



# The PHI Coaching Approach to Communication<sup>SM</sup>

## PARTICIPANT HANDOUTS

*Prepared for 2017 National Home Care  
Cooperatives Conference  
Dulles, VA*

# The PHI Coaching Approach to Communication

## PROGRAM GOALS

By the end of the workshop you will:

- More deeply understand that what you say and how you say it affects the people around you.
- Strengthen your existing communication skills and learn new ones to help you be even more effective.
- Explain the importance of feedback and practice using guidelines for giving effective feedback.
- Improve your ability to shape the culture where you work in positive ways.

# PHI Coaching Approach to Communication

## AGENDA

### MORNING SESSION

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8:30 - 9:15 Welcome, Personal Styles Icebreaker, and Agenda

9:15 - 10:00 Active Listening: Body Language

10:00 - 10:30 Break

10:30 - 11:15 Active Listening: Paraphrasing

11:15 - 12:00 Active Listening: Asking Curious Questions

12:00 - 1:00 LUNCH

### AFTERNOON SESSION

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1:00 - 2:00 Self-Management: Pulling Back

2:00 - 2:30 Constructive Feedback Part 1

2:30 - 3:00 Break

3:00 - 4:00 Constructive Feedback Part 2

4:00 - 4:30 Closing and Evaluation

# The PHI Coaching Approach to Communication

## Key Skills

### ACTIVE LISTENING

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- Active listening is a process that involves the skills of:
  - Attentive body language
  - Paraphrase
  - Asking open-ended curious questions
- It is used to help ensure understanding, demonstrate interest, and explore multiple points of view in a situation.

### SELF-AWARENESS

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- Self-awareness refers to the ability to be conscious of one's personal style, emotions, assumptions, and biases that lead to prejudging—or negatively judging—others.

### SELF-MANAGEMENT

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- Self-management refers to one's ability to set aside emotional reactions and judgments in stressful situations. It also relates to one's ability to listen, without blocks, blame, or judgment in order to fully hear the perspective of the person or team.

### CONSTRUCTIVE FEEDBACK

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- Constructive feedback refers to providing a person with useful information about their approach, skills and/or actions in order to encourage professional and personal development. It includes both what a person is doing well and what they need to improve.

## Active Listening

Effective listening is essential to clear and open communication. When using coaching skills for communication, a very conscious and intentional level of listening is required. We call this *active listening*.

Active listening—i.e., giving our full attention to the person speaking—involves:

- **Using nonverbal communication** (body language) to communicate effectively. **Body language** refers to such things as facial expressions, postures, and gestures.
- **Paraphrasing**—i.e., the ability to state in your own words what you understood someone to have just said or expressed.
- **Asking open-ended questions** to clarify and/or gather additional information. These questions usually begin with *how*, *what*, or *why*. These questions are neither leading nor loaded.

Active listening is the underlying skill in the PHI Coaching Approach for the following reasons:

- When people listen with their full attention, they remember and understand more of what is being communicated. On the other hand, when they listen inattentively, they miss a great deal of what is being communicated.
- Being listened to attentively feels caring and helpful to the speaker. Not being listened to, or being listened to in an inattentive manner, often feels hurtful and disrespectful.

## Overview of Paraphrasing

When you *paraphrase*, you sum up what someone else says, ***in your own words***.

Paraphrasing enables you to listen better because it:

- ✓ Keeps you focused on what the other person is saying.
- ✓ Provides an opportunity to check your understanding and clear up misunderstandings on the spot.
- ✓ Lets the other person know you are listening.
- ✓ Helps the other person think through their ideas.

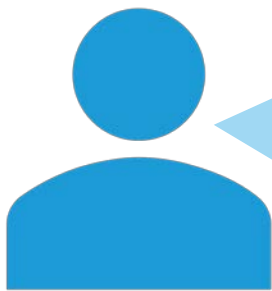
To achieve these benefits, your paraphrasing must have a positive tone of voice and be offered without blame or judgment!

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### Phrases to Use When You Paraphrase

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You can use one of the following phrases before you begin to paraphrase:



- 🗣️ So, I think you said...
- 🗣️ Are you saying that...?
- 🗣️ So, what you are telling me is that...
- 🗣️ So, what I heard you say is...
- 🗣️ Am I hearing you correctly that...?
- 🗣️ Okay, let me see if I'm getting this right...

## Practice Paraphrasing

**Instructions:** Listen to the instructor read the statement, and then write down how you would paraphrase the feelings and the facts.

Your co-worker says: "My client has Alzheimer's and keeps trying to go outside during the night. It's getting really hard to keep him safe."

Your client says: "It's so hard being old. I swear people just dismiss what I have to say ever since I got into this wheelchair!"

Your client says: "I don't want to take a shower! You can't make me! You're always trying to make me do things that I don't want to do!"

Your co-worker says: "I can't seem to keep up with all this work. Maybe I'm not cut out for this job."

Your co-worker says: "I think I made a mistake. I didn't fill out my timesheet correctly and now I'm not sure my paycheck will be right."

## Benefits of Paraphrasing

- People LOVE feeling listened to!
- Paraphrasing can stop anger and cool down a crisis because your focus is on clarifying information instead of reacting to the situation.
- Paraphrasing prevents miscommunication. False assumptions, errors, and misinterpretations can be corrected on the spot.
- Paraphrasing helps you remember what was said.
- When you paraphrase, you'll find it much easier to stay focused. Your focus is on really understanding what is going on with the other person.
- When you paraphrase, you reflect back to the speaker what it sounds like he or she is saying – it can help the speaker think through the issue.



## Practice Asking Questions

**Instructions:** You have already paraphrased the statements below. Now, write down 2-3 questions that you might ask the speaker to understand the situation more fully. Write your questions down EXACTLY as you would ask them.

1. Your co-worker says: "My client has Alzheimer's and keeps trying to go outside during the night. It's getting really hard to keep him safe."

Your client says: "It's so hard being old. I swear people just dismiss what I have to say ever since I got into this wheelchair!"

Your client says: "I don't want to take a shower! You can't make me! You're always trying to make me do things that I don't want to do!"

Your co-worker says: "I can't seem to keep up with all this work. Maybe I'm not cut out for this job."

Your co-worker says: "I think I made a mistake. I didn't fill out my timesheet correctly and now I'm not sure my paycheck will be right."

## Open and Closed Questions

### Open Ended Questions

- Clarify information and keep the conversation open by encouraging a person to share as much as they wish, including thoughts and feelings.
- Usually begin with how, what, or why.

### Closed Questions

- Usually are answered with 1-2 words (like “yes” or “no”).
- They are useful for learning specific facts, but are not very helpful when you need more information in order to understand a situation more fully.

**Avoid asking leading questions** that suggest the answer you want or think is right:

- What do you like most about this great workshop?

**Avoid asking loaded questions** that convey judgment, blame or your own assumptions:

- What made you think that was going to work?!

## Benefits of Asking Open-Ended Questions

As a good listener, it is important to develop the skill of asking open-ended questions in a non-judgmental, non-blaming way.

Open-ended questions...

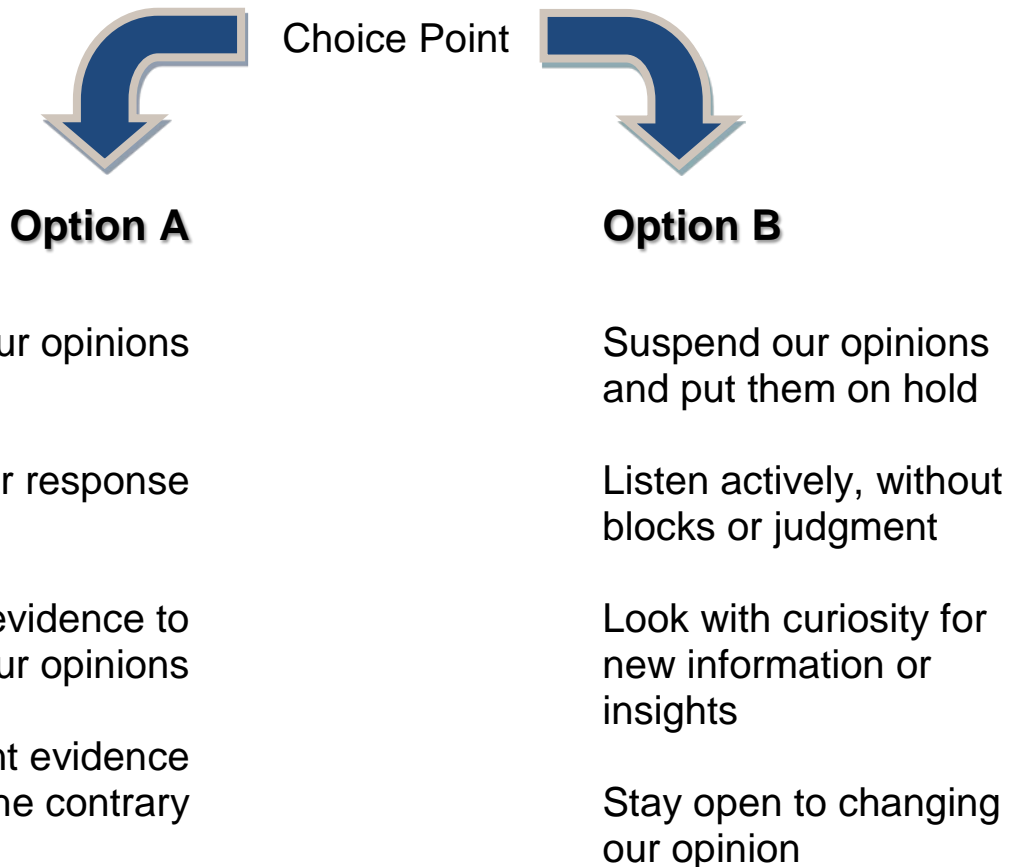
- Demonstrate curiosity and interest in the person and their perspective, which helps to establish and maintain relationship
- Help the listener understand the situation more fully
- Decrease, if not prevent, miscommunication
- Encourage the person to share more information
- Set the stage for more effective problem solving

## Pulling Back: Choosing Option B

Often we are faced with situations and people who provoke a strong response in us. These responses can be:

- ✓ **Emotions**—anxiety, anger, hurt, frustration, hopelessness, or sadness.
- ✓ **Prejudices and Assumptions**—We feel that we know the other person’s motivations, or we make negative judgments without knowing the whole story.

When we are in an emotional state or feel we already know all there is to know about the situation or person, listening becomes difficult and communication often becomes charged. Whatever our reaction, we always have a **CHOICE** in how to respond:



## Pulling Back: An Overview

“Pulling Back” is the ability to gain emotional control in a stressful situation.

- Your ability to handle a situation well will be determined by your ability to stay calm and think clearly.
- To “pull back” is to be able to pause, become aware of your emotions, get them under control, and clearly observe and assess the situation.
- After pulling back, you are better able to understand what is happening and ask for additional information (if necessary).
- Good communication and problem solving can only come from clear, objective thinking.

### STEPS FOR PULLING BACK

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1. Notice your emotional reactions and judgments.
2. “Freeze-frame” your reaction—put it aside.
3. Put your attention back on the other person.

## Trigger Points and Pull-Back Strategies

When emotions get in the way of listening...

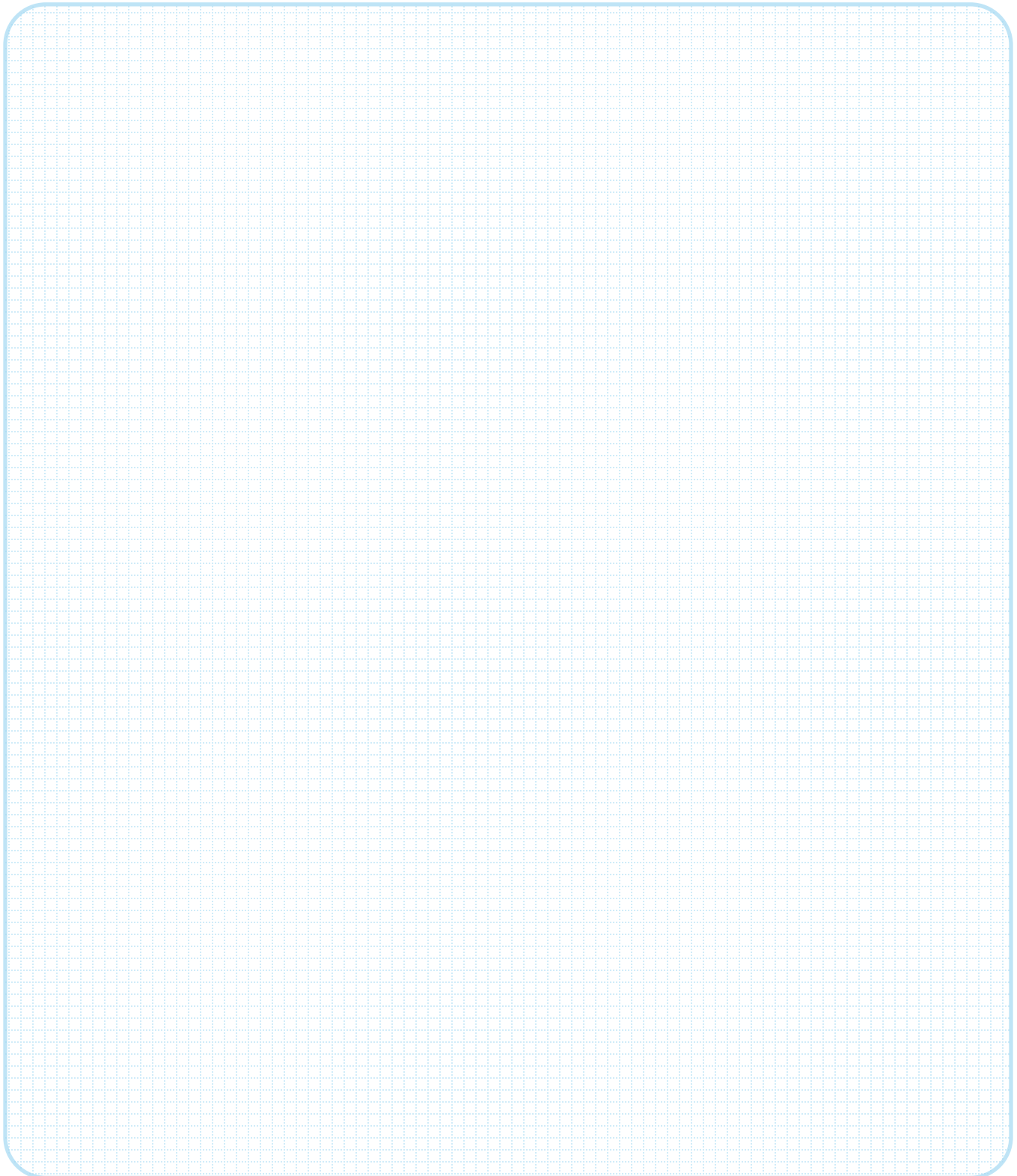
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What behaviors, people, or situations trigger your emotions?

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- I hear the same complaint over and over again
- Someone refuses to take responsibility for a problem
- I feel attacked or ridiculed in public
- I get the sense that I am failing or have messed up
- The issue is too “close to the bone” (too personal) for me
- I’m blamed for something that isn’t my fault
- I think the other person is lying
- I know I’m right and the other person won’t accept it
- I think the other person is trying to manipulate me
- I think this will go on forever and I don’t have the time for it
- Someone’s behavior reminds me of my mother/spouse/ex...
- I’m tired, stressed, or just not in the mood
- Others: \_\_\_\_\_

What do you usually do (what is your usual pull-back strategy) to calm yourself down? *Identify at least one method you use in the moment and one to use to help you prepare for stressful situations.*



## Feedback

**Feedback** is information about someone's behavior that may (or may not) have an impact on that person's behavior in the future.

- ✓ **Appreciative feedback** may encourage the receiver to *continue* a behavior in the future. Appreciative feedback also usually builds trust between the sender and receiver and enhances their relationship.
- ✓ **Constructive feedback** may encourage the receiver to *stop* a behavior in the future (or to *start* a new behavior). Constructive feedback can also result in improved trust, an enhanced relationship, and/or more effective problem-solving.

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### Guidelines for Giving Constructive Feedback:

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- DO** think about your goal in giving feedback. (This is especially important if the feedback is about a behavior that triggers you emotionally!)

- Constructive goals: improving your relationship, solving a problem together*

- Destructive goals: embarrassing or attacking the receiver*

- DO** be sure the receiver knows what behavior you are giving feedback about. If the behavior is in the past, you may need to describe it. Be direct and clear – what did the receiver say or do?

Example:

- ✓ “You didn’t return my call.”
- ✓ “You’ve interrupted me three times.”

- DO** tell the receiver about the *impact* of their behavior on you or on others (the team, the organization, etc.)

Examples:

- ✓ “I’m feeling frustrated.”
- ✓ “I’m having a hard time keeping my train of thought!”
- ✓ “The team had to work short. It was stressful.”

- DON’T** use judging or blaming language. Avoid making assumptions about the receiver’s intentions.

Examples:

- ✓ “You’re just trying to make me mad!”
- ✓ “You don’t care what I think!”
- ✓ “You’re so inconsiderate!”



## Practice Giving Constructive Feedback

**First Scenario:** Situation: Your coordinator gave you an address and apartment number for your new client. When you arrive to the apartment complex, you see that the buildings are arranged in clusters with names. You don't have any cluster name in your directions. You can't find the correct apartment, and this is not the first time this has happened. You call your coordinator.

- ✓ **Instead of saying:** You constantly don't give us the right instructions to find the client's home. You obviously don't get what it's like for us!"
- ✓ This HCW needs to give constructive feedback to the coordinator:

**Second Scenario:** It's change of shift at your client's home. When you arrive, you see that the HCW who is leaving didn't do the dishes. This has happened before, and your'e tired of doing her dishes.

- ✓ **Instead of saying:** "You never do the dishes and I'm tired of picking up your slack!"
- ✓ This HCW needs to Give constructive feedback to her peer:

**Third Scenario:** You share a desk with a co-worker. She always leaves out tall stacks of un-filed papers, and she often puts her coffee cup on top of them. Sometimes it spills.

- ✓ **Instead of saying:** "Could you please be more professional?"
- ✓ This employee needs to give constructive feedback statement to peer:

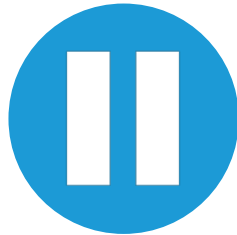
**Fourth Scenario:** This HCW just called and let you know she'd be late to Mrs. Smith's house for the third time in two weeks.

- ✓ **Instead of saying:** "You're not reliable. I'm beginning to think you don't really want this job!"
- ✓ This coordinator needs to give constructive feedback to this HCW:

## Coaching: Putting it All Together

Each of the coaching skills can be used any place and at any time you choose. You can use the coaching skills independently of each other, but you can also *use them all together* to address challenging situations and/or solve a problem.

**Pull back on emotions, judgments or assumptions**



When you think about the other person, what emotions do you feel? Do you have any judgments or assumptions about them? If so, how can you pull back?

**Give feedback**



Once you have pulled back, think about your goal in giving feedback to the other person. Make sure that your goal is “constructive” (i.e. not one that will make the other person feel threatened or defensive.) Be sure to be clear about the behavior you’re giving feedback about, as well as the impact of the behavior. Don’t use judging or blaming language.

**Get curious**



Once you’ve shared your feedback, get curious about the other person’s perspective. What’s their side of the story?

**Actively listen**



Finally, listen actively to what the other person says. Paraphrase to let the other person know you’re listening and to check your understanding.

If you follows these steps, you may be able to work together to find a solution or solve the problem. The key is being able to share your own perspective and hear the other person’s perspective as well.

## The PHI Coaching Approach to Communication: Workshop Evaluation

1. What did you like most about today?

2. What will you do differently because of this training?

3. If you could, what would you change about this training?

4. Please use this space to tell us anything else you'd like to share: