can lead us to a better result?

Step 5. Decisional level: Ask questions that can lead you and the other person to decide on a new course of action in light of the facts and new interpretations you each have made.

- What actions can we adopt to overcome the situation?
- How can we help each other attain what we are hoping for?

Step 6. Reflect on your conversation in the attached Coach Record, and be prepared to share in the following module.

Coach Record, Module 2, Homework 1

Practicing the ORID Method at Work

Creating Context

1. What did I do to create a comfortable environment to talk?
2. Did I succeed?
3. What would I do better if I had this conversation again?

Step 1. Objective level

4. Did I explain the facts without making judgments and mixing them with my interpretations?
Explain:
5. What questions did I ask to give the other person the opportunity to explain the facts that they observed?

Step 2. Reflective level

6. Did I express my feelings without blaming the other person? What did I say?
7. Did I ask questions to invite the other person to express their feelings? What questions did I ask? What did they say?

Step 3. Interpretive level

8. Did I express my interpretation (consequences, impact) of the situation and differentiate it from the facts?
9. Did I give the other person an opportunity to express their own interpretations? What did they say?

Step 4. Decisional level

10. What questions did I ask to help the other person generate alternatives?
11. Did I propose a solution?
12. Did we come to an agreement? Is it satisfactory for me?



Communication and Coaching Skills Program

Module 3:

Coaching Conversation Skills: The OALFA Method



Module 3: Coaching Conversation Skills: The OALFA Method




The purpose of this module is to identify the five basic skills described in the OALFA method (Observe, Ask, Listen, give Feedback, and arrive Agreement). Participants will learn to conduct excellent conversations, complete a self-assessment of their competence in the five skills, and use the Challenge Model to develop a personal development plan to improve coaching skills.

Objectives

At the end of the module, participants will be able to:

1. explain the importance of good communication skills for becoming a good manager and good coach
2. describe the five coaching skills in the OALFA method (Observe, Ask, Listen, give Feedback, and arrive at Agreement)
3. identify their strengths and areas of opportunity and use the Challenge Model to develop a personal development plan to improve coaching skills.

Content/Resources

Content	Resources
1. OALFA method (Observe, Ask, Listen, give Feedback, and arrive at Agreement)	 Reading M3 R1 : E-Manager, Coaching for Professional Development and Organizational Results, pages 4–9
2. OALFA self-assessment	Exercise M3 E1 : OALFA Self-Assessment
3. OALFA personal development plan	 Reading M3 R2 : E-Manager, Coaching for Professional Development and Organizational Results, pages 10–12 (background information for the facilitator) Practice M3 P1 : The Challenge Model as a Coaching Tool Observer Record , Module 3, Practice 1
4. Homework	Homework M3 H1 : The Challenge Model as a Coaching Tool  Sample Module Evaluation

Agenda

9:00 – 9:30 Introduction	
Activity	Material
Summary of module 2 and module 3 objectives and agenda Review of homework in pairs and plenary	Module agenda and objectives
9:30 – 10:30 OALFA method (Observe, Ask, Listen, give Feedback, and arrive at Agreement)	
Activity	Material
Reading in plenary: Read the section on OALFA skills (each paragraph can be read by a different participant) Teamwork, plenary: Divide the group into 5 subgroups. Assign 1 of the 5 skills to each subgroup. Each subgroup prepares an example of the skill they were assigned to present in plenary.	M3 R1 : E-Manager, Coaching for Professional Development and Organizational Results, pages 4–9
10:00 – 11:00 OALFA self- assessment	
Activity	Material
Individual self-assessment	M3 E1 : OALFA Self-Assessment
11:00 – 11:15 Coffee Break	
11:15 – 12:45 OALFA personal development plan	
Activity	Material
Challenge Model presentation (10 mins) Explanation of how to use the Challenge Model to develop the personal development plan. Demonstration of the process for the group by a volunteer participant. Practice in trios	M3 R2 : E-Manager, Coaching for Professional Development and Organizational Results, pages 10–12 (background information for facilitator) M3 P1 : The Challenge Model as a Coaching Tool Observer Record
12:45 – 1:00 Checkout	
Activity	Material
Explain homework: Use the Challenge Model to finalize the personal development plan Module evaluation Discussion: What did we learn today? Discussion: What do we suggest for the next meeting?	M3 H1 : The Challenge Model as a Coaching Tool Module evaluation form

M= Module E= Exercise R= Reading P= Practice PP= PowerPoint H= Homework

Notes to Facilitators for Module 3

Prior to presenting the material in module 3, read M3 R2, E-Manager: Coaching for Professional Development and Organizational Results, pages 10–12, which is the basis for the discussion of the Challenge Model and the development of participants' personal development plans. Print enough copies of the exercises, readings, practices, and homework for all participants, as well as copies of the module evaluation form previously created.

In plenary, briefly summarize the objectives of modules 2 and 3, and review the module 2 homework.

Engage the group in reading aloud Reading M3 R1, asking each participant to read a paragraph.

Divide the group into five subgroups to discuss M3 R1. Each subgroup should discuss one skill in the OALFA method and be prepared to present an example of it in plenary.

Have participants complete the OALFA self-assessment to gauge their level of competence with each of these coaching concepts.

In plenary, present the information in M3 R2, which covers using the Challenge Model as a coaching tool. Link the model to each participant creating a personal development plan to improve her coaching skills.

Ask participants to work in trios in Practice M3 P1 to help one another begin to create the personal development plans.

The homework is to complete the personal development plans. Distribute evaluation forms for module 3.

Exercise: OALFA Self-Assessment⁵ (M3 E1)

Using the 1–5 scale below, rate your level of competence in each of the bulleted statements related to the five skills of the OALFA method.

1	2	3	4	5
I seldom behave like this	Sometimes I behave like this	I frequently behave like this	Very frequently I behave like this	I almost always behave like this

When providing coaching ...

Observe	Score
<ul style="list-style-type: none"> • I pay attention to the other person's facial expressions and body language. • I look for opportunities to have a conversation and work things out when there are misunderstandings or communication breakdowns. • I am aware of other people's moods. • I'm observant; I notice when someone else wants to talk to me. • I am able to distinguish a coaching opportunity from other interactions. 	
Observe Total	
Ask	Score
<ul style="list-style-type: none"> • My questions are motivated by a desire to better understand the person or situation. • When I ask a question, I probe further and inquire in more depth rather than accepting the first answer I receive. • I ask questions to broaden my perceptions about the issue rather than to confirm my point of view. • When the other person expresses her opinions, I inquire about the facts on which these opinions are based. • I ask questions to challenge the other person's interpretation of a situation or experience. 	
Ask Total	
Listen	Score
<ul style="list-style-type: none"> • I listen attentively to the other person without thinking how I am going to respond. • I try to imagine being in the other person's shoes when I am listening. • I do not judge the other person's behavior. • I summarize the other person's words and check the accuracy of my summary with her. • I listen for what is not said. 	
Listen Total	
Give Feedback	Score
<ul style="list-style-type: none"> • I describe to the other person what I observe about her behavior in very specific terms. • I describe to the other person the likely consequences of her behavior. • I offer feedback in private. • I always start with strengths when offering feedback. • I give feedback in such a way that the other person can hear what I have to say. 	
Feedback Total	

⁵ From E-Manager, Coaching for Professional Development and Organizational Results, MSH, No. 1, 2008.

Arrive at an Agreement	Score
<ul style="list-style-type: none"> • I help the other person identify concrete and realistic actions she can take. • I help the other person identify obstacles and discover practical ways to overcome them. • I establish clear agreements that underscore the responsibility of the other person for carrying them out. • I request a decision and commitment from the other person to change her behavior. • I follow up on these agreements periodically. 	
Agreement Total	

If you score 100 points or more, you are very practiced in these coaching skills. If you score less than 75, there is room for improvement; you could request some coaching yourself. The table below provides tips for improving your coaching skills.

Tips for Improving Coaching Skills	
OALFA Skill	Ways to Strengthen Each Skill
Observe	<ul style="list-style-type: none"> • Try to observe without judgment. Stick to the facts (what do you see?) rather than what you think you see. Write down these facts, and check how many of them are objectively observable and how many are subjective impressions. • When you interpret what you observe, check whether your interpretation is correct. For example: "You seem tense. Is something the matter?"
Ask	<ul style="list-style-type: none"> • If you plan to have a conversation, prepare good questions in advance. Review each question to make sure it is an authentic inquiry that will help learning rather than one that blocks learning. • Before the conversation, tell yourself: "I know very little about this person's experience." Or, "I would like to get her perspective, especially if it is different from mine." • After the conversation, review the questions you asked and the answers you received. What did you learn about the other person? About yourself?
Listen	<ul style="list-style-type: none"> • Hold back when you find yourself wanting to give advice. Instead, listen for hints that the other person already knows the content of your advice. • Practice writing a summary of what a person being coached said in a conversation. • Practice identifying the feelings underneath the words. Verify with the other person if you were correct. • Increase your tolerance for silence. If you wait patiently, you allow the other person to respond thoughtfully.
Give Feedback	<ul style="list-style-type: none"> • Think about how you would like to receive feedback from another person. • Practice being specific when giving feedback, referring to specific behaviors without labeling them. • Before giving negative feedback, look for behaviors that merit • Give applause and encouragement, and then phrase the negative feedback as a request for improvement.
Arrive at an Agreement	<ul style="list-style-type: none"> • Each time you make an agreement, ask yourself whether it is actionable and has a time limit. • Before closing a conversation, make sure you have an agreement. • Write down reminders for follow-up on your calendar.

Practice: The Challenge Model as a Coaching Tool

(M3 P1 and M3 H1)

The Challenge Model offers a systematic approach to structure a coaching conversation. It can help a coach lead coachee through a step-by-step process to identify a specific challenge and devise detailed steps to produce a specific desired result. During this practice, you will work in groups of three to use the Challenge Model to help you create a personal development plan to improve your coaching skills.

Form groups of three, and distribute roles among your trio:

- Person A is the coach.
- Person B is the person being coached.
- Person C is the observer.

The coach will help the person being coached by using the Challenge Model to develop a personal development plan to improve her OALFA coaching skills (Observe, Ask, Listen, give Feedback, arrive at an Agreement).

Step 1. Creating context: The coach asks questions to create a physical and emotional context that is comfortable and professional.

- Greet the person being coached, and establish a climate of trust by starting the conversation with questions to establish rapport (How are you? How is your family? etc.).
- Explain the purpose of the conversation.
- Ask the coachee to summarize her current coaching skills competencies, as revealed in her OALFA self-assessment.
- Paraphrase what was expressed by the person being coached, and verify that you understand what she said.

Step 2. The coach asks questions to facilitate creating a personal vision.

- Invite the coachee to envision herself with enhanced coaching competencies.
- Ask the person being coached to close their eyes and project herself into the future. Have her visualize a situation in which she is making maximum use of her coaching skills and truly acting as the coach she wants to become. In a soft voice, suggest that the person make the following reflections, leaving time between reflections to allow for the visualizations:
 - “Imagine yourself in a coaching conversation. You are listening attentively to the person being coached and showing interest in what she is saying, without distracting or interrupting her.”
 - “Observe yourself asking questions. You are inquiring in order to understand the other person’s decision process, and you are putting yourself in her place and leaving your own judgments aside.”
 - “Visualize yourself asking very good questions. Your questions will help the other person understand herself better and find her own answers.”
 - “What are you doing? How do you do it? Imagine yourself as a successful coach.”

- After the person being coached has completed this visualization exercise, ask her to open her eyes and comment about what she was imagining. Ask her, “How do you see yourself as a successful coach?” Listen attentively and summarize what the person being coached just told you. Verify with the coachee if you are being faithful to the vision she expressed.
- Initiate use of the Challenge Model form. Ask the coachee to write down the main ideas or summary of her personal vision of herself as a coach under “Vision.” Use the present tense to describe how she sees herself. For example, “I am _____” or “I have _____.”
- Ask the coachee, “How do you feel about your vision of the future with these new coaching competencies?”

Step 3. The coach asks questions to help the person being coached identify a measurable result.

- Explain to the person being coached that in order to move from vision to action, it is necessary to focus on one very specific aspect of the vision that she wishes to work on and to establish objective and measurable results.
- Ask the coachee to choose one particular aspect of her vision to work on, and coach her on how to best achieve this result. For example, if the vision is “I am truly listening to people,” ask the person to describe a result that indicates progress toward this vision. For example: “I listen to the other person without interrupting,” or “I can paraphrase what the other person says without distorting it.” Using the Challenge Model form under “Measurable Result,” have the person being coached write down a concrete result that if achieved, will help her attain her personal vision.

Step 4. The coach asks questions to identify the current situation.

Invite the person being coached to define her current situation with respect to the measurable aspects she defined as expected results. For example: Does she listen to her coachee attentively without thinking about other things? Does she interrupt her while the other person is talking? Is she already thinking about what advice to give while the other person is still talking? Have the coachee jot down a few details of her current situation in relation to her vision in “Current Situation.”

Step 5. The coach asks questions to identify the obstacles and root causes of the gap between the current situation and the measurable result.

Once both the current situation and the measurable result are clearly understood, help the person being coached identify the obstacles or causes of the gap between the two. Some useful questions are:

- What prevents you from listening?
- Why do you interrupt the person being coached?
- Why do you get distracted and start thinking about other things?

After identifying the obstacles, continue to ask “why?” until you have identified the root causes. Have the coachee write down the obstacles to be overcome and root causes on the Challenge Model form.

Step 6. The coach asks questions to identify priority actions to close the gap.

Help the person being coached identify actions to close the gap between the current and the desired situations. Some useful questions to find alternatives are:

- If the desired results were already obtained, what would you have done to achieve them?
- What actions can you take to overcome the obstacles?
- What support do you need to achieve what you want?
- Where or how can you obtain what you need?
- How can I help you?

On the Challenge Model form under “Priority Actions,” ask the coachee to write down some of the actions to be taken to allow her to achieve her desired (measurable) result.

Step 7. The coach helps the coachee write his challenge statement at the bottom of the Challenge Model.

The statement starts with a question: How I am going to (measurable result) in face of (main obstacles)?
Example: How I am going to listen to people without interrupting despite my tendency to complete their phrases?

Step 8. The coach and coachee review the entire Challenge Model with details of the Personal Development Plan.

Make small changes, if necessary, to confirm that the actions seem doable to achieve the result the coachee has chosen so as to improve their coaching skills.

Step 9. The observer watches the dialogue without interrupting, takes notes in the Observer Record for this practice, and at the end, provides feedback on how the coach has performed.

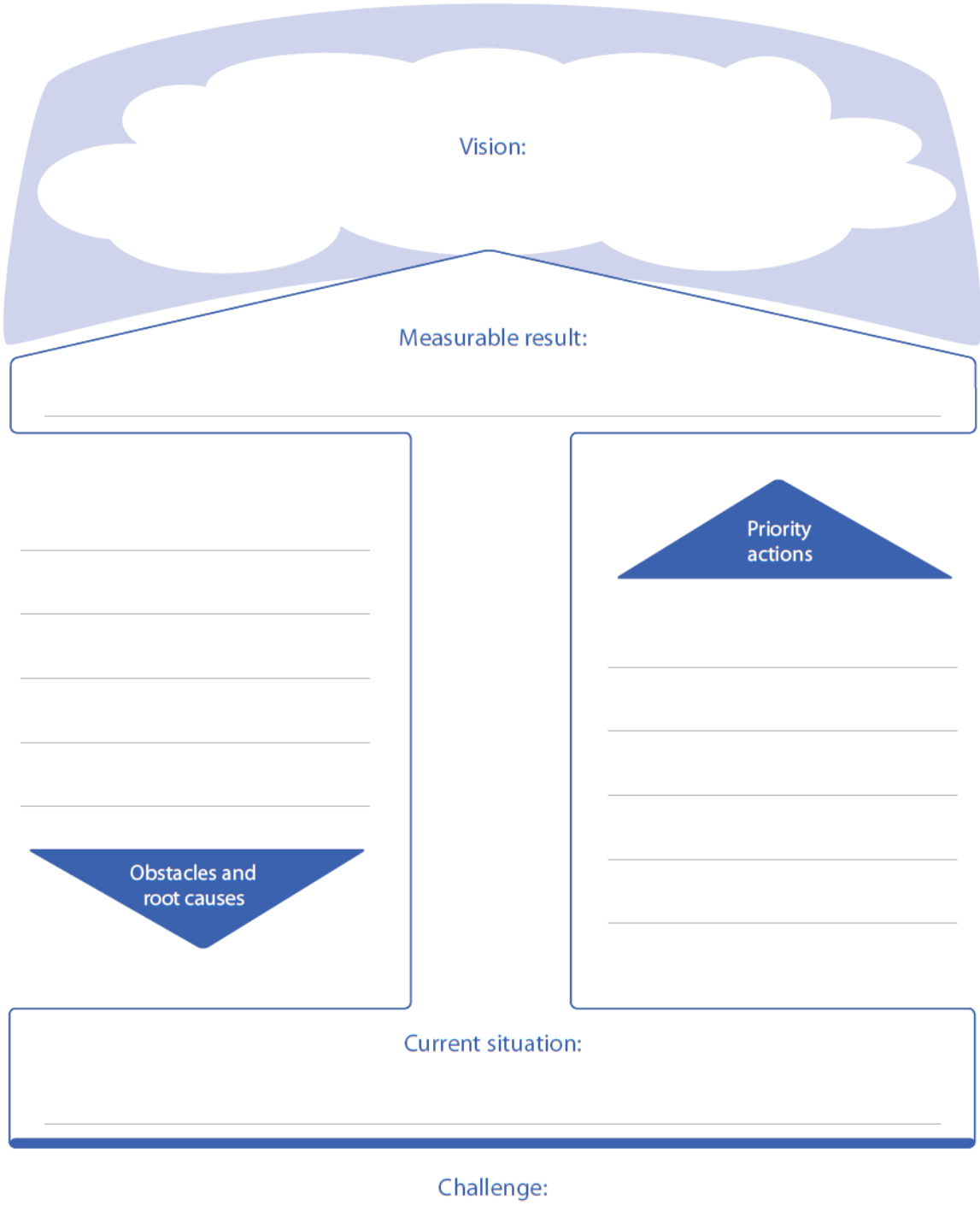
Step 10. Repeat the process, changing roles until all three persons have played each of the three roles. Allow 25 minutes for each round, including feedback.

Observer Record, Module 3, Practice 1

The Challenge Model as a Coaching Tool

Evaluate the coach's performance by marking yes or no in the corresponding boxes below. Where possible, take notes of specific observable data that support the response. This feedback will help the coach learn what activities and steps to reinforce in their coaching conversations.		
Creating context: The coach asks questions to create a physical and emotional context that is comfortable and professional	YES	NO
1. Did the coach create an appropriate environment? 2. Did the coach clarify the reason for the conversation? 3. Did the coach correctly summarize the skills and talents of the person being coached? Specific questions the coach asked and/or observable data:		
Step 1: The coach asks questions to facilitate creating a personal vision.	YES	NO
4. Did the coach pose questions to the person being coached to help her imagine a vision of the future in which her coaching skills have improved? 5. Did the coach correctly summarize this vision back to the person being coached? Specific questions the coach asked and/or observable data:		
Step 2: The coach asks questions to help the person being coached identify a measurable result.	YES	NO
6. Did the coach lead the person being coached to identify a very specific, concrete, measurable result? Specific questions the coach asked and/or observable data:		
Step 3: The coach asks questions to identify the current situation.	YES	NO
7. Did the coach help by asking questions to identify the current situation? 8. Is the described current situation related to the measurable result? Specific questions the coach asked and/or observable data:		
Step 4: The coach asks questions to identify the obstacles and root causes of the gap between the current situation and the measurable result	YES	NO
9. Did the coach ask questions to help the person being coached identify the obstacles to achieving the measurable result? 10. Did the coach continue to ask "why" until the coachee had successfully identified the root causes of the gap between the current situation and the result? Specific questions the coach asked and/or observable data:		
Step 5: The coach asks questions to identify priority actions to close the gap	YES	NO
11. Did the coach help the person being coached identify specific actions to close the gap between the current situation and the measurable result? 12. Are the suggested actions really focused on the root causes of the gap? 13. Are the proposed actions realistic? 14. Did the coach help the person being coached understand how to implement the proposed actions? Specific questions the coach asked and/or observable data:		

The Challenge Model



[How will we achieve our desired result in light of the obstacles we need to overcome?]



Communication and Coaching Skills Program

Module 4:

Observing, Asking, and Listening



Module 4: Observing, Asking, and Listening


Module 4 discusses the first three skills in the OALFA method (Observe, Ask, Listen, give Feedback, and arrive at an Agreement). The purpose of this module is to become aware of how important asking good inquiry is to understanding another person's point of view before advocating for our own. Good inquiry also demands that we suspend judgment when listening and reflect on how our thoughts and internal dialogue influence our conversations.

Objectives

At the end of the module, participants will be able to:

1. describe aspects of observing that enhance a coaching conversation
2. explain the importance of good inquiry to understand the other person's point of view
3. formulate good questions to help the other person to go deeper in conversation
4. be aware of how our internal thoughts affect conversations
5. describe the characteristics of good listening: inner silence, empathy, paraphrasing
6. listen attentively and paraphrase the other person's words.

Content/Resources

Content	Resources
1. Inquiry vs. advocacy	Exercise M4 E1 : Analyzing a Failed Conversation: Inquiry vs. Advocacy Coach Record , Module 4, Exercise 1
2. Observing and inquiry skills: observing nonverbal cues; asking good questions vs. those that block learning; suspending judgments and suggestions	 PowerPoint Presentation M4 PP1 : Observing and Inquiring
3. Listening skills: inner silence, empathy, paraphrasing	 Reading M4 R1 : E-Manager, Coaching for Professional Development and Organizational Results, pages 5–6 Practice M4 P1 : Practicing Asking Questions and Listening Observer Record , Module 4, Practice 1
4. Homework	Homework M4 H1 : Practicing Asking Questions and Listening  Sample Module Evaluation

Agenda

9: 00 – 9:30 Introduction	
Activity	Material
Summary of module 3 and module 4 objectives and agenda Review of homework in pairs and plenary	Module agenda and objectives
9:30 – 10:15 Inquiry vs. advocacy	
Activity	Material
Open conversation with the group: Appropriate situations to use advocacy and inquiry Exercise with individual reflection, pair sharing, and plenary	M4 E1 : Analyzing a Failed Conversation: Inquiry vs. Advocacy, Part 1 Coach Record
10:15 – 10:30 Coffee Break	
10:30 – 11:15 How our thoughts affect our conversations	
Activity	Material
Exercise with individual reflection and plenary	M4 E1 : Analyzing a Failed Conversation: Inquiry vs. Advocacy, Part 2
11:15 – 11:45 Observing and inquiry skills: observing nonverbal cues; asking good questions vs. those that block learning; suspending judgment	
Activity	Material
PowerPoint presentation	M4 PP1 : Observing and Inquiring
11:45 – 12:45 Listening skills: inner silence, empathy, paraphrasing	
Activity	Material
Reading in plenary: Read the section on listening (paragraphs read by participants) Practice in trios: Analyzing a failed conversation by asking good questions and listening	M4 R1 : E- Manager, Coaching for Professional Development and Organizational Results, pages 5–6 M4 P1 : Practicing Asking Questions and Listening Observer Record
12:45 – 1:00 Checkout	
Activity	Material
Explain Homework Module evaluation Discussion: What did we learn today? Discussion: What do we suggest for the next meeting?	M4 H1 : Practicing Asking Questions and Listening M4 PP1 : Observing and Inquiring Module evaluation form

M= Module E= Exercise R= Reading P= Practice PP= PowerPoint H= Homework

Notes to Facilitators for Module 4

Prior to the module, print enough copies of the exercises, readings, practices, and homework for all participants, as well as copies of the module evaluation form previously created.

Have on hand boxes of pencils in two different colors for use in Exercise M4 E1. Also have multiple copies of the Coach Record in case participants write dialogues of more than 10 lines.

In plenary, briefly summarize the objectives of modules 3 and 4, and review the module 3 homework.

Before engaging the group in Exercise M4 E1, discuss appropriate situations to use inquiry and advocacy, stressing the optimal ways to engage another person in coaching conversations. This topic will be more fully explored in PowerPoint presentation M4 PP1.

Ask participants to individually complete Exercise M4 E1 about a failed conversation, distributing multiple copies of the Coach Record, as requested. Then have participants work in pairs to share reflections, and finish with a discussion in plenary.

Show PowerPoint presentation M4 PP1, and engage participants in discussion about observing and asking questions. Make sure they understand the correct situation to use inquiry and advocacy.

In the group, read aloud Reading M4 R1, asking for volunteers to read a paragraph.

Ask participants to work in trios in Practice M4 P1 to reflect on a failed conversation, practice inner silence, and practice asking and listening skills to improve future conversations.

The homework is to practice asking and listening skills at work or in personal settings. Distribute evaluation forms for module 4.

Exercise: Analyzing a Failed Conversation: Inquiry vs. Advocacy (M4 E1)

Part 1. Individual reflection, pair sharing, and plenary (30 mins)

Take 30 minutes to analyze a recent conversation you have had with a colleague, spouse, friend or another person close to you that did not produce the intended result, leaving you unhappy, angry, discouraged, or disappointed. Ask yourself to what degree you used the coaching skills we have explored so far.

Close your eyes to help you remember in vivid detail the unsatisfactory conversation. This exercise will be most effective if you work with a conversation that did not produce the intended results or, worse, damaged the relationship.

Write one paragraph to describe some details about this conversation. What had you intended or hoped for as an outcome? What happened instead, and what was the result?

In the right column of the attached Coach Record, write down the exchange between you and the other person to the best of your recollection. Include the initials of each person to indicate who said what. If necessary, use more than one Coach Record for this activity.

After writing the dialogue, use two pencils of different color circle your comments where you were **ADVOCATING** (one color) and those where you were **INQUIRING** (another color).

Now review the exchange again by looking at how often you were in advocacy and how often you were in inquiry mode. For example, consider

- How often did you inquire about how the other person felt?
- How often did you inquire about the other person's interpretations?
- To what degree did you listen attentively to the other person, with an open mind and the possibility of changing your own perceptions?
- What would you do differently if you could do the conversation anew?

Work with a partner and share your reflections about this first part of the exercise.

Share your learning in the plenary.

Coach Record, Module 4, Exercise 1 A Failed Conversation

Unspoken Thoughts	Dialogue (your best recollection)
You:	
Other person:	
You:	
Other person:	
You:	
Other person:	
You:	
Other person:	
You:	
Other person:	
You:	
Other person:	
You:	
Other person:	

Exercise: Analyzing a Failed Conversation: Inquiry vs. Advocacy (continued)

(M4 E1)

Part 2. Individual reflection and plenary (30 mins)

Return to the Coach Record in which you recorded your failed conversation in the right column. Read carefully each of the lines you said and the other person's responses.

In the left column, record as exactly as you can remember the thoughts you had at the time but did not express. For example: The other person said: "I couldn't finish the report on time, I will give it to you tomorrow." You answered, "No problem," but were thinking, "Why am I not surprised? You are always late!"

Review the entire conversation, and try to capture all the thoughts you had but did not express to the other person.

Analyze the content of your left column.

- What thoughts did you not express?
- How many of the thoughts contain judgments about the other person?
- What kept you from saying what you thought?
- How did these thoughts affect your conversation?
- What will you do differently when you have another, more productive, conversation with this person about the same topic?

Share your learning in the plenary.

Practice: Practicing Asking Questions and Listening (M4 P1)

You have just completed an exercise to analyze a conversation that did not produce the intended results. You described the conversation, marked your interventions as inquiry or advocacy, and recorded the parallel internal conversation, the things you thought but did not say to the other.

In this practice, you will work in groups of three to practice the coaching skills of asking questions and listening that will help you improve future conversations. A particular focus of this practice is to practice inner silence, listen with empathy and to successfully paraphrase what the coachee has talked about.

Step 1. Read the protocol below. Put special attention to the questions that the coach can use to facilitate the conversation.

Step 2. Form groups of three, and distribute roles among your trios.

- Person A is the coach.
- Person B is the coachee.
- Person C is the observer.

Step 3. The coach facilitates a conversation with the coachee, *only* asking questions.

The coach helps the coachee to share his story about a conversation that did not produce the intended result. Here are examples of questions the coach can ask:

- Tell me about the context of the conversation.
- What did you want to get out of the conversation? What was the result you had hoped for?
- How do you feel about what happened?
- What did you discover after analyzing the conversation?
- What questions could you have asked to improve your understanding of the other person?
- What would you do differently if you were to have this conversation again?
- How can you improve the chances that future conversations with this person will produce the results you want?

Step 4. The coachee describes his or her personal experience in the conversation.

The coach practices inner silence, listens to the entire story with full attention and without interrupting.

Step 5. The coach paraphrases the coachee, summarizes the story and future actions of and verifies that he has understood everything correctly.

Step 6. The observer watches the dialogue without interrupting and at the end, provides feedback to the coach using the Observer Record.

Step 7. Repeat the process, changing roles until all three persons have played the three roles. Allow 12 minutes for each round, followed by 5 minutes of feedback from the observer.

Observer Record, Module 4, Practice 1 Practicing Asking Questions and Listening

Evaluate the coach's performance by marking yes or no in the corresponding boxes below. Where possible, take notes of specific observable data that support the response. This feedback will help the coach learn what activities and steps to reinforce in their coaching conversations.

Was the coach supportive?	YES	NO
Describe specific comments or behaviors that you observed that demonstrate support or empathy.		
Did the coach listen well?	YES	NO
Describe specific behaviors that you observed that demonstrate he was practicing inner silence and listening.		
Did the coach ask questions to help the coachee think through the story?	YES	NO
Write down some of the good questions the coach asked.		
Was the coach's paraphrasing of the story an accurate summary?	YES	NO
Write down some of the issues the coach may have left out of the summary or some things they may have misinterpreted.		
Did the coach help the person being coached to come to a decision?	YES	NO
Write down some of questions the coach asked to help the person being coached come to a decision.		

Homework: Practicing Asking Questions and Listening

(M4 H1)

During the following month, practice asking questions and listening. You can practice during meetings and in any conversations with your colleagues or family members.

You can practice Inquiry by:

1. being aware of yourself during meetings: record how many advocacy interventions you make and how many questions you ask
2. making a list of good questions and having them at hand
3. forcing yourself to ask at least one question to understand the other person's point of view before arguing or making another statement.

You can practice listening by:

1. getting feedback from people you work with, friends, family, a spouse, and children, especially the latter! Have them describe how you listen (or not), and take their comments seriously. Ask them if they felt you were compassionately listening (with empathy) and if your clarifying statements (paraphrasing) were accurate.
2. paying attention to what you do when in conversation with another person. Do you tend to:
 - interrupt?
 - complete the other person's sentences?
 - let your eyes wander?
 - give advice when not asked for it?
 - come up with a solution before the other person is finished talking?
 - talk about yourself or similar experiences you have had?
 - misunderstand, mishear, or misinterpret what the other is saying so he has to correct you?
 - formulate your response while the other is talking?
3. taking a few minutes after a conversation and writing down your feelings that occurred during the conversation. Do you spot some trends, such as:
 - you didn't want to be listening
 - you felt like you had better things to do than listening
 - you felt that the other person was boring, uninteresting, not likeable, not worth your listening effort
 - you felt you already knew what he was going to say?
4. planning for improvement:
 - asking someone to coach you, or observe you and give feedback (even when you don't ask for it at that specific time)
 - working out a system where your good listening is rewarded and your poor listening is 'punished' (at home or at work)
 - starting to work on one thing (e.g., interrupting), and asking someone to give you feedback.

A few reminders

Listening empathically to another person's problem doesn't mean you have to solve it. Sometimes people don't even want you to solve their problems. They may just want you to listen or offer encouragement.

Empathy also doesn't mean you have to develop a deep emotional understanding of the other person. It just means you have to try to see something from another person's perspective.



Communication and Coaching Skills Program

Module 5:

The Art of Providing Effective Feedback



Module 5: The Art of Providing Effective Feedback


Giving effective feedback that helps improve people's performance is an art. In general, people like to be approved of and recognized and don't like to receive bad news or disapproval. Emphasis on positive performance and looking to amplify the good always seems better than focusing on what doesn't work and trying to fix it. The purpose of this module is to help participants provide meaningful feedback that helps people become aware of their behaviors and how they can continue improving. Providing feedback is the fourth step in the OALFA method (Observe, Ask, Listen, give Feedback, arrive at an Agreement).

Objectives

At the end of the module, participants will be able to:

1. explain the importance of effective feedback in coaching conversations
2. describe the requirements for providing (the coach) and receiving (the coachee) effective feedback
3. offer sustained, sensitive, and descriptive feedback.

Content/Resources

Content	Resources
1. Good and bad experiences receiving feedback	Exercise M5 E1 : Good and Bad Experiences Receiving Feedback
2. Effective feedback and common mistakes	Reading M5 R1 : Effective Feedback and Common Mistakes
3. Practice providing feedback	Exercise M5 E2 : Learning from Common Mistakes in Providing Feedback Practice M5 P1 : Practicing Providing Effective Feedback Observer Record , Module 5, Practice 1
4. Homework	Homework M5 H1 : Practicing Providing Feedback at Work  Sample Module Evaluation

Agenda

9:00 – 9:30 Introduction	
Activity	Material
Summary of module 4 and module 5 objectives and agenda Review of homework in pairs and plenary	Module agenda and objectives
9:30 – 10:15 Good and bad experiences receiving feedback	
Activity	Material
Exercise with individual reflection, pair sharing, and plenary sharing	M5 E1 : Good and Bad Experiences Receiving Feedback
10:15 – 10:30 Coffee Break	
10:30 – 11:45 Effective feedback and common mistakes	
Activity	Material
Reading in plenary (paragraphs read by participants) Role play in subgroups	M5 R1 : Effective Feedback and Common Mistakes M5 E2 : Learning from Common Mistakes in Providing Feedback
11:45 – 12:45 Practicing providing effective feedback	
Activity	Material
Practice in trios, plenary	M5 P1 : Practicing Providing Effective Feedback Observer Record
12:45 – 1:00 Checkout	
Activity	Material
Explain homework Module evaluation Discussion: What did we learn today? Discussion: What do we suggest for the next module?	M5 H1 : Practicing Providing Feedback at Work Module evaluation form

M= Module E= Exercise R= Reading P= Practice PP= PowerPoint H= Homework

Notes to Facilitators for Module 5

Prior to the module, print enough copies of the exercises, readings, practices, and homework for all participants, as well as copies of the module evaluation form previously created.

In plenary, briefly summarize the objectives of modules 4 and 5, and review the module 4 homework.

Have participants individually complete Exercise M5 E1. Then ask pairs to compile a list of factors that contribute to effectively receiving feedback and factors that inhibit receiving feedback. Share the lists in plenary.

Engage the group in reading aloud Reading M5 R1, asking for volunteers to read a paragraph. Discuss some of the common mistakes made when providing feedback and suggestions for giving effective feedback.

Divide the group into three or four teams to create two-minute role plays in Exercise M5 E2; assign each team two common mistakes in providing feedback. Perform the plays in plenary, and discuss the different types of ineffective feedback and how they could be improved.

Ask participants to work in trios in Practice M5 P1 to practice providing and receiving effective feedback.

The homework is to practice providing feedback at work. Distribute evaluation forms for module 5.

Exercise: Good and Bad Experiences Receiving Feedback (M5 E1)

Individual reflection (10 mins)

1. Think about a time when you received positive feedback that helped you improve your performance. What was the experience? What feedback did you receive?
2. What was it about the feedback that made you accept it? How was the feedback provided?
3. Think about a time when you received feedback that made you defensive. What was the experience? What feedback did you receive?
4. What was it about the feedback that made you defensive? How was the feedback provided?
5. What are some factors that contribute to effective feedback, and what are some factors that make people become defensive?

Sharing in pairs (15 mins)

Discuss your answers with your partner, and together, write down a list of factors that contribute to providing good feedback and those that make people defensive.

Share in plenary. (20 mins)

Reading: Effective Feedback and Common Mistakes (M5 R1)

Feedback⁶

The purpose of feedback is to give the person being coached information about how others see and experience what she does and says. Giving feedback is like holding up a mirror in front of someone. If the feedback is provided with care and respect, then the person being coached can determine whether she likes what she sees in the mirror or not.

A good way to prepare for giving feedback is to look for what the person being coached is doing well, what she needs to do better or improve, and what she needs to stop doing. Starting with positive feedback builds confidence. By looking for things that can be improved, the coach can shorten or even eliminate the list of what needs to be stopped. After all, most things that a person should stop doing could be reframed as something to be done better. This sort of feedback combines reinforcement of what the person is doing well with giving suggestions about where more practice or learning is needed. Most people are grateful for such feedback because they want to do better. But be specific. Generalized statements that include words like “always” or “never” are not useful because they sound often sound like accusations, which make people defensive and stop listening.

Tips for Providing Effective Feedback

- Select an appropriate time and private place to talk.
- Be specific about the action that you appreciated or that bothered you.
- Describe the facts; for example, say, “On Tuesday and Friday, you were 30 minutes late” instead of “You always come in late.”
- Describe the impact (positive or negative) of the action on you, your work, or the work of your team.
- Express your feelings without blaming the other person for them.
- Give the other person the chance to express his point of view, feelings, or difficulties.
- Make a specific request for a different behavior when an action or behavior has had a negative effect.

Common Mistakes When Providing Feedback

1. Providing feedback in a bad place or bad time: When someone is upset, she may not be able to accept the feedback a coach wants to provide. In addition, giving feedback in public makes people react defensively and feel ashamed and resentful.
2. Judging the person instead of describing the action: “You are a liar” instead of “You didn’t tell me the truth.” People become defensive when they feel judged, but they are more apt to accept feedback about specific actions or behaviors and can then change them.
3. Exaggerating or generalizing the behavior by using words like “always” or “never”: “You are always late” or “You never listen to me,” People always can say that it is not true that they are always late.
4. Offering too vague opinions: “You did a great job” or “You are a bad manager.” The person doesn’t know what was good or bad so that she can continue or stop doing the action.

⁶ Taken from E-Manager, Coaching for Professional Development and Organizational Results, MSH, No. 1, 2008.

5. Ascribing intentions or motives to the behavior observed: “You were trying to make me look bad in front of our boss.” We can’t possibly know another person’s intentions or motives. We can only observe her behavior, not her intentions.
6. Speaking for others: “People say you are not collaborating on this assignment.” The person can’t respond to a third person who may or may not be speaking for herself.
7. Using sarcasm or sarcastic questions to express feedback: “Good afternoon” (when it is morning) or “Do you think you can be promoted behaving like this?” Sarcasm creates resentment and doesn’t give the person a clear indication of how to improve her behavior.

Exercise: Learning from Common Mistakes in Providing Feedback (M5 E2)

Teamwork (20 mins)

Divide the group into three or four teams, and assign each team two common mistakes in providing feedback.

1. Team members should discuss some personal experiences receiving bad feedback. Select one or two experiences that relate to the two common mistakes that were assigned to their team.
2. Develop a two-minute sketch about the two mistakes, distribute roles, and practice the play. The play should be good and short!

Plenary (45 mins)

1. Each team performs its role play for the larger group.
2. After each role play, members of other teams answer these questions.
 - a. What were the mistakes in the way feedback was provided?
 - b. How could the coach in the role play improve the way she provided feedback?

Practice: Practicing Providing Effective Feedback (M5 P1)

Providing effective feedback is key to becoming a good coach. During this module participants read the “Effective Feedback and Common Mistakes” about how to provide effective feedback. Participants also reflected on the factors that facilitate or prevent people from receiving feedback. In this practice, each member within groups of three will play the role of a coach providing effective feedback, a person receiving feedback, and an observer giving feedback to the coach about their performance.

Step 1. Form groups of three, and distribute roles among your trio:

- Person A is the person providing feedback.
- Person B is the person receiving feedback.
- Person C is the observer.

Step 2. The coach, Person A, creates a scenario that requires them to give feedback to someone, Person B.

Prepare the feedback to provide during the role play using following form:

- Create context (fact)_____

Example: “Last Tuesday, when we had an appointment at 8:30”

- Describe the behavior (fact)_____

Example: “You were 30 minutes late.”

- Describe the impact (fact)_____

Example: “As a result, I was late for my following meeting because I finished the meeting with you late.”

- Express your feelings without blaming_____

Example: “That made me angry. I don’t like to be late.”

- Make a specific request_____

Example: “Can you please arrive on time or advise me if you are going to be late, so I can coordinate my work better?”

Step 3. Person A provides feedback to person B.

Person A explains the context to Person B so that both clearly understand their and the scenario. Person A provides feedback to Person B following the format above.

Step 4. Person B receives the feedback without comment.

Step 5. The observer watches the dialogue without interrupting. At the end, Person B expressed how she felt without defending herself or explaining her behavior and the observer provides feedback on whether Person A followed the format. The observer can suggest ways Person A might improve the process, if necessary.

Step 6. Repeat the process, changing roles until all three people have played each of the three roles. Allow 15 minutes for each round, including feedback.

Step 7. Share your learning in plenary. (15 mins)

Observer Record, Module 5, Practice 1

Practicing Providing Effective Feedback

Evaluate the coach's performance by marking yes or no in the corresponding boxes below. Where possible, take notes of specific observable data that support the response. This feedback will help the coach learn what activities and steps to reinforce in their coaching conversations.

Did the coach provide context (facts)?	YES	NO
What facts did she provided?		
Did the coach describe the behavior without judging?	YES	NO
What behaviors she described? If she used judgmental words what were them?		
Did the coach describe the impact of the coachee behavior with facts?	YES	NO
What were specific facts the coach described.		
Did the coach express her feelings without blaming the coachee?	YES	NO
Write down the phrase she used to describe her feelings.		
Did the coach make an specific request?	YES	NO
What was the request?		

Homework: Practicing Providing Feedback at Work

(M5 H1)

Before the next meeting, look again at the reading from this module, Effective Feedback and Common Mistakes (M5 R1), and practice providing feedback in your workplace.

Step 1: Prepare your feedback.

Select a person to whom you wish to provide feedback. Prepare the feedback by using the following format.

- Create context (fact)_____

Example: “Last Tuesday, when we had an appointment at 8:30”

- Describe the behavior (fact)_____

Example: “You were 30 minutes late.”

- Describe the impact (fact)_____

Example: “As a result, I was late for my following meeting because I finished the meeting with you late.”

- Express your feelings without blaming_____

Example: “That made me angry. I don’t like to be late.”

- Make a specific request_____

Example: “Can you please arrive on time or advise me if you are going to be late, so I can coordinate my work better?”

Step 2. Provide feedback.

When providing feedback, select a good time and place. Don’t do it in public or in a rush. Ask the person if you can talk to her for a few minutes, and express your feedback following the format you created above.

Step 3. Reflect on your performance.

Reflect on your performance, and write a few notes about it.

- Did I express what I wanted to?
- Did I follow the format?
- What was the other person’s reaction?
- What would I do differently if I were to do it again?

Step 4. Share your reflections with the group in the next module.



Communication and Coaching Skills Program

Module 6: Practicing Coaching



Module 6: Practicing Coaching


In this last module, participants will pull together everything they have learned and apply it to their role as coaches, using the Challenge Model. The purpose of this module is to perfect participants' use of the ORID and OALFA methods through practice and feedback as well as to evaluate their learning during the entire program.

Objectives

At the end of the module, participants will be able to:

1. explain the importance of coming to a good agreement, the last step in the OALFA method, during a coaching conversation
2. conduct a coaching conversation to address a workplace challenge by using the Challenge Model
3. use the ORID method to clarify commitments after the coaching program
4. evaluate the results obtained by having participated in the coaching program.

Content/Resources

Content	Resources
1. The importance of coming to a good agreement during a coaching conversation	Exercise M6 E1 : Coming to a Good Agreement
2. Coaching using the Challenge Model to address workplace challenges	Practice M6 P1 : Using the Challenge Model to Address Workplace Challenges Observer Record , Module 6, Practice 1
3. Using the ORID method to clarify commitments	Practice M6 P2 : Using the ORID Method to Clarify Commitments Observer Record , Module 6, Practice 2
4. Self-evaluation	Exercise M6 E2 : Communication and Coaching Skills Program Posttest  Sample Program Evaluation

Agenda

9:00 – 9:30 Introduction	
Activity	Material
Summary of module 5 and module 6 objectives and agenda Review of homework in pairs and plenary	Module agenda and objectives
9:30 – 10:15 The importance of coming to a good agreement during a coaching conversation	
Activity	Material
Exercise with individual reflection, pair sharing, and plenary sharing	M6 E1 : Coming to a Good Agreement
10:15 – 10:30 Coffee Break	
10:30 – 11:30 Coaching using the Challenge Model to address workplace challenges	
Activity	Material
Practice in trios	M6 P1 : Using the Challenge Model to Address Workplace Challenges Observer Record
11:30 – 12:30 Using the ORID method to clarify commitments	
Activity	Material
Practice in trios	M6 P2 : Using the ORID Method to Clarify Commitments Observer Record
12:45 – 1:00 Checkout	
Activity	Material
Posttest Program evaluation Discussion: What did we learn today? Discussion: What did we learn in the whole program? Discussion: What do we suggest for future programs?	M6 E2 : Communication and Coaching Skills Program Posttest Program evaluation form

M= Module E= Exercise R= Reading P= Practice PP= PowerPoint H= Homework

Notes to Facilitators for Module 6

Prior to the module, print enough copies of the exercises, readings, practices, and homework for all participants and create a form for participants to evaluate the entire coaching program.

In plenary, briefly summarize the objectives of modules 5 and 6, and review the module 5 homework.

Have participants work through Exercise M6 E1 individually, then in pairs, and then in plenary. Stress that coming to agreement is the fifth skill in the OALFA method.

Ask participants to work in trios in Practice M6 P1 to use the Challenge Model to address the workplace challenges they identified in module 1, Exercise 3. Encourage them to use the additional coaching questions on page 90. If there is time, share in plenary.

For Practice M6 P2, participants again work in trios and use the ORID method to assess their performance and progress in the program. They also begin to decipher their next steps in continuing to improve their coaching skills in the future.

Administer the posttest, and distribute evaluation forms for the entire program. Ask for suggestions about future programs and final thoughts about the communication and coaching skills program.

Exercise: Coming to a Good Agreement (M6 E1)

Step 1. Individual reflection (15 mins)

1. Read the following paragraphs.

Agreement⁷

The last step in a coaching conversation is exploring alternatives to current behavior and making a decision about what course of action to follow. The coach helps in this process by summarizing insights into how the actions have led to unintended results and inquiring about expectations about future actions. At this stage, the coach draws on all the OALFA skills (Observe, Ask, Listen, give Feedback, and arrive at an Agreement) to arrive at one or more alternative actions, with a view to producing different outcomes and developing agreements about next steps. These plans should include a commitment on the part of the person being coached to make the necessary changes and practice the new behaviors before the next meeting with the coach. Some people are so disciplined that they can do this on their own, but most people need help from the coach to stick to their commitments and give them feedback as they fall back into old patterns.

Thus, the final part of the coaching process includes an agreement to talk again to review what changes the person being coached has made and to provide feedback on what happened as a result. Write down the agreement, including detailed instructions on the timing of follow-up conversations and the support you will offer along the way.

2. Review the following list of common difficulties when trying to come to agreement in a coaching conversation.

Common difficulties when coming to agreement	
1	Difficulty clarifying the purpose of the initial conversation
2	Resistance to making a commitment
3	Ambiguous commitment
4	Very ambitious commitment that won't be able to be achieved
5	Lack of support to achieve the commitment
6	Lack of follow-up after the agreement
7	
8	
9	
10	

Step 2. In pairs, discuss the difficulties in coming to agreement, and complete the list based on your own experiences. (15 mins)

Step 3. Share in plenary. (15 mins)

⁷ Taken from *E-Manager, Coaching for Professional Development and Organizational Results*, MSH, No. 1, 2008.

Practice: Using the Challenge Model to Address Workplace Challenges

(M6 P1)

As discussed in module 1, the Challenge Model offers a systematic approach that can be used in a coaching conversation. It can help lead the coachee through a step-by-step process to identify a specific challenge and get clarity on a specific desired result. During this practice, you will work again in groups of three to use the Challenge Model to help create an action plan to address one of the challenges you identified in module 1, Exercise 3, Using Coaching to Address Workplace Challenges.

Form groups of three, and distribute roles among your trio:

- Person A is the coach.
- Person B is the person being coached.
- Person C is the observer.

The coach will help the coachee develop an action plan to address one of the workplace challenges he identified in module 1, Exercise 3, using the Challenge Model.

Step 1. Creating context: The coach asks questions to create a physical and emotional context that is comfortable and professional.

- Create an atmosphere to put your coachee at ease.
- Explain the purpose of the conversation.
- Ask the coachee to share with you one of the workplace challenges he came with.
- Paraphrase what the person said to verify that you have understood him well. If he corrects you, try again.

Step 2. The coach asks questions to facilitate creating a personal vision.

- Invite the coachee to share what things would look like when (all) the challenges he came with are resolved. Use guided imagery (close eyes, imagine all is resolved to your satisfaction, what do you see?).
- Pause for a minute or so before asking the coachee to open his eyes.
- Ask him what he saw in his mind's eye during the guided imagery.
- Ask the person being coached, "If you were to be successful like that, what would that feel like?"
- Listen attentively and summarize what the coachee just told you. Verify if you were faithful to the vision he expressed.
- Using the Challenge Model, under "Vision," write down the main ideas of the vision voiced by the person being coached. Use the present tense to describe how that person sees himself. For example, "I am _____" or "I have _____."

Step 3. The coach asks questions to help the coachee identify a measurable result.

- Ask the coachee to pick one of his challenges and formulate it as a desired measurable result. Use the Challenge Model form, have him write this result under "Measurable Result."

Step 4. The coach asks questions to identify the current situation.

- Invite your coachee to define the current situation with respect to the measurable result. Add that information under “Current Situation.”

Step 5. The coach asks questions to identify the obstacles and root causes of the gap between the current situation and the desired result.

With clarity on the current situation and the desired measurable result, the coachee now has created a tension that seeks resolution. The next step is to explore what causes the gap between the current situation and the desired result. What is fueling the challenge or keeping it from getting resolved? After identifying the obstacles, the coach can help his coachee to find deeper causes by continuing to ask “why” when an answer is given. Fill in some of the “Obstacles and Root Causes.”

Step 6. The coach helps the coachee write his challenge statement at the bottom of the Challenge Model.

The statement starts with a question: How I am going to (measurable result) in face of (main obstacles)? Example: How I am going to listen to people without interrupting despite my tendency to complete their phrases?

Step 7. The coach asks questions to identify priority actions to close the gap.

Help the coachee identify actions to close the gap between the current situation and the desired result. Some useful questions to find alternatives are:

- Imagine you have already resolved the problem. What did you do to get there?
- What actions might you take to overcome the obstacles? If the coachee says, “I don’t know,” counter with, “What if you knew?”
- What support do you need to achieve your result, and who can give that support?
- Where or how can you obtain what you need?
- How can I (as the coach) help you?

Note these actions under “Priority Actions.”

Step 8. The coachee reviews the answers given in the Challenge Model and affirms:

- a summary of her personal vision
- a desired measurable result that, if achieved, will move her toward her personal vision
- the current situation in relation to her measurable result
- the obstacles he must deal with in order to move toward her the vision
- the challenge he has to tackle in order to move forward
- the actions he can take to move from the current situation to the desired result

Step 9. The observer watches the dialogue without interrupting, takes notes in the Observer Record, and at the end, provides feedback on how the coach performed.

Step 10. Repeat the process, changing roles until all three persons have played each of the three roles. Allow 20 minutes for each round, including feedback.

Additional Coaching Questions to Use with the Challenge Model

Vision

- ✓ Where do you want to be?
- ✓ What do you want to be?
- ✓ What would be your ideal situation? What would it look like?
- ✓ What do you want to achieve?
- ✓ What are you dreaming of?
- ✓ If you were a painter, what would the painting of your future look like?

Desired Measurable Result

- ✓ What result would demonstrate progress toward achieving your vision?
- ✓ What would be the criteria for success? How would you measure it?
- ✓ When do you want to accomplish the result?
- ✓ What do you want to achieve or focus on in the next x months?

Current Situation

- ✓ What is happening now?
- ✓ Where are you now with regard to the situation?
- ✓ What measures are currently in place?

Obstacles and Root Causes

- ✓ Why is this situation like this?
- ✓ What led to this situation?
- ✓ What is supporting the situation to keep it the way it currently is?

Priority Actions

- ✓ What actions can you take to reach your desired measurable result?
- ✓ What options are available to you?
- ✓ What are the easiest things you can do?
- ✓ In what new ways can you reach your desired measurable result?
- ✓ How can I help you?

The Challenge Model

The diagram is shaped like a house. At the top is a cloud labeled "Vision:". Below it is a triangular roof labeled "Measurable result:". The main body of the house is divided into two vertical columns. The left column contains a downward-pointing triangle labeled "Obstacles and root causes" and several horizontal lines for notes. The right column contains an upward-pointing triangle labeled "Priority actions" and several horizontal lines for notes. Below these columns is a wide rectangular base labeled "Current situation:". At the very bottom, centered, is the word "Challenge:" followed by a horizontal line and a bracketed question: "[How will we achieve our desired result in light of the obstacles we need to overcome?]".

Vision:

Measurable result:

Obstacles and root causes

Priority actions

Current situation:

Challenge:

[How will we achieve our desired result in light of the obstacles we need to overcome?]

Observer Record, Module 6, Practice 1

Using the Challenge Model to Address a Workplace Challenge

Evaluate the coach's performance by marking yes or no in the corresponding boxes below. Where possible, take notes of specific observable data that support the response. This feedback will help the coach learn what activities and steps to reinforce in their coaching conversations.		
Creating context: The coach asks questions to create a physical and emotional context that is comfortable and professional.	YES	NO
1. Did the coach create an appropriate environment? 2. Did the coach clarify the purpose of the conversation? 3. Did the coach make an adequate summary of the skills/talents of the person being coached? Specific questions the coach asked and/or observable data:		
Step 1: The coach asks questions to facilitate creating a personal vision.	YES	NO
4. Did the coach pose questions to the person being coached to help him imagine a vision of the future? 5. Did the coach give an adequate summary of this vision back to the person being coached? Specific questions the coach asked and/or observable data:		
Step 2: The coach asks questions to help the coachee identify a measurable result.	YES	NO
6. Did the coach lead the person being coached to identify a concrete, measurable result? Specific questions the coach asked and/or observable data:		
Step 3: The coach asks questions to identify the current situation.	YES	NO
7. Did the coach's questions help the coachee identify the current situation? 8. Is the described current situation related to the measurable result? Specific questions the coach asked and/or observable data:		
Step 4: The coach asks questions to identify the obstacles and root causes of the gap between the current situation and the desired result.	YES	NO
9. Did the coach ask questions to help the person being coached identify the obstacles to achieving his expected result? 10. Did the coach continue to ask "why" until the person being coached successfully identified the causes of the gap between the current situation and the expected result? Specific questions the coach asked and/or observable data:		
Step 5: The coach asks questions to identify priority actions to close the gap.	YES	NO
11. Did the coach help the person being coached to identify actions to close the gap? 12. Do the suggested actions focus on the root causes of the gap? 13. Are the proposed actions realistic? 14. Did the coach help the person being coached understand how to implement the proposed actions? Specific questions the coach asked and/or observable data:		

Practice: Using the ORID Method to Clarify Commitments (M6 P2)

We use the ORID method (Objective, Reflective, Interpretative, Decisional) to evaluate your achievements during this program and clarify your commitments from this point forward. By using the ORID method, you will be able to identify the facts (what happened during the program), your feelings (about the results you obtained), your thinking (about why you obtained what you obtained), and your decisions (what do you want to do in the future).

Form groups of three, and distribute roles among your trios.

- Person A is the coach.
- Person B is the person being coached.
- Person C is the observer.

The person being coached will share with the coach his experience during this program. Using the ORID method, the coach will help the coachee analyze the situation and come to a decision of what he wants to do in relation to his communication and coaching skills in the future.

Step 1. Creating context: The coach asks questions to create a physical and emotional context that is comfortable and professional.

The coach starts the conversation by asking questions to establish rapport (How are you? How is your family? etc.) and clarifying the purpose of the conversation.

Step 2. Objective level: The coach asks questions to help the person being coached to identify the facts.

The following are some questions the coach can ask:

- What results were you hoping to attain by participating in this program?
- What was the result you got?
- What facts contributed to the situation?
- Are there any facts you are not considering?

Step 3. Reflective level: The coach asks questions to help the person being coached to identify his feelings.

The following are some questions the coach can ask:

- What feelings are generated by what has happened?
- What does this situation remind you of? When has this happened before?

Step 4. Interpretive level: The coach asks questions to help the person being coached identify the significance or meaning he attaches to a fact, event, or experience.

The following are some questions the coach can ask:

- What interpretation did you make about the facts?
- How is this interpretation affecting you?
- What are other possible interpretations?
- What interpretation can lead you to a better result?

Step 5. Decisional level: The coach asks questions to help the coachee decide on a new course of action in light of the facts and new interpretations he has made.

The following are some questions the coach can ask:

- What do you wish to do now?
- What actions can you adopt to overcome the situation?
- What support do you need to attain what you are hoping for?
- How can I help you?

In steps 2 to 5, the coach listens to the entire story with great care and stays in the inquiry mode without proposing his own interpretations or suggestions. If he wants to propose an interpretation or suggestion, he should only do so after the person being coached has offered his. For example: “Let me tell you what I am observing to see if this interpretation (or suggestion) makes sense to you.”

Step 6. The observer watches the dialogue without interrupting, takes notes in the Observer Record, and at the end, provides feedback on the coach’s efforts.

Step 7. Repeat the process, changing roles until all three people have played the three roles. Allow 20 minutes for each round, including feedback.

Observer Record, Module 6, Practice 2

Using the ORID Method to Clarify Commitments

Evaluate the coach's performance by marking yes or no in the corresponding boxes below. Where possible, take notes of specific observable data that support the response. This feedback will help the coach learn what activities and steps to reinforce in their coaching conversations.

Creating context	YES	NO
1. Did the coach ask questions that made the person being coached feel comfortable? 2. Did the coach clarify the reason for the conversation? 3. Was the coach welcoming and kind? Specific questions the coach asked and/or observable data:		
Step 1: Objective level	YES	NO
4. Did the coach help the person being coached by posing questions related to the facts, event or experience? 5. Did the coach avoid making judgments about the facts? 6. Did the coach help the person being coached distinguish between the facts and interpretations by the coachee? Specific questions the coach asked and/or observable data:		
Step 2: Reflective level	YES	NO
7. Did the coach help the person being coached explore the feelings triggered by the facts, event, or experience? Specific questions the coach asked and/or observable data:		
Step 3: Interpretive level	YES	NO
8. Did the coach help the person being coached understand their interpretations of the situation? 9. Did the coach help the person being coached see the consequences or impact of these interpretations? 10. Did the coach help the person being coached distinguish between interpretations and facts? Specific questions the coach asked and/or observable data:		
Step 4: Decisional level	YES	NO
11. Did the coach ask questions to help the person being coached generate alternatives? 12. Did the coach avoid suggesting solutions? 13. Did the coach help the person being coached make a decision? 14. Did the coach offer support? Specific questions the coach asked and/or observable data:		

Exercise: Communication and Coaching Skills Program Posttest (M6 E2)

Name: _____

On a scale of 1 to 10 (with 1 being not confident at all and 10 being completely confident), how confident are you with the following, in the context of improving health service delivery (circle a number)?

1. Coaching an unmotivated employee

1 2 3 4 5 6 7 8 9 10

2. Coaching a highly motivated employee

1 2 3 4 5 6 7 8 9 10

3. Providing feedback to an employee

1 2 3 4 5 6 7 8 9 10

4. Receiving feedback from an employee or supervisor

1 2 3 4 5 6 7 8 9 10

5. Facilitating a coaching conversation

1 2 3 4 5 6 7 8 9 10

6. Knowing when to listen and when to give advice

1 2 3 4 5 6 7 8 9 10

7. Holding a difficult conversation with someone you manage

1 2 3 4 5 6 7 8 9 10

8. Holding a difficult conversation with someone who manages you

1 2 3 4 5 6 7 8 9 10



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