


VCASE

Leadership in an Era of Change

Coaching Tools, Part 1

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Key Activities

- Share ideas about listening empathically.
- Identify and practice using characteristics of speaking powerfully.
- Review the norms of collaboration.
- Gain skills and strategies to refine coaching practice.
- Reflect upon how you will use the information learned in this program.

Listening to Learn

The more deeply you understand other people, the more you will appreciate them, the more reverent you will feel toward them. To touch the soul of another human being is to walk on sacred ground.



Stephen Covey (1990) *Seven Habits of Highly Effective People*


How do People Listen?

Stephen Covey (1990) *The Seven Habits of Highly Effective People*

1. Ignoring
2. Pretending
3. Selective listening
4. Attentive listening
5. Active listening
6. Empathic listening

Covey's Empathic Listening

- Check to make sure you understand the content
- Paraphrase
- Reflect feelings
- Learn when to be quiet



Covey's Empathic Listening

DO

- Listen for emotion and content.
- Watch body language.
- Have a sincere desire to understand.

DON'T

- Listen with the intent to reply.
- Clutter your brain with thought.
- Use empathic listening as a technique.

Listening to Learn

Stone, Patton, Heen (1999) *Difficult Conversations*

The problem is this. You are taught what to say and how to sit, but the heart of good listening is authenticity. People “read” not only your words and posture, but what’s going on inside you. If your “stance” isn’t genuine, the words won’t matter... If your intentions are false, no amount of careful wording or good posture will help. If your intentions are good, even clumsy language won’t hinder you.



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Listening

Listening with skill can become part of almost everything we can do.

WE can listen to much more than what we can hear.

Powerful listening means being willing to learn from anyone and to question almost everything.

Discover new sensations by paying full attention to your environment.

Listen with only the intention to understand another person.

Describe the kinds of sounds you'd regularly like to have in your life.



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Blockages to Effective Listening: Table Talk

What keeps you from listening?	What will you do to address this?

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Falling Awake, Chapter 7, Listening Fully

Here are the links to the chapter on listening.

- <http://www.fallingawake.com/book/fa/169.pdf>
- <http://www.fallingawake.com/book/fa/170.pdf>
- <http://www.fallingawake.com/book/fa/172.pdf>
- <http://www.fallingawake.com/book/fa/181.pdf>
- <http://www.fallingawake.com/book/fa/185.pdf>

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Listen Fully

Read Falling Awake

(Dave Ellis)

Chapter 7: “Listen Fully.”

1. Read Pages ____
2. Read Pages ____
3. Read Pages ____
4. Read Pages ____
5. Read Pages ____
6. Read Pages ____

GRAPHIC ORGANIZER:

- Ideas I got about listening...
- Habits I want to break...
- Habits I want to make...

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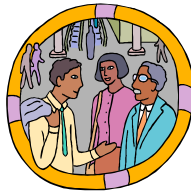
Committed Listeners . . .

- Receive the speaker’s message, without interruption, until the speaker is finished.
- Listen to honor, serve, and find win-win solutions.
- Remain focused on the speaker’s message without piggy-backing or stealing the topic.
- Refrain from providing suggestions or giving advice .
- Apply their attention to remembering what the speaker has said rather than formulating a response.
- Listen to anger in ways that deepen the relationship.
- Know when to listen and when to speak.
- Become aware of your internal voice.
- Clear the air, so that you can listen (if you can’t silence your internal voice).
- Limit questions that direct the conversation where you want it to go.

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Our words invent us. Through our speech and our silence, we become smaller or larger selves. Through our speech and our silence, we diminish or enhance the other person, and we narrow or expand the possibilities between us.

How we use our voice determines the quality of our relationships, who we are in the world, and what the world can be and might become. Clearly, a lot is at stake here.



Harriet Lerner, [The Dance of Conversations](#)

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8 Strategies for Speaking Powerfully

1. Creating intention
2. Choosing words with intention
3. Focusing conversation time (past, present, future)
4. Speaking the truth
5. Aligning verbal and non-verbal communication
6. Avoiding advice
7. Making requests
8. Committing to thoughtful conversation



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Choosing Words with Intention

(Dave Ellis, [Falling Awake](#))

- **Obligation** (*I should, I have to, I better, etc.*)
- **Possibility** (*I might, I could, maybe I will, etc.*)
- **Preference** (*I prefer to, I want to, etc.*)
- **Passion** (*I'd love to, I can't wait, I'm excited about, etc.*)
- **Plan** (*I expect to, I plan to, etc.*)
- **Promise** (*I will, I do, I promise to, etc.*)



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Norms of Collaboration

William Baker, Group Dynamics Associates

- Pause
- Paraphrase
- Probe
- Presume positive intention
- Put ideas on the table
- Pay attention to self and others
- Pursue a balance between advocacy and inquiry

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Norms Of Collaboration

Adapted from William Baker, Group Dynamics Associates

- **Pausing:** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.
- **Paraphrasing:** Using a paraphrase starter that is comfortable for you: "So..." or "As you are..." or "You're thinking..." and following the starter with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.
- **Probing:** Using gentle open-ended probes or inquiries such as, "Please say more..." or "I'm curious about..." or "I'd like to hear more about..." or "Then, are you saying...?" increases the clarity and precision of the group's thinking.
- **Putting ideas on the table:** Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, "Here is one idea..." or "One thought I have is..." or "Here is a possible approach..."

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Norms Of Collaboration

- **Paying attention to self and others:** Meaningful dialogue is facilitated when each group member is conscious of self and of others and is aware of not only what she/he is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.
- **Presuming positive intentions:** Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm.
- **Pursuing a balance between advocacy and inquiry:** Pursuing and maintaining a balance between advocating a position and inquiring about one's own and others' positions assists the group to become a learning organization.

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Coaching One Another

- Identify what you want.
- Listen.
- Brainstorm multiple pathways to achieve the goal.
- Choose one.
- Build an action plan to implement it.
- Determine a plan to monitor the action plan.
- Assess progress.
- Determine next steps.

Ann will coach one participant.
Ann will coach all using a timeline.
Participants will coach one another.

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There are many people who think they want to be matadors, only to find themselves in the ring with 2,000 pounds of bull bearing down on them, and then they discover that what they really wanted was to wear tight pants and hear the crowd roar.



Terry Pearce

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Intentions...

What are the implications of these ideas for you?

-
-
-

I intend to...

-
-
-

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