

MADISON NONPROFIT DAY

USING COACHING SKILLS TO BUILD STAFF LEADERSHIP

OCTOBER 29, 2013

AGENDA

Facilitator

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Session Objectives

- Understand the distinction between managing and leading
- Understand the five components of Emotional Intelligence
- Understand and practice foundational coaching skills
- Gain resources in leadership development

| Timeline | Topics | Materials |
|----------------------------------|---|--|
| 9:30 – 9:35 am (5 minutes) | Introductions Agenda Review | |
| 9:35 – 9:40 am (5 minutes) | Definition of Leadership Leadership v. Management | |
| 9:40 – 9:45 am (5 minutes) | Emotional Intelligence at Work | Handout A: Five Components of Emotional Intelligence |
| 9:45 – 9:50 am (5 minutes) | Why Bother with Coaching? Coaching Model | Handout B: Coaching Model |
| | Laying the Foundation for Using Coaching Skills | |
| 9:50 – 10:00 am (10 minutes) | Coaching Skills <ul style="list-style-type: none"> ▪ Listening ▪ Inquiring ▪ Giving Feedback ▪ Sharing | Handout B: Coaching Model |
| 10:00 – 10:40 am (40 minutes) | Facilitative Listening Exercise | Handout C: Listening Skills Handout D: Observer Worksheet |
| 10:40 – 10:45 am (5 minutes) | Closing and Check Out | Post-Session Resource: Coaching Manager Resources Coaching Manager Self-Assessment Judith's Back-Pocket Questions Figure 2.3: Open-Ended Questions Continuum Figure 2.4: Closed-Ended Questions Continuum Figure 2.5: Why Questions Continuum |

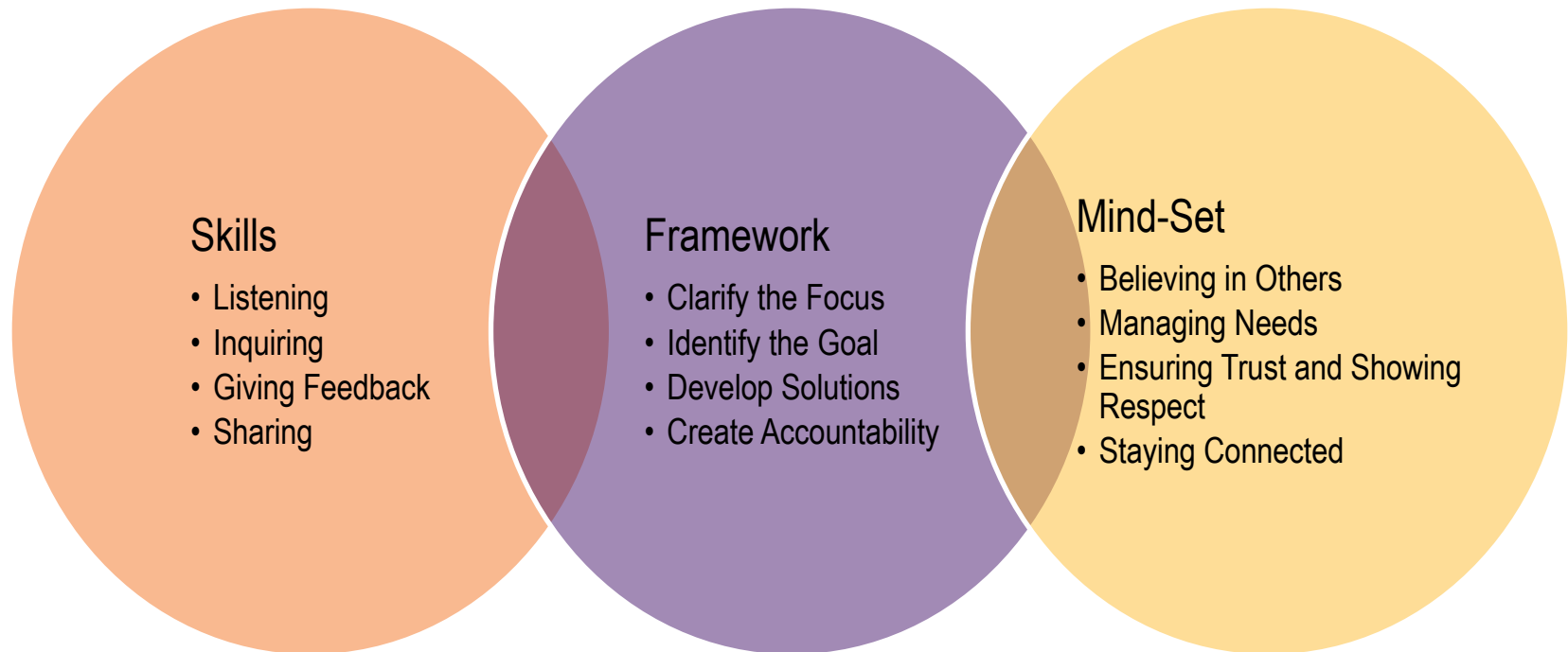
The Five Components of Emotional Intelligence at Work

A

| | DEFINITION | HALLMARKS |
|------------------------|---|--|
| SELF AWARENESS | The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others | Self confidence Realistic self-assessment Self deprecating sense of humor |
| SELF REGULATION | The ability to control or redirect disruptive impulses and moods The propensity to suspend judgment- to think before acting | Trustworthiness and integrity Comfort with ambiguity Openness to change |
| MOTIVATION | A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence | Strong drive to achieve Optimism, even in the face of failure Organizational commitment |
| EMPATHY | The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions | Expertise in building and retaining talent Cross cultural sensitivity Service to clients and customers |
| SOCIAL SKILL | Proficiency in managing relationship and building networks An ability to find common ground and build rapport | Effectiveness in leading change Persuasiveness Expertise in building and leading teams |

Source: Daniel Goleman, "What Makes A Leader?", *Harvard Business Review*, 1998, November-December.

Coaching Model



Adapted from Coaching Skills for Nonprofit Managers and Leaders, Wilson & Gislason, Jossey Bass, 2010.

Listening Skills

One of the key managerial competences that every supervisor must be able to develop is that of listening. We consider listening a passive process. In truth, it is one of the most demanding and difficult skills to master. We put such great effort and thought into choosing our words; we put energy into “getting the last word in” as if the one speaking is the one with the power in a dialogue.

Often times the most powerful and productive person in a dyad is he or she who is listening. The one who is receiving the information is at a great advantage to influence the direction, conversation and resolution of issues. There are several different levels of listening:

Pretend Listening: This is something each of us do more often than we would like to admit. It might mean making some eye contact, giving some nods, but our mind and attentive processes tend to be somewhere else. It is not really listening at all, but waiting for someone to stop moving their mouth so that we can tell them what is really going on. “It’s really ALL about me!”

Self-referential Listening: Selective listening is the process of receiving information, but only picking and either choosing things to register that we can refute, or that will reinforce an already arrived at conclusion. This is not listening, but picking our words that we find more sympathetic to our own position or views. “I’m listening to you, but I will nudge the conversation. So now it BECOMES about me!”

Attentive Listening: Attentive listening is when you do really attend to the words, emotions, person that is before you. You are working hard to take in as much information as possible, listening to not only the words but the music and meaning as well. As admirable as all of this is, it is not the most profound and deepest form of listening.

Empathic/Facilitative Listening: This is listening at its most profound level. It is listening without a thread of judgment, but with extreme curiosity.

We often confuse sympathy with empathy. Sympathy is agreement; empathy is understanding. It does not have to make sense to you, or be of value to you; it is of value and makes sense to the other. The challenge is to get out of our own autobiography enough to invest energy and intellect into the stance, perceptions, values and emotions of another person. “I’m listening to you with FULL attention. My INTENTION and attention is on you. I want to understand better who you are and what this experience is like for you. In this situation, it is ALL about YOU!”

| | |
|----------------------------------|---|
| EMPATHY | Put aside your own biography long enough to understand the other person. Suspend your judgment(s) and become really curious about what this means to the other person, not what it means to you. |
| MIRRORING/ REFLECTING | <p>Get clarity by repeating the exact words back.</p> <ul style="list-style-type: none"> ▪ If the speaker says a single sentence, repeat it back verbatim. ▪ If the speaker says more than one sentence, repeat back key words. ▪ <i>Use the speaker's words, not your words.</i> ▪ Maintain the tone of your voice as warm and accepting, regardless of the speaker's voice. ▪ Key purpose of mirroring is trust. Don't be phony, be yourself. |
| PARAPHRASE | <p>Rephrase what was said using your own words and understanding.</p> <ul style="list-style-type: none"> ▪ Use roughly the same amount of words as the speaker when you paraphrase. ▪ If the speaker's statement contains many sentences, summarize. ▪ To build objectivity, occasionally preface your paraphrase with: <ul style="list-style-type: none"> ▪ "It sounds like you're saying...." ▪ "Let me see if I understand you..." ▪ "Is this what you mean?" |
| DRAWING OUT | <p>Support people to clarify, develop and refine their ideas. Asking open-ended nondirective questions that do not have obvious answers, or can't be answered yes or no.</p> <ul style="list-style-type: none"> ▪ "Can you say more about that?" ▪ "Tell me more." ▪ "How so?" ▪ "How is that working for you?" ▪ "Can you give an example?" |
| BODY LANGUAGE | Use your body to express openness, connection, and understanding. Make eye contact, be present. |
| MINIMAL ENCOURAGERS | Simply encourage people to talk by nodding, and verbally, but subtly encourage them to continue. |

- **Make the intentional choice to listen.** This means that you stop talking, to others, and to yourself. Put much more energy into being receptive, not productive.
- **Invest in the other person's point of view, no matter how offensive it is to you.** As an exercise, listen to a point of view that is as far away from yours as possible. Listen, take it in and see how it makes sense, not that you believe it, or agree with it, but that you simply understand it.
- **Look, act and be interested.** Sending the message of disinterest, or disbelief will stop a dialogue quicker than anything will. You want to create an atmosphere of understanding and you must “seek first to understand, and then be understood”.
- **Do not ever interrupt, block, or stop communication.** Sit way past your tolerance level.
- **Make your comments on the interests the speaker presents, not on your position.** Give feedback to the listener that you hear what is behind the position they are staking out. This is the emotional as well as the cognitive interests.
- **Listen to the words and the music.** Values, emotions, and interests all are expressed in dialogue. You miss a great deal if you only tend to the thoughts.
- **Try not to judge or evaluate as long as you can.** Listen to the person, the message and the continuity of thought. The question is never, “Why does this person want this?” but “What does this person really want?”
- **Pay attention to your own instruments.** What are your intentions and emotions? What is negotiable for you and what is not negotiable?
- **If anger or negative emotions surface, work hard to add light, not heat to the process.**
- **Allow silences and pauses, ask open ended questions.** Use constant feedback to make sure that you are getting the right information.

Remember, the more you listen, the more you will be listened to.

Listening Skills: Observer Worksheet

