

Coach



Motivation

“Change is a conversation away”

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Participant Workbook

Introduction

“People are usually better persuaded by the reasons which they have themselves discovered than by those which have come into the minds of others.”

- Blaise Pascal

- CoachMotivation* is a powerful tool for managers to engage, educate, and empower employees
- We know attending a one-day workshop is a step in the right direction and that it takes time for CM to become a part of how you manage.
- CM is not “just one more thing to learn,” but is a way of managing people more effectively, leading to an engaged workforce and less burn-out.

**CM is based on the Motivational interviewing (MI) research and model developed by clinical psychologists William R. Miller and Stephen Rollnick.*



Ground Rules

- There's no magic bullet
- Some strategies may fit your style, others may not
- Take what you can use and leave the rest



Why Coach Motivation?

- Coaching is the #1 skill associated with effective managers – Project Oxygen.
- Most coaching conversations managers have with employees are about change.
- Managers always asking for advice and expertise on
 - “how to motivate employees.”
- The old ways are not working very well



Why CoachMotivation?

Coaching Research shows the relationship is more important than any technique (e.g. think about professionals, doctors)

Achieving goals is more likely when a positive working relationship exists.



What is Distinct about CM?

- It's about change
- Focus on Change Talk
- Strength-based
- Self-Awareness / action-oriented
- Builds capacity
- New integrated level of functioning
- Focus on sustainability

Reflection



Reflection

**Thank about a
Workplace
conversation
you've had
that had a
positive
outcomes.**



“Spirit” of CoachMotivation

Partnership

- CM is a collaborative partnering with others
- See the other as the expert on themselves
- Avoid premature focus
- Focuses on mutual understanding versus the manager being right

Autonomy/Value

- The manager is a guide, but the employee must make their own decisions to change
- Respect employee autonomy – whether or not they change
- Inform and encourage choices without judgment
See ambivalence as normal

Consideration

- Genuine care and concern
- Strength-based
- Understand and validate other’s perspective

Evocation (*to bring out a new perspective*)

- Instead of telling employees what to do, CM evokes the employee’s own motivation and resources for change
- Trust employee to be motivated for something
- Asking versus telling
- Avoid expert trap

You may not remember all of the processes and techniques of CM, but if you incorporate the Spirit of MI in all of your interactions with employee, you would have gone a long way in engaging employees.

Outcomes



- Positive development of conflict culture.
- Support the development of intragroup trust
- Employee goal-setting and achievement.
- Support the process of navigating change within the organization, as well as individual employees.

Conversational Styles

Following

Guiding

Directing



Types of Talk



What is “change talk”?

Change talk: An indication that you are successfully using CoachMotivation.

If you are using CM successfully you will hear statements that indicate the employee:

1. Recognises the disadvantages of staying the same
2. Recognises the advantages of change
3. Expresses optimism about change
4. Expresses the intention to change



What is “change talk”?

Represents movement towards change!

A primary vehicle for resolving ambivalence and promoting behavior change!

When you hear change talk, just don't stand there!

Reflect, Reinforce, Ask for more & Affirm!



What is “change talk”?

Recognize, then highlight change talk

Situation – Employee is leading a project not getting along a contractor and wants you to intervene and hold the contractor accountable.

“... Steve makes me frustrated. He is missing deadlines on projects and says ‘you’ll be OK’ and its easy for him. I don’t like being like this but what can I do? I feel I am about to quit.”

Open question: “Why don’t you like being like this?” or

Reflection: “You’re not happy having feelings that you want to quit?”

Then more change talk will follow...



Helping to elicit “change talk”?

Ask the employee to clarify their statements or elaborate:

- “Describe the last time this happened,”
- “Give me an example of that,” or
“Tell me more about that.”



Helping to elicit “change talk”?

Ask the employee to imagine the worst consequences of not changing and the best consequences of changing.

Explore the client’s goals and values to identify discrepancies between the client’s values and their current substance use.

- “What are the most important things in your life?”



CM Core Skills - OARS

Open Ended Questions

Open-ended Questions (vs. close-ended)

Affirmations (positive-focus on strengths, efforts)

Reflective Listening (listen carefully; use silence)

Summarizing (appropriate; use sparingly)



Core Skills - OARS

Open Ended Questions

An open question is like an invitation – an opportunity to ask a question that does not anticipate a specific answer. It provides room to discover more.

Yes/No Questions

Closed questions, the opposite of open questions, elicit yes/no responses. Although they are sometimes necessary, they do not always provide us the information we need. Yes/no responses can cause a dead end in the conversation, possibly leading to tension or not resulting in a resolution for the discussion. Open questions do not lead the respondent to a “yes/no” answer, and even if their answer is short, there is still room to ask for more clarification or information.

More Information

By asking an open question, you may discover more than you were anticipating. Perhaps there is something that is not on your radar or checklist, and by asking an open question the respondent is able to provide you with something additional you hadn't considered.

Autonomy

Autonomy is an important concept to remember when speaking with your employees. By asking an open question, the respondent generates the topic or focus for your discussion. This engagement in the conversation may be intrinsically motivating, affecting the tone and direction of the outcomes.

Core Skills - OARS

Open Ended Questions

Try This	Not That
“How is the project going for you?”	“Is the project finished yet?”
“Tell me more about your commute to work.”	“Will you be late again?”
“What are some things the team should focus on this month?”	“Do you think the team should focus on improving communication?”
“Tell me more about what your idea would look like if it was fully realized.”	“You don’t really expect that to work, do you?”
“Describe the team dynamics.”	“Is the team working well together?”

Core Skills - OARS

Open Ended Questions

“Are there good things about coming in late?”

vs.

“What are the good things about coming in late?”

“Are there bad things about coming in late?”

vs.

“Tell me about the not-so-good things about coming in late”

“Do you have concerns about coming in late?”

vs.

“You seem to have some concerns coming in late. Tell me more about them.”

“Do you worry a lot about coming in late?”

vs.

“What most concerns you about that?”



Core Skills - OARS

Affirmations

When you include statements of appreciation and understanding for your employees in your coaching with them, you create a more supportive atmosphere and build rapport. Affirming the employees strengths, past accomplishments and efforts to change helps build confidence. Examples of affirmations include:

Use compliments or commendations:

“Thanks for coming in today, and even arriving early!”

“Awesome job!” “Good work!”

Acknowledge personal qualities or abilities:

“You’ve done a great job taking clear notes and asking valuable probing questions during this week’s meetings.”

Recognizing effort:

“It looks like you’ve made some definite progress on developing the Q3 budget to reflect what we discussed.”

Positive reframing:

“Your intention was good, even though this didn’t quite turn out the way you wanted it to.”



Core Skills - OARS

Affirmations

By affirming, you are saying, "I hear; I understand," and validating the employee's experiences. Affirming helps employee's feel confident about marshaling their inner resources to take action and change behavior. Emphasizing their past experiences that demonstrate strength, success, or power can prevent discouragement.

Appreciate a strength or positive action

Should be both true and genuine

Express positive regard and caring

Strengthens engagement

Diminish defensiveness

You're a strong person, a real survivor

Despite those troubles, you got through

And you tried to be honest

And that wasn't easy

Core Skills - OARS

Reflective Listening

A reflective listening response is a statement guessing at what the employee means.

(Point out that the speaker's voice goes DOWN when forming a reflection and UP when forming a question.)

Using reflective listening is like being a mirror for the person so that they can hear the manager say what they have communicated.

Reflective listening shows the employee that the manager understands what is being said, or it can be used to clarify what the client means.

Effective reflective listening encourages the employee to keep talking, and you should allow enough time for that to happen.

In CM, reflective listening is used actively to highlight the employees feelings, sometimes ambivalence about their behaviour, to steer the employee towards a greater recognition of their problems and concerns, and to reinforce statements indicating that the employee is thinking about change

Core Skills - OARS

Reflective Listening

What are some strategies for reflections?

Simple reflections or Repeating – brief restatement of what the person is saying, even repeating their own words.

Employee: “Being here is frustrating.” Manager: “You’re feeling frustrated.”

Complex reflections or rephrasing – a slight rewording of the person’s statement that may insert your interpretation of what they mean.

Employee: “I think the team has done well so far, but I’m concerned about the upcoming Q2 deadlines. Last year we just didn’t finish on time.”

Manager: “It reminds you of a time the team struggled.”

Length

Reflections should not be longer than the statement they are reflecting. Brevity is more impactful.

Frequency

Roughly half of your responses should consist of reflections. For every question asked, you should subsequently make at least two or three reflections.

CM Reflection Stems

Cheat sheet

- Sounds like...
- You're saying that...
- You're feeling like...
- This has been totally _____ for you.
- Almost as if...
- Like a...
- For you, it's a matter of...
- From your point of view...
- You...
- You are...
- Must be...
- You really ...
- Through your eyes...
- You believe...
- Your concern is that...
- Your fear is that...
- It seems that...
- You're not terribly excited about...
- You're not much concerned about...
- This really...
- It is so...
- You feel so...
- It's really important to you that...
- You're not really...
- You feel as though...
- What I heard you say was...
- Empathy is saying more than the client said but not more than the client meant.



Core Skills - OARS

Summarize

Summarizing is an important way of gathering together what has already been said, making sure you understood the employee correctly, and preparing the employee to move on.

Summarising is putting together a group of reflections.



Core Skills - OARS

Summarize

Collecting – for recalling related statements and probing for **more information**.

“One thing you know about yourself is your ability to persist under pressure. When a deadline is coming up, you’re able to follow through with your assignments. You’ve mentioned that you also care about your health. You want to be mindful of your tendency to overwork yourself and get sick. What are some other strengths, personal or within the workplace, that you have?”

Linking – for bringing together two related subjects presented within the conversation.

“You felt that your ideas for the merger weren’t given fair consideration during the meeting. I remember you had mentioned your previous experience with change management and your interest in applying those skills here.”

Transitional – for wrapping up a discussion.

“Before we wrap-up our discussion, let me make sure that I understand what you would like from this conversation. You’re hoping to obtain a full-time position. You would like to continue working with your team. You’ve completed several projects with them ahead of the deadlines and have already gotten to work on next steps, even though your contract expires in 30 days. Have I missed anything?”

Core Skills - OARS 3 Levels

1. Repeat - restate using the same words
2. Rephrase - use synonyms
3. Paraphrase - infer meaning behind the words or emphasize emotional aspects

Employee: *“I got all the team’s work dumped on me.”*

Manager: *“You don’t like being unable to stand up for yourself.”*



OARS Form

Coach	Count	OARS Notes
Open Ended Questions		
Affirmations		
Reflection		
Summary		



Planning = Goal Setting



Set your goals in concrete terms with endpoints.

How will I know when this goal is met?
What will it look like when I reach this goal?



Use an approach framework for your goals.

How can I get or attain something with my goal?



Break your goal into sub-goals.

Are there steps that will lead me to goal success?
Are there little goals along the way to my big goal?

Writing SMART Goals

On the journey toward achieving results, well-written goals are the fuel that drives performance. It's quite likely that you have heard of SMART goals and that you've traveled this way before.

There is generally conceptual agreement about what SMART stands for, but there is room to make this model one that reflects the practice, personality, and culture of your organization.

Think about the original acronym. Are there words that are more appropriate for your workforce?

- S can also refer to “stretch,” “significant,” or “synergistic.”
- M also might mean “meaningful” or “motivating.”
- A can also represent “action-oriented,” “agreed upon,” or “accountable.”
- R might mean “relevant,” “rewarding,” or “results-oriented.”
- T can mean “tangible” or “thoughtful.”

Some organizations expand the acronym to include additional concepts:

- SMARTER, where the E means “engaging” and the second R means “rewarding.”
- SMART-C, where C means “challenging” or “collaborative.”
- SMART-S, where S means “stretch,” “sustainable,” or “significant.”