



مركز الملك حمد العالمي للتعايش والتسامح  
King Hamad Global Center for Coexistence and Tolerance



# Leadership for Coexistence Programme Module 4 Communication for Coexistence

## Participant Booklet



# Contents

Home Group 1 .....	3
Building Confidence (in Public Speaking) .....	4
SOFTEN – Body Language for Presentations .....	7
Motivational Language .....	9
State Management .....	12
TIQS & TSAT – Working with Speakers .....	14
Public Narrative .....	17
Writing Your Public Narrative .....	23
Home Group 2 .....	29
Coaching Skills .....	30
Coaching and Questioning Skills .....	33
Coaching Structures .....	37
Coaching Demonstration .....	43
Coaching Practice .....	44
Speech Tips .....	46
Home Group 3 .....	48
The Satir Categories – Tone and Body Language .....	49
Giving Constructive Feedback .....	55
Final Speeches .....	58
Home Group 4 .....	60

# Home Group 1

Welcome to module 4. You will have the opportunity to share your reflections since module 3 as well as your draft story of self.

- What goals did you set for yourself at the end of module 3?
- What progress have you made towards those goals?
- What have you learned about yourself?
- What did you notice about yourself as you developed your story of self?
- What was it like listening to others' stories?

You may like to record any reflections from your discussion (being mindful of confidentiality).

# Building Confidence (in Public Speaking)

Many people get nervous about public speaking and communication – it is a common concern for lots of people. This makes sense because the main times we are asked to do public speaking come with a sense of risk:

- Giving a speech for a cause / product / issue you care about
- Presenting your research / project / evaluation to a board or panel
- Attending an interview for a job

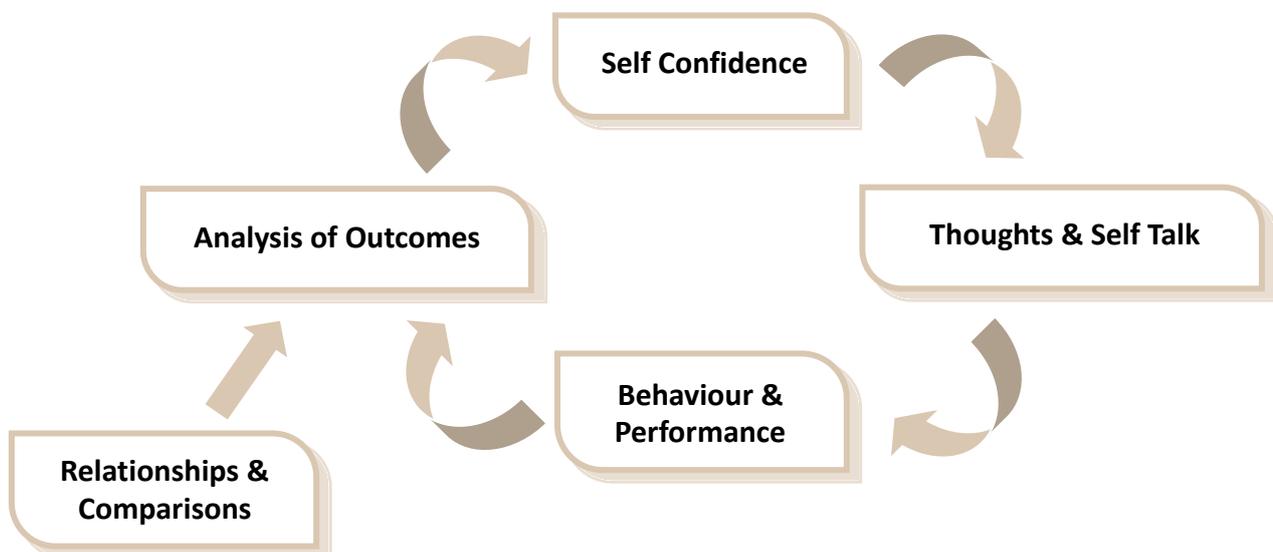
The good news is that confidence can be built in any area if we understand the psychological processes involved. It is also important to realise that self confidence and self esteem are closely related, but slightly different.

**Self Confidence** – a belief in your own abilities to succeed a particular skill or behaviour

**Self Esteem** – how good you feel about yourself, your sense of self worth

**How confident do you currently feel about public speaking? 0 is not at all, 10 is as confident as you could possibly feel? You might want to record reflections or reasons.**

## The confidence cycle



Each stage of the cycle can help us understand how to build confidence.

1. **Self Confidence** – this is your existing level of belief in your abilities.
2. **Thoughts & Self Talk** – before you are about to perform a task (public speaking, driving, a social interaction) it is natural for you to have an inner dialogue about your feelings and expectations. Replacing pessimistic thoughts with realistic and optimistic ones can help you to feel more relaxed going into the task. You can also use motivational language tools to support you.

One handy model for challenging negative self-talk is the THINK acronym:

**True** – is it factual, what evidence do you have?

**Helpful** – is this thought leading to growth or action?

**Inspiring** – does it lift your mood or motivate you?

**Necessary** – is this thought important to have?

**Kind** – would you say this thought to another?

Answering these questions can help you create a more positive or motivational thought.

3. **Behaviour & Performance** – this is where you actually carry out the skill or task. Sometimes repeatedly carrying out a task is the best way to build confidence. People who do not feel confident may avoid something (such as driving on motorways) and this lack of exposure means that it can feel even more scary over time. Here are some tips to help you push yourself to do the behaviour:

**Fake it (or faith it) 'til you make it** – present an air of confidence outwardly. The more you practice doing the task in a confident manner the more confident you will become eventually.

**Use power poses** – for some tasks you may want to force a feeling of confidence or assertiveness. Using stances where you are stood tall or firm can help you to feel confident.

**Motivational music** – music can help us tap into times that we felt happy, calm, motivated or confident. Create a playlist that helps you to get into the right mood you need to perform.

**Dress to impress** – the clothing that you wear can also help you to feel confident – consider whether you want to look smart, feel comfy or to wear something of meaning as a comfort.

**State management** – use the chain of excellence meditation that we will show you on page 12 to get yourself into a good emotional state for performance.

4. **Analysis of Outcomes** – you will spend time afterwards self-evaluating. Sometimes you may be overly self-critical or judgemental (even if things go well, some people look for the bad). Learning you give yourself constructive and nourishing self-feedback helps to improve self-confidence.

Helpful analysis questions:

- What went well?
- What could have been better?
- How has my performance improved since last time?
- What is my next step for development?
- How can I celebrate my progress?
- What support would help me?

5. **Relationships & Comparisons** – the feedback we get from others also feeds into our analysis. When others complement or criticise us, we can take it to heart. We may also measure how we are performing against other people which can lead to us feeling inadequate or slow. It is much healthier to compare the self to a past version of you in order to measure your own growth.

### **Other confidence boosting tips**

**Stretch and rest** – push yourself out of your comfort zone to try new challenges but then take time to rest, reflect and recover. The more you do this the bigger the challenges you will be able to take on in future, which allows your self confidence to grow.

**Find a supportive community** – surround yourself with trusted people who are supportive but realistic when discussing your performance with you. This will create a culture of nourishing feedback to challenge any negative self talk you may have.

**Embrace vulnerability** - Brené Brown<sup>1</sup> asks her audience: “Can anyone give me an example of courage that did not require uncertainty, risk or emotional exposure? Vulnerability is our most accurate measurement of courage.” She encourages people to keep doing things that make them feel vulnerable in order to build their courage and confidence muscles over time.

---

<sup>1</sup> Brené Brown, “The Call To Courage” Netflix Special.

# SOFTEN – Body Language for Presentations

SOFTEN is a model of assertive but rapport building body language which can be used when making presentations or when speaking in conversation. SOFTEN is a list of things you can be aware of and change in order to come across more confidently to communicate better with your audience.

- S**mile      This makes people feel welcome, it makes you look confident and more importantly shows you're enjoying what you're talking about. Even if the topic is serious, introduce and end your speech with a smile in order to build rapport.
- O**pen      Open body language makes people feel comfortable around you, and makes you look more comfortable and approachable. Make sure nothing is blocking the view of your upper body. Try to position your body so that you are open to the whole audience, not just those in the centre.
- F**orwards      Leaning slightly forwards shows the audience that you are engaged. This is much better than people who lean backwards slightly – indicating fear of the audience or situation. Don't lean forwards too much or it could seem intimidating or unnatural. You can also lean forwards more to add suspense to parts of what you are saying.
- T**renched      This word means a steady stance. Stand with your feet roughly one shoulder width wide. This sturdy stance makes you look hard to push over and shows that you are in control. If you do want to move around the 'stage' then go to another fixed point; don't pace from side to side!
- E**yes      Eye contact with as many people as possible shows the audience you are interested. It also makes them pay attention if they think they are being looked at. Don't stare at the same people for too long as it could make them uncomfortable.
- N**odding      Nodding at times when you're saying something good or agreeing with someone makes them feel positive. You can also nod to encourage the audience to agree with what you are saying.

Using all of these things makes you look more confident. If the audience think that you look confident, they will be more at ease which should then help you to feel confident.

Remember that your presentation always starts from the moment the audience sees you. Try to adopt this body language right from the moment you walk in or stand up.

Practice presenting using the body language of SOFTEN.

**Which aspects of SOFTEN body language are you able to use well?**

**Which aspects of SOFTEN body language do you want to develop further? How?**

# Motivational Language

Motivational language is useful in public speaking in two ways.

1. If you are nervous about public speaking, then using motivational language can help with your own self talk and confidence.
2. If you are making a speech you might want to know how to motivate your audience.

Broadly speaking human beings are motivated by two things: towards pleasure and away from pain. The exact same behaviour can be motivated by a range of underlying reasons depending on circumstances and individual attitude.

For example, a person running really fast may be escaping from a tiger (away from pain) or trying to win a gold medal (towards pleasure). Someone revising for exams may be trying not to fail (away from pain) or trying to succeed (towards pleasure).

The language that we use to phrase our goals and tasks can indicate our motivational style:

Away from Pain	Towards Pleasure
<ul style="list-style-type: none"><li>• I must...</li><li>• I've got to...</li><li>• I need to...</li><li>• I should...</li><li>• I have to...</li><li>• I'm supposed to...</li><li>• I ought to...</li></ul>	<ul style="list-style-type: none"><li>• I want to...</li><li>• I would like to...</li><li>• I would love to...</li> <li>• I am going to...</li><li>• I will...</li><li>• I can...</li></ul>

You may be able to meet a goal using either form of motivation, but the style of motivation used does have a significant impact on your emotional state. This can impact your success at achieving the goal as well as how you feel afterwards. Using particular word choices changes the way we feel about tasks and goals because our subconscious brain starts to consider the reason behind the motivation.

I must walk the dog... because if I don't it will mess up the house, then mum will get annoyed, then I'll end up in another argument, then I'll feel like storming out, then people will think I'm incapable...

I will walk the dog... because if I do it will be healthy, it'll be calm later and take a nap, I'll be able to work peacefully, mum will be pleased about the calm atmosphere, then we'll have a nice evening and I'll feel proud...



This example is exaggerated but it demonstrates the types of 'self talk' that can be going on in the subconscious mind when you think about goals and tasks. We are often thinking of the chain of events as a result of our current goals. If you keep asking 'then what' you will find yourself moving towards more extreme emotional situations such as 'then I'll live happily every after' or 'then I'll be homeless and poor'.

The type of language we use determines whether we think about a positive chain or a negative chain of events. This then changes the way we feel about the task as we are doing it and once it is completed. It is very hard to feel motivated about a task if the back of our mind is clouded with negative emotions about the consequences.

Think of a goal or task in your life.	
How does it feel when you use <u>away from pain</u> language to talk about your task / goal?	How does it feel when you use <u>towards pleasure</u> language to talk about your task / goal?

Common emotional responses to the two types of motivational language:

	Away from Pain	Towards Pleasure
<b>Before / during task</b>	<ul style="list-style-type: none"> <li>• Determined not to fail</li> <li>• Anxiety about not completing it</li> <li>• Pressure</li> <li>• Frustration</li> <li>• 'Heavy' feelings</li> <li>• Motivated by urgency</li> </ul>	<ul style="list-style-type: none"> <li>• Determined to succeed</li> <li>• Focus / concentration</li> <li>• Calm or able to take it at a slower place</li> <li>• Hopeful</li> <li>• Motivated by desire</li> </ul>
<b>When task is completed</b>	<ul style="list-style-type: none"> <li>• Relief</li> <li>• Calm</li> <li>• Exhaustion</li> <li>• Grateful for the weight lifting</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction</li> <li>• Pride</li> <li>• Happiness</li> <li>• Looking to what's next</li> </ul>

People normally have a preference for motivational style. Some people need pressure to meet deadlines (away from pain) and some people like to work steadily towards an outcome (towards pleasure).

If you are over reliant on away from pain motivation that can be a challenge for time management – as you may only do tasks once there is urgency. This means that other important things that you might 'like' to do get left behind. Away from pain motivation can also create stress and tension which has negative long term effects.

Trying to shift to a towards pleasure form of self motivation can help you be in a better frame of mind when doing tasks. (or preparing to do tasks).

## **Motivational language and public speaking**

You may be using your speech to try and get your audience to feel something, agree to something or do something. It can be useful to think about which motivational style may be appropriate for the situation as changing the style can really impact the feel of the message:

I'd love for you to come to my business opening. Vs. You ought to come to my business opening.

We would like to reduce our carbon emissions. Vs. We have to reduce our carbon emissions.

We can build a world where... Vs. We must build a world where...

Use away from pain motivation if you want to create urgency, a sense of threat or a moral obligation around the issue. However, if the situation isn't really urgent or threatening then this could put your audience off.

Use towards pleasure motivation if you want to inspire people, create hope and empower people with a sense of personal choice. However, if you need people to act fast then framing the issue as 'nice to have' may not be enough to encourage people to act.

# State Management

Many people wait to feel 'in the mood' to do certain tasks. However, we can create an optimal emotional **state** for any task (including public speaking) by understanding how emotional states are created in the brain.

This model is based on the work of Dr John Grinder<sup>2</sup>, co-founder of Neurolinguistic Programming (NLP). A basic summary of the model is that there are four layers (though we have added the fifth layer of thinking)

- **Performance** – how well you do at a task.
- **State** – the emotional and physical experience we are having.
- **Physiology** – our posture, tension, oxygen levels, hormones and physical processes.
- **Breathing** – where we breathe from (belly / chest / throat), our speed of breathing and depth of breathing etc
- **Thinking** – what we are saying to ourselves, our beliefs and visualisations.

Knowing this process means that we can work backwards and intentionally put ourselves into an emotional state that helps us to perform well at a particular task. Do we want to feel determined for an exam? Calm to give a speech? Energised to jog?

1. **Thinking** in an intentional way can create the desired emotional state. Using motivational language and visualisations helps with this.
2. **Breathing** in a particular way affects how oxygen moves around our bodies, how hormones are released and where our energy goes.
3. The **physiology** of our body might be associated with certain feelings – loosening our shoulders for calmness or clenching our fists for determination.
4. The combination of thinking, breathing and physiology puts us into the desired **state**
5. **Performance** on the activity is hugely supported by an effective emotional state

The first step is to pick the emotional state you want to create. Here are some tips:

- Pick an actual emotion. People might accidentally focus on a thought 'I would like to believe in myself' or a behaviour 'to communicate my ideas clearly'. What we are looking for is an emotion; determined, confident, calm, happy, energetic, serene etc.
- Say it in the positive. If you say 'less stressed' or 'not so distracted' that is focusing on what you don't want to feel. Focus on the helpful emotion that you DO want to feel.
- Use what works. Is there an emotion that you have felt before which helped you to perform well. Remembering previous experiences may help you to choose something that works for you.

---

<sup>2</sup> Bandler, R. & Grinder, J. (1975a). *The Structure of Magic I: A Book About Language and Therapy*. Palo Alto, CA: Science and Behavior Books.

**What emotional state would help you to deliver a great presentation?**

Give yourself a quiet 5-10 minutes where you can work through these reflective questions and fully engage in the visualisation process. It is sometimes easier to close your eyes and listen to someone else reading out these prompts.

1. Tell yourself the emotional state that you want to create. Use positive motivational language such as 'I want to feel...' 'I would like to feel...' 'I would love to feel...'
2. You might like to remind yourself of the positive things that will come from feeling this way. 'It will help me to...'
3. When you think about this emotional state, does it have a colour? If so then imagine that colour surrounding you. On your next breath imagine breathing in that colour and feeling the emotion even more strongly.
4. When you think about this emotional state, is there a piece of music that helps you to feel this way? If so, then hear that music playing in your mind. Notice the speed, volume and texture of the music and how that helps you to feel the emotion you want to create.
5. Is there a memory of a time where you felt this emotion strongly? If so, imagine that you are rewatching a video of that memory. What can you see, hear, smell? Who are you with? What are you doing? Notice what it is about that memory that helps you to feel this emotion strongly. And if you are ready you can imagine yourself stepping into that memory and re-living those feelings.
6. Now take a moment to notice your breath. How might someone who is feeling this emotion breathe? Think about the depth and speed of the breath. Gradually adjust your own breathing in order to breathe in this way. You may also like to imagine breathing in the colour of this emotion.
7. Imagine how someone who was feeling this emotion would position their body. You might like to adjust your posture. Are there any parts of the body you would like to relax, tense or move in order to really embody this emotion. You might like to notice where in your body you are feeling this emotion at its strongest.
8. Now that you are positioned in a way that embodies this emotion, come back to your breath for a few more moments.
9. When you are ready open your eyes.

**Which aspects of the visualization most helped you to get into your desired state?**

# TIQS & TSAT – Working with Speakers

As a leader you may be asked to chair events or introduce and thank speakers who are delivering their own presentations. The acronyms TIQS and TSAT remind you of key points to cover when introducing and thanking someone for their speech.

## Introducing your speaker:

**Topic** – What will the talk be about?

**Importance** – Why is it relevant to this audience? Try to engage with the audience's wants and needs

**Qualifications** – What gives this speaker authority to talk on this subject? Build credibility.

**Speaker** – Who is the speaker? Welcome them to the stage with applause.

### Example:

Today we are excited to be discussing ways to get confident public speaking.

I'm sure many of you want to get your stories out there but feel nervous about taking to the stage, so I know today's presentation will build your confidence.

Our speaker is a three times TED speaker and author of the book "Bossing public speaking"

Please give a warm welcome to [name of speaker].

## Thanking your speaker:

**Thanks** – A short thank you to acknowledge the speaker.

**Strengths** – Tell the audience you liked about the talk in order to reinforce the positives.

**Actions** – Tell the audience what you will do as a result of this talk to reinforce next steps.

**Thanks** – A final thank you to the speaker.

### Example:

Thank you [name of speaker] for that excellent talk.

I especially loved your tips about how to stand confidently and using humour to help warm an audience up to you.

I'll definitely be practicing my stance in a mirror like you recommended.

Everyone, let's give a final round of applause to [name of speaker].

As you can see from the examples, the process is quite quick. However, it makes a huge impact on the quality of your event because you are warming the audience up by building suspense, interest and credibility. You are also helping the audience to remember key positives from the presentation / speech so that they are more likely to be satisfied by it.

Use this space to plan an introduction and thanks for an imaginary speaker:

	<b>Speaker's name and topic:</b>
<b>Topic</b> <b>Importance</b> <b>Qualifications</b> <b>Speaker</b>	
<b>Thanks</b> <b>Strengths</b> <b>Actions</b> <b>Thanks</b>	

Practice introducing your imaginary speaker.

**What went well about your public speaking introduction?**

**What could you improve about your public speaking introduction? How?**

# Public Narrative

Public narrative<sup>3</sup> is a leadership tool developed by Marshall Ganz. He says that leadership is:  
**“Accepting responsibility for enabling others to achieve shared purposes under conditions of uncertainty”**

Ganz explains that we have two ways of knowing. Leadership requires both:

- The head – strategy, logic, facts
- The heart – emotional engagement and motivation

A key problem in leadership is when leaders focus heavily on strategy, facts and trying to engage people’s thinking. This is important – but it does not motivate people to engage emotionally and therefore take action to join a movement. Public narrative is a storytelling framework that helps leaders to connect with their audience and bring about social change.

Through a story, we can:

- Empathise with a character
- Consider moral choices
- Identify our core values
- Learn lessons and messages
- Access our mental and emotional resources
- Imagine possible futures
- Explore a lived experience
- Face difficult situations in a safe way
- **Feel** what matters to us
- Experience motivation and courage to act

Because we are designed to empathise with others, when we listen to a story we often feel like we are in it. This means that stories are a powerful way to create emotional states in an audience and move them to take action.



## Engaging the right emotions

We learned on module three that emotions are linked to our needs. When needs are met we experience positive emotions and when needs are not met we experience challenging emotions. Stories can trigger emotions in us, but not all emotions are useful to leaders who are trying to encourage action.

<sup>3</sup> Ganz, M. (2010). Leading change. Leadership, organization and social movements. In N. Nohria, R. Khurana, & N. Anand (Eds.), *Handbook of leadership theory and practice* (19, pp. 1-10). Harvard Business School Press.

The public narrative model encourages us to think about how to tell a story which elicits constructive emotions so that people take positive action.

Emotions which inhibit action	Emotions which motivate action	How to create these emotions in your public narrative
<p><b>Inertia</b> The tendency to do nothing or remain unchanged</p>	<p><b>Urgency</b> A sense that something requires immediate action</p>	<p>Include examples of how the current state of things is causing problems and needs to be addressed. Frame the issue as happening right now.</p>
<p><b>Apathy</b> Lack of interest, enthusiasm or concern</p>	<p><b>Anger</b> A sense of injustice or concern at the way things are</p>	<p>Compare how things are with how things should be. Use stories that highlight unfairness, injustice, wrongdoing or negative impacts that could be avoided.</p>
<p><b>Fear</b> Being worried or scared about negative outcomes</p>	<p><b>Hope</b> Feeling positive about the benefits of change or action</p>	<p>Give a clear vision or example of the way things could be as an inspiration. Give some examples / actions for how to achieve this to create a sense of possibility.</p>
<p><b>Isolation</b> Feeling alone and disconnected from others</p>	<p><b>Solidarity</b> Feeling like part of a connected group</p>	<p>Draw on the audience’s shared values and what connects them to help them feel like they belong to this group.</p>
<p><b>Self doubt</b> Being unsure about your own abilities to make a change</p>	<p><b>“You can make a difference” (YCMAD)</b> Believing that you can make some form of contribution to positive change</p>	<p>Clearly state an action (or some actions) that your audience can take in order to work towards the positive goal. Emphasise that lots of small actions taken by many people leads to change.</p>

**Warning:** If some leaders want to maintain the status quo and prevent people from taking action then they will use the inhibiting emotions in their communications:

- Things are ok as they are, it will do, there’s no need to change
- This is not interesting or doesn’t affect you
- This is a big scary issue and there are too many risks to changing
- You are on your own so you can’t make a change
- You are not capable of making a difference so why bother

If you see leaders using this kind of language in their communications then it is worth exploring their possible agenda and developing a counter narrative that is more constructive.

A good public narrative engages the motivating emotions to lead people to take action – however, this narrative may still include action that is negative. On module 3 we talked about scapegoating and demonising others. A public narrative could be used to create a sense of urgency and anger about a particular ethnic group whilst also providing hope that your life could be better ‘if only we got rid of them’.

It is important to ensure that public narrative is being used responsibly for positive causes.

## The components of public narrative

A public narrative has three core strands. These are not told in separate 'sections' because all three components are linked and support each other:



## The story of now

In order to overcome inertia in your audience, your story of now needs to identify an urgent challenge they are facing. It may be urgent because there is a threat or an opportunity that is best dealt with quickly. Emphasising the need to do something now is more likely to spark action.

Often the story of now will highlight how the 'challenge' disrupts or goes against some of the shared values that are outlined in your story of us. You may even describe what happens if you do nothing – this will likely paint a negative picture which creates '**away from pain**' motivation in your audience. Some leaders only name the negatives which can mean an audience feels too fearful, apathetic or overwhelmed to take action.

It is important that your story of now also contains a contrasting hopeful vision for the future and the actions that the audience can take to get there. Providing hope alongside a little bit of fear or discomfort means that your audience will also engage their '**towards pleasure**' motivation and be more likely to act.

It is also much more effective to name a few practical and effective actions rather than trying to list '50 ways to make a difference'. You want your audience members to join in with your strategy and to do so together as a team, rather than having each person do a little bit in an isolated fashion. Think carefully about what small but significant actions will make a big difference if they are done by a coordinated group of people.

This may remind you of the adaptive leadership model we studied in Module 3.

“The task of leaders facing adaptive challenges is to **mobilize** and **sustain** people through the period of **risk** that comes with adaptive **change**.”

- Public narrative invites us to motivate people in order to mobilise and sustain them.
- It specifically invites us to present a compelling vision for change.
- And it creates a sense of solidarity so that people have a support network to draw upon whilst navigating the risks that come from change.

### **The story of us**

We all belong to a number of different communities – us's. This may include our families, friendship groups, work industries, lived experiences, ethnic groups, faith traditions and nations. We can also become an 'us' in a more abstract way based on our shared hopes, beliefs and / or values.

Change making requires individuals to feel a sense of solidarity with others and so your public narrative can help to create a sense of 'us' by drawing on some of these characteristics to create a shared identity or purpose. This gives people a support network to draw upon as they work together to initiate a change.

### **The story of self**

The main way to inspire your audience is to tell the story of why this issue is part of your calling. Often there will be key moments in your life where you took on this mission / purpose, and naming them helps your audience to feel your passion and see your credibility as a leader. It can also inspire them to join you because they see that you genuinely care.

Some people may feel uncomfortable about telling their own story and so avoid it. But if you don't take responsibility for authoring your own story, then other stakeholders might tell it for you in a way that does not really represent who you are.

Some people feel the need to present a 'best version' of themselves. Branding is about putting a gloss on your outside appearance. Telling a real story of self is about bringing out the authentic inner glow that you have.

All good stories need:

**A character** – you are the protagonist of your story

**A plot** – interruptions in what is expected or problems your character faces

**A moral** – experiential lessons about how you handled choices and what outcomes they led to

All stories are made of up of key ‘moments’. You don’t have to tell every part of your life story, only the moments which add value to the listener because they demonstrate something important about who you are (see the story elements in the table below.)

**Summary of a public narrative:**

Component	Function	Story elements
<p><b>Story of self</b> - the challenges, choices and values that led you to take on this cause</p>	<p>Helps the audience understand why you care and what makes you a credible leader on this issue / topic</p>	<ul style="list-style-type: none"> <li>• Overall life journey</li> <li>• Key influences</li> <li>• Choices or dilemmas</li> <li>• Outcomes of choices</li> <li>• Change learning or transitions</li> <li>• Values you hold</li> <li>• Your hopes for what is possible</li> <li>• Resources you drew upon</li> <li>• Moments of vulnerability</li> <li>• The moments that first engaged you in the cause or issue</li> </ul>
<p><b>Story of us</b> - the shared values we hold that unite us</p>	<p>Helps the audience feel solidarity and want to take action together towards a change</p>	<p>Naming the things you and the audience have in common with each other which may include:</p> <ul style="list-style-type: none"> <li>• Characteristics / demographics</li> <li>• Lived experiences (common past)</li> <li>• Organisational memberships</li> <li>• Life choices</li> <li>• Beliefs</li> <li>• Values</li> <li>• Hopes for the future (common future)</li> </ul>
<p><b>Story of now</b> – the urgent issue or challenge being faced that you want to tackle</p>	<p>Creates urgency in the audience so they feel motivated to take action now.</p>	<ul style="list-style-type: none"> <li>• Naming the urgent challenge – what threat or opportunity is being faced</li> <li>• Naming what happens if we do nothing</li> <li>• Presenting a clear and hopeful vision of how things could be</li> <li>• Giving a small number of specific and strategic actions that audience members can take to work towards the hopeful vision</li> </ul>

Listen to the example of a public narrative.

Story of self	
<p><b>What do you notice about the speaker's:</b></p> <ul style="list-style-type: none"> <li>• Reasons for caring about this issue?</li> <li>• Background / lived experiences?</li> <li>• Key influences?</li> <li>• Choices / dilemmas?</li> <li>• Moments of change or learning?</li> <li>• Resources?</li> <li>• Values?</li> </ul>	
Story of us	
<p><b>What does the speaker try to have in common with the audience?</b></p> <ul style="list-style-type: none"> <li>• What characteristics do they share?</li> <li>• What lived experiences do they share?</li> <li>• What shared values are highlighted?</li> <li>• What are their shared hopes?</li> </ul>	
Story of now	
<p><b>What is the urgent challenge?</b></p> <ul style="list-style-type: none"> <li>• What is the speaker worried about happening?</li> <li>• What is the opportunity the speaker wants to take advantage of?</li> <li>• What will happen if the audience does nothing?</li> <li>• What will the future be like if the audience does something?</li> <li>• What does the speaker want the audience to do?</li> </ul>	

# Writing Your Public Narrative

Start by collecting ideas for all three sections of your public narrative. You can then start to decide what order to put them in to create an engaging story.

## Story of NOW

- **What urgent challenge do you want your audience to take action on?**
- **What might happen if people don't act?**
- **What is your hopeful vision for the future (if they do act)?**
- **How will their combined actions make a real impact?**
- **What concrete, specific action do you want them to take?**

### Story of US

- Who is the 'us' that you are speaking to?
- What do the members of this us have in common with each other and you? (characteristics, demographics, values, beliefs, lived experiences, life choices, hopes for the future)
- What goals and outcomes will motivate the members of this 'us' to take action?

**Story of SELF**

- What has motivated you to address this particular challenge?
- Can you tell 'moments' of your life which help your audience to understand you better?

Key influences	Hope – moments of possibility
Changes, learning or transition	Resources you drew upon
Moments of vulnerability	Anything else?

## **Building challenges and choices into your story of self**

The way you face challenges and choices is a powerful way for your audience to learn about your values, the kind of person you are and what they can expect from you as a leader. It may also empower them to make their own choices if they experience a similar situation.

The fact that you faced a challenge or choice is not the impactful part – it's how you dealt with it. Simply listing your choices or challenges will not be very inspirational. To engage your audience, you also need to be reflective and describe the challenge / choice, your feelings and its impact. This takes time which means that you may pick a small number of challenges or choices to work with.

<b>Challenge:</b> <ul style="list-style-type: none"><li>• What was challenging about it?</li><li>• Why was it your challenge to face?</li></ul>	<b>Choice:</b> <ul style="list-style-type: none"><li>• What led you to make the choice you did?</li><li>• Where did you get the courage (or not) to make this choice?</li></ul>
<b>Outcome for your challenges or choice:</b> <ul style="list-style-type: none"><li>• How did the outcome feel for you? What led to those feelings?</li><li>• What did this teach you? (and what could it teach your audience?)</li></ul>	

## **Further questions for your story of self**

You do not need to answer all of these questions – these may help if you are stuck and give you ideas about other parts of your life which could support your story of self. Remember, you will only be able to pick out a few moments for your public narrative so choose the parts of your life which tell the audience the most about you.

- What led you to being on this programme?
- What called you to want to be a leader?
- How has your family upbringing influenced you?
- Do you have a favourite memory that shows something about who you are?
- Can you remember witnessing / experiencing an injustice or pain related to your current idea for action? If so, how have you put that negativity into positive action?
- What jobs or volunteer work have you done that is related to this action or cause?
- What educational choices / study topics are related to this action or cause?
- Think about the last five books, articles, or plays you've engaged in by choice. Are there common themes that say something about what's important to you?
- Have you ever felt pressure to make different choices? Where does that pressure come from and how have you resisted it?
- Have you ever felt moments of apathy or powerlessness? What caused them? What was the outcome? How did you tackle them?
- Is there a significant person in your life who introduced you to your calling (friend, family member, educator, mentor)? What was it about your relationship with them that inspired or influenced you?

### **Notes from these reflection questions**

## **Other tips about your public narrative**

### **Be authentic to you**

Do not worry about other people's stories or what yours 'should' be like. Every story is unique. Some people will talk about negative experiences that have shaped them, others will talk about positive challenges they took on, or choices they had to make and their impact. Each person's story is unique which means the most important thing is to be yourself.

### **Weave the three stories together**

It is up to you whether to start with your story of self, us or now – or you may even alternate between them. There is no correct way to do it. Get feedback from your public speaking group to help you decide on an order which is engaging.

### **End on action**

Audience members are usually best at remembering the very last thing you said – which means you should end by emphasising what it is that you want them to do. Even if you already mentioned the action at a different part of your public narrative, say it again at the end for emphasis and a reminder.

### **Sensory storytelling**

There may be times in your story where you include detailed sensory descriptions of what you could see, hear, feel, smell or taste at the time. Or you may invite your audience to imagine, hear or feel something. This can be a powerful way to help them engage with your storytelling and remember key moments.

### **Timing**

Ideally your public narrative should be about 5 minutes long – this incorporates all three stories. You will probably find that your story of self takes the longest portion of this time.

### **Different time versions**

Once you have drafted your public narrative you may want to have different length versions for different occasions. It is usually easier to start with the longest version and then cut it down to create the other versions:

- 30 minute version – for longer presentations about your project or a keynote speech
- 3-5 minute version – something you can use as a short but powerful 'all round' story
- 30 second version – an 'elevator pitch' or brief taster to get people interested in hearing more

## Home Group 2

Today we looked at tools and models to support your confidence and technique when public speaking.

- How did you feel about the public speaking practice activities?
- What progress have you made towards your end of module speech?

You may like to record any reflections from your discussion (being mindful of confidentiality).

# Coaching Skills

**“Coaching works because it's all about you. When you connect with what you really want and why - and take action - magical things can happen.”**

- Emma-Louise Elsey

Coaching is still a relatively new practice and it is not officially regulated. Many coaches are qualified and sign up to a regulatory body (like the International Coaching Federation) but many people who call themselves coaches are not formally trained. This can lead to some misunderstandings about what coaching is and what it is not.

## What coaching is NOT

- **Teaching or training** – coaching does not directly instruct you with new skills or knowledge.
- **Mentoring** – coaching is not about someone with more experience or expertise telling you their advice.
- **Therapy or counselling** – coaching is not about helping you to explore deeper emotional or psychological challenges, their root causes and therefore how to treat or overcome them.
- **Advice** – coaching is not about someone fixing your problems for you or telling you what to

## What coaching is

Coaching is a reflective conversation with a thinking partner. It is a collaborative process where the coach uses their expertise in questioning and listening to help the coachee to do most of the discovery and growth themselves. This may include exploring a situation, working towards an outcome or changing behaviour. The coach does not direct, but instead empowers the coachee to generate their own action plan moving forward and maintain full responsibility for any changes which they decide to implement. A core philosophy of coaching is that people often have all of the resources they need within them.

Coaching is:

- A structured conversation about a chosen topic
- A way of exploring self, motives and options for action
- Space to self-reflect, evaluate and gain awareness
- A process where the coachee creates plans and then take responsibility for personal change

Goleman, Boyatzis & McKee<sup>4</sup> identify six different leadership styles. One of the styles is the coaching leader – someone who develops people for the future and connects their personal goals with the organisation's – this may include linking their hobbies or passions to areas of work or helping them to set development goals.

---

<sup>4</sup> Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Harvard Business School Press

A major challenge in coaching is resisting the urge to simply tell or give advice. There are times when telling is appropriate – if there is a fire in the building you would tell people how to exit safely rather than asking people to think about the best course of action. Here are some considerations when deciding whether to coach or give advice:

Telling / Instruction	Coaching
<ul style="list-style-type: none"> <li>✓ Very quick which allows for immediate action</li> <li>✓ Utilises the instructor’s knowledge, experience or expertise on the subject</li> <li>✓ Easy. Requires little skill on the part of the advisor</li> <li>✗ The individual plays a passive role – simply carrying out the advice given</li> <li>✗ Advice may not be tailored to the individual’s needs / values</li> <li>✗ The individual may become reliant on an instructor / advisor for decision making and action planning. This can reduce independence and learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The individual takes an active role in their own thinking.</li> <li>✓ This gradually develops the individual’s problem solving, self-awareness and decision making</li> <li>✓ Utilises the individual’s knowledge, values and preferences so that any outcomes are tailored to them</li> <li>✓ Coach doesn’t need specific knowledge about the individual’s life or topic</li> <li>✗ Coaching takes much more time than giving advice</li> <li>✗ The coach needs to have a complex range of skills in order to be effective</li> </ul>

### Coaching skills

- **Confidentiality** – To build trust it is important to keep what is said in the conversation private (unless there are safety concerns).
- **Building rapport** – this means developing a positive and trusting relationship. You can build rapport by using open and welcoming body language and giving non-verbal cues to show you are paying attention (nodding, facial expressions, murmurs of agreement).
- **Active listening** – listening with your full attention to what is said, what is not said and noting body language and tone of voice.
- **Empathy** – Being sensitive to the other’s emotions, understanding their perspective and taking an interest in their concerns. This is usually thought of as imagining what the situation would be like for the other person, rather than for you (which may be different).
- **Effective questioning** - asking open ended questions that get the speaker to expand on their words, reflect, challenge patterns and open up new ideas. There are vast ranges of question types that a coach can use to effectively facilitate the coachee’s thinking.
- **Summarising** – saying their words back to them to show you have understood.
- **Paraphrasing** – saying similar words back to them to show you have understood.
- **Clarifying** – checking what they meant. *Are you saying...? Did you mean...? Am I right in thinking...?*
- **Avoiding telling** – noticing when the coach has an urge to give advice or tell and instead using questioning to allow the coachee to explore the situation or generate ideas.

- **Practicing non-judgement** – we have a little voice in our heads that will label situations, make evaluations and judge the other. For example, agreeing or disagreeing with what they are telling us. Being non-judgemental means quieting that voice so that you can fully pay attention to the other person’s message and point of view.
- **Self-awareness** – knowing your own thoughts, feelings, strengths and limitations. This can help you to be non-judgemental and to know when you are able to coach.
- **Giving Time** – letting the speaker express themselves as freely as possible without rushing, interrupting or cutting them off.
- **Giving constructive feedback** – knowing both when it is helpful to give feedback and how to do this in a non-judgemental and supportive way.
- **Structuring the conversation** – Being aware of the timing of a conversation and helping to give the session a beginning, middle and end to help the coachee achieve their desired outcomes.
- **Challenging limiting beliefs** – noticing when a belief is preventing the coachee from reaching their goals or potential. Using summarising or reflecting to bring this to the coachee’s awareness. Then using questioning to challenge and unpack the belief to replace it with something more constructive.

This is not an extensive list of skills – more advanced coaches may also develop skill sets in meditation, neurolinguistic programming, transactional analysis and more complex tools which enhance the coaching experience.

Learning to develop each of these basic skills creates a strong foundation for effective coaching conversations.

### Listening exercises / challenges

- **Listening with full attention** – Do not multi-task. Face the person, give good body language and notice what they are saying, not saying, their tone of voice and how their body looks.
- **Listening without interrupting** – Notice when you would normally reply and try to hold back. Become aware of how often you respond / reply.
- **Reflecting not replying** – When the speaker has finished a section of speech, do not ‘reply’ with your comment. Instead reflect back what they said – this usually leads to them giving more detail or noticing something about what they said. There are different ways of reflecting back:
  - **Summarising** – using some of their exact words back to them.
  - **Paraphrasing** – using some of your own words back to them
  - **Clarifying** – asking questions to check you understood
- **Asking different questions** – Often we ask questions based on what we want to know about the topic. Try asking questions that serve the other person in thinking deeper, such as about their feelings, response.
- **No advice, just listen** – Avoid giving your opinion or telling the other person what you think they should do. Notice how it feels to refrain and how it changes the conversation

# Coaching and Questioning Skills

**“Probably my best quality as a coach is that I ask a lot of challenging questions and let the person come up with the answer.” – Phil Dixon**

The role of a coach is to help the coachee reflect and develop their own solutions. This means asking excellent and thought-provoking questions. A challenge in coaching can be avoiding problematic forms of question:

**Closed** questions have one word, yes / no or very specific answers. Closed questions gain short responses and so aren't usually as useful as open questions... unless you want to check facts or summarise information.

- Do you feel happy?
- Who is your most trusted friend?
- Are you ready for us to close the conversation?

**'WHY'** questions can sound overly personal and make people feel like they need to justify themselves. This can result in a defensive response or even a conflict.

- Why did their comment make you angry?
- Why didn't you act on this sooner?
- Why are you thinking about it in that way?

**Leading** questions imply what the answer should be. This can seem forceful, take away the opportunity for genuine reflection and even reduce trust.

- You should make an action plan, shouldn't you?
- It's obvious you are insecure about work, isn't it?
- Do you think you should brainstorm some ideas next?

A skill of coaching is understanding how different types of question can impact the conversation. It is important to recognise closed, why and leading questions in order to rephrase them into something more constructive and collaborative.

On the whole a coach will use **open ended questions** as part of the discussion in order to guide the coachee's thought processes. These are questions without judgement what can be answered in many different ways by the coachee. This allows free expression and encourages better thinking.

The exact open-ended questions you use will vary on the issue being discussed, the type of coaching and the coaching framework (if any) you are working through. Open questions can also be sorted into even more categories of question – there are some examples in this pack.

An amateur coach may find a question bank a useful way of practicing good questioning. More experienced coaches may feel that looking at a list of questions limits them, as their instincts for 'a good question' in the moment get better.

**Can you rephrase these questions into open ended questions?**

**Did you like their speech?**

**You should re-order the stories in your speech, shouldn't you?**

**Why did you include [x] story in your speech?**

**Do you think you should end the speech with a call to action?**

**Which part of their speech needs work?**

**Why did you use [x] stance when giving your speech?**

Here are some other types of question which may be useful in your coaching:

Question Type	Purpose	Examples
Open	Allows a free response. Good for exploration, depth and self expression.	<ul style="list-style-type: none"> <li>• What do you think / feel about ____?</li> <li>• What are the barriers to moving forward?</li> <li>• What is your experience of ____?</li> <li>• Could you tell me more about ____?</li> <li>• What do you already know about ____?</li> <li>• Can you give some examples of ____?</li> <li>• At what point did you notice ____?</li> </ul>
Clarifying	Enables the coach to check facts, content and meaning.	<ul style="list-style-type: none"> <li>• Am I right in thinking ____?</li> <li>• You said _____. Is that right?</li> <li>• It sounds like you are saying ____ (not a question but allows them to respond to confirm / clarify)</li> </ul>
Evaluation	Encourages reflection, constructive judgement and self-assessment.	<ul style="list-style-type: none"> <li>• What are some of the pros and cons of ____?</li> <li>• What were the successes and challenges of ____?</li> <li>• How do you think you performed?</li> <li>• How have you improved / grown so far?</li> <li>• If you could do ____ again, what would you do differently?</li> <li>• What do you think was the impact of ____?</li> </ul>
Challenging	Checks the relevance of a statement, addresses assumptions or conclusions	<ul style="list-style-type: none"> <li>• How does ____ relate to other experiences you have had?</li> <li>• What does this help you to explain?</li> <li>• How is this relevant to ____?</li> <li>• How might you express that another way?</li> <li>• What led you to that conclusion?</li> <li>• What evidence is there for [their statement]?</li> </ul>
Priority	Identifies the most important issues / topics for discussion	<ul style="list-style-type: none"> <li>• From what we have talked about, what is the most important topic?</li> <li>• What do you find yourself thinking about the most?</li> <li>• Which issue has the biggest impact on you?</li> <li>• What is the first thing that you would like to address?</li> </ul>
Summary	Encourages the coachee to draw together the main points of the discussion.	<ul style="list-style-type: none"> <li>• Can you re-state today's main topic / key points?</li> <li>• What are your main learnings / actions from today?</li> <li>• What remains unresolved?</li> </ul>
Action	Questions that encourage the coachee to commit to do something.	<ul style="list-style-type: none"> <li>• How can we use that information?</li> <li>• How will you apply this?</li> <li>• What will you change after this discussion?</li> <li>• What are your next steps?</li> <li>• What will you do differently next time?</li> </ul>
Closed	For checking facts or summarising	<ul style="list-style-type: none"> <li>• So you are saying _____?</li> <li>• Would you like to spend time talking about ____?</li> </ul>

## Motivation Questions

On page \_\_\_\_ we learned that humans can be motivated towards pleasure or away from pain. This can show up in the way your coachee talks about their experiences, goals and action plans. Look out for language which signals the type of motivational style they might be using.

Away from Pain	Towards Pleasure
<ul style="list-style-type: none"><li>• I must...</li><li>• I've got to...</li><li>• I need to...</li><li>• I should...</li><li>• I have to...</li><li>• I'm supposed to...</li><li>• I ought to...</li></ul>	<ul style="list-style-type: none"><li>• I want to...</li><li>• I would like to...</li><li>• I would love to...</li> <li>• I am going to...</li><li>• I will...</li><li>• I can...</li></ul>

A coach can help people to be self-aware when setting goals - recognising what motivational style they have and what impact language has on their mood.

### **I noticed you used the word [from the list above]...**

- How does that word make you feel about your goal?
- What happens if you use a different word instead?
- How likely are you to work on that goal when you phrase it like that?
- What will happen if you do / don't complete the goal? (focus on positive consequences)
- What kind of words are most likely to help you work on your goal?

## Chunking Questions

Chunking is about the size of the information you are dealing with. These questions give examples:

- **Big Chunk** – What positive difference do you want to make in your lifetime?
- **Medium Chunk** – What positive difference do you want to have achieved by next year?
- **Small Chunk** – What positive changes or actions will you work on this week?

People like to work at different levels, which can alter the 'size' of a discussion. Coaches can help their coachees to think about a range of different chunks - Big chunks to set the overall vision and purpose, small chunks to understand the practical actions to get there and medium chunks to bridge the gap. These questions can help you to change the size of the chunk you are working with:

### **To Chunk Up (get bigger):**

- What will completing \_\_\_\_ help you to achieve next / What might you do after?
- How will \_\_\_\_ make your life better / what impact will it have?
- What makes \_\_\_\_ important to you?

### **To Chunk Down (get smaller):**

- What do you need to do in order to get closer to \_\_\_\_?
- What is the first step to getting \_\_\_\_?
- What could you do today / tomorrow / this week to get a little closer to \_\_\_\_?

# Coaching Structures

One of the skills of a coach is to help create a ‘container’ for the coaching to happen within. This means building rapport, protecting confidentiality and helping to structure the conversation. Structuring does not mean being directive (telling the coachee what the session will look like) but instead using coaching questions to collaboratively create the structure. There are a few different models to help you structure coaching.

## Creating a beginning, middle and end with STOKeRS

Claire Pedrick from 3D Coaching<sup>5</sup> developed the STOKeRS model to help people open coaching conversations and meetings with a clear sense of direction and structure. This model aims to define what is and isn’t included in the conversation and how the conversation will be carried out.

Element	Purpose	Questions
<b>SUBJECT</b>	Clearly defines the boundary of the topic – other topics may belong in separate coaching sessions.	<ul style="list-style-type: none"> <li>• What are we here to think about / do?</li> <li>• What question are we trying to answer?</li> </ul>
<b>TIME</b>	Encourages people to realistically prioritise the time for discussion.	<ul style="list-style-type: none"> <li>• In the time we have, which bit of the subject is it useful for us to focus on?</li> </ul>
<b>OUTCOME</b>	Defines the new knowledge, changes, work packages or even feelings that we are working towards.	<ul style="list-style-type: none"> <li>• What do we want to achieve (or to be different) at the end of this discussion?</li> </ul>
<b>KNOW</b>	Creates a measure for evaluating the outcome of the coaching conversation.	<ul style="list-style-type: none"> <li>• How will we know that this discussion has been useful?</li> </ul>
<b>ROLE</b>	Creates clarity on what people in the discussion will do (and perhaps why) in order to work towards the outcome.	<ul style="list-style-type: none"> <li>• How will we conduct the discussion?</li> <li>• What roles shall we play in order meet our outcomes?</li> <li>• How can I help you to meet your goals?</li> </ul>
<b>START</b>	Begins the conversation in the most sensible place to achieve the outcome.	<ul style="list-style-type: none"> <li>• Where shall we start?</li> </ul>

This set of STOKeRS questions is a simple but powerful way to establish exactly what will be happening, for how long and why. Taking the time to define the content and process of the coaching may seem time consuming – but the clarity that it brings makes the rest of the discussion more efficient because everyone understands the aims outcomes.

## Keeping focused

It is normal in a coaching discussion for new ideas, questions or topics to emerge organically as you explore together. Sometimes these add immense value to the discussion and at other times they are a distraction. The STOKeRS acronym also gives you handy questions to keep the coaching focused.

<sup>5</sup> <https://www.3dcoaching.com/blog/having-an-effective-conversation-using-stokers/>

Element	Questions
<b>SUBJECT</b>	<ul style="list-style-type: none"> <li>We said our subject / focus was ____ – what progress are we making?</li> <li>I have noticed that other topics have come up (name them) – what is it most important for us to focus on right now?</li> </ul>
<b>TIME</b>	<ul style="list-style-type: none"> <li>We have ____ time left – what is the most useful thing for us to do / discuss?</li> <li>What do we need to do with the remaining time to reach our outcomes?</li> <li>When shall we set another time to discuss the other topics that are arising from this discussion?</li> </ul>
<b>OUTCOME</b>	<ul style="list-style-type: none"> <li>We said we wanted the outcomes _____. What progress have we made?</li> <li>What do we need to do next to work towards our outcomes?</li> <li>Which of our outcomes are the most important for us to meet?</li> <li>What else is different now compared to the start of this discussion?</li> </ul>
<b>KNOW</b>	<ul style="list-style-type: none"> <li>We said that we would know if we reached our outcome if ____ - how close are we? What else do we need to do?</li> </ul>
<b>ROLE</b>	<ul style="list-style-type: none"> <li>Are there any changes we can make to the way we are working together to be more effective in this discussion?</li> </ul>
<b>START</b>	<ul style="list-style-type: none"> <li>We said our subject / focus was ____ – what progress are we making?</li> <li>I have noticed that other topics have come up (name them) – what is it most important for us to focus on right now?</li> </ul>

### Ending the coaching

You do not need to follow the STOKeRS questions to end the coaching, but they can give you helpful prompts - such as checking whether objectives were met and whether the coachee gained the outcomes they were hoping for.

Other helpful closing questions:

- Have we achieved what we set out to? (Yes / No question)
- We set out to achieve \_\_\_\_ – what progress have we made? (Open question)
- What learning or insights have we had that we didn't before?
- What ideas have we generated?
- What are our actions or intentions moving forward?
- What do we need to be accountable for? (Individually or as a group)
- When will we hold ourselves accountable to those actions?
- Is there anything else that needs to be said or done? – Now or in another space?

You may not need **all** of these questions to form a good conclusion – but picking a handful of the most relevant ones will help to consolidate the bulk of the discussion topic and clarify the direction moving forwards. Giving a good 5-20 minutes (depending on the length of your actual coaching discussion) to do this well ensures that your coachee has time to fully digest the discussion before moving into the next part of their day. This is important for their emotional state and productivity.

## Setting goals with GROW, STAR and SMART

The GROW<sup>6</sup> model is a simple framework which can be used to structure a coaching interaction. It was developed in the 1980s and has been popular ever since. In the GROW model, the coach does not need to be an expert in the topic being discussed. Instead, the coach asks questions in order to explore the four areas and support the coachee in developing their own actions.

GROW stands for:

1. **Goal:** goals and aspirations
2. **Reality:** current situation, internal and external obstacles
3. **Options:** possibilities, strengths and resources
4. **Will:** actions and accountability

The four areas of grow can be used to select appropriate questions and help the coachee organise their thoughts. By the end of a GROW discussion the coachee will have developed their own action plan to implement and work towards their goals.

### **GROW Questions**

**Goal** – help your coachee to define what they are aiming for. This is about a realistic end point so that they can get motivated and formulate a plan. Coaches often use the SMART goals questions and chunking questions to help clarify the goal. SMART questions are listed here:

Aspect	Questions
<b>Specific</b> – focusing on a particular area rather than trying to do everything at once.	<ul style="list-style-type: none"> <li>• What is your goal? How do you plan to achieve it?</li> <li>• What are the different parts of the goal?</li> <li>• You have mentioned a few different priorities. Which one will you focus on first?</li> <li>• Which goal / area will make the biggest difference to you?</li> </ul>
<b>Measurable</b> – you can quantify what success looks like (end result or process).	<ul style="list-style-type: none"> <li>• How will you know when you have achieved this goal?</li> <li>• What does “better/worse, less/more, good/bad” mean to you?</li> <li>• What is the minimum amount you could achieve on this goal to make a difference? What is the ideal amount? The maximum?</li> </ul>
<b>Achievable</b> – it is realistic; you have the skills, resources and time to do it.	<ul style="list-style-type: none"> <li>• What will you need? – time? Resources? People? Skills?</li> <li>• Do you already have those things or will you need to find them?</li> <li>• How will this goal fit in with your existing commitments? Time? Finance?</li> </ul>
<b>Relevant</b> – it is important / meaningful to you.	<ul style="list-style-type: none"> <li>• What does this goal mean to you?</li> <li>• How will this goal improve your current situation?</li> </ul>
<b>Time bound</b> – it had a deadline or milestones to help you track progress.	<ul style="list-style-type: none"> <li>• When would you like to complete this goal by?</li> <li>• When will you spend time on this goal?</li> <li>• What are the steps to achieving this goal and when will they be completed?</li> </ul>

<sup>6</sup> Whitmore, J. (2017) *Coaching for Performance: The Principles and Practice of Coaching and Leadership*. Nicholas Brealey Publishing; 5th edition

**Reality** – help your coachee evaluate their current starting point so that their ideas and actions are more likely to succeed.

- What is happening right now?
- What steps have you already taken towards this goal? (if any)
- What have you tried before? What were the results?
- What is getting in the way?

**Options** – the coachee is asked to develop different choices for how to act. Identifying lots of different possibilities is better to encourage creative thinking.

- What could you do to achieve your goal? What else?
- What have you / haven't you tried before?
- If \_\_\_\_ was not a barrier, what would you do?
- What are the advantages and challenges of each option?

**Will** – draw the session to a close by getting your coachee to commit to a final course of action by choosing one of the options and being motivated to implement it.

- Which option will you act on? When? How?
- What are the milestones to your plan?
- What might get in the way? How can you prevent this?
- How will you keep yourself motivated?
- How often will you review progress?
- How committed are you to this plan (0-10)? What would make that number a 10?

## STAR

Some people may find it difficult to use the GROW model because it starts straight away with defining the goal. People who are facing challenges may want to spend time with their coach unpacking and exploring their current situation before working out where they want to go next. The STAR model contains all of the same elements as GROW, but puts them in a different order.

**Start** – help your coachee evaluate their current starting point. They may want to vent their frustrations, explore challenges or give context.

- What is happening right now?
- What challenges are you facing / what issue would you like to solve?
- What steps have you already taken to address this issue? (if any)
- What have you tried before? What were the results?
- What is getting in the way?

**Target** – Now that you know the context, help your coachee to define what they are aiming for. This is about a realistic end point so that they can get motivated and formulate a plan.

- See the SMART goals questions and chunking questions to help clarify the goal

**Actions** – the coachee is asked to develop different choices for how to act. Identifying lots of different possibilities is better to encourage creative thinking.

- What needs to happen for you to achieve your target?
- What could you do to achieve your goal? What else?
- What have you / haven't you tried before?
- If \_\_\_\_\_ was not a barrier, what would you do?
- What are the advantages and challenges of each option?

**Results** – motivate your coachee towards taking action by helping them clearly define what success looks like and how it will feel. This helps to create commitment

- What would success look like for you?
- What will you feel like when you achieve your target?
- Which course of action will most help you to reach your target?
- What are the milestones to your plan?
- What might get in the way? How can you prevent this?
- How will you keep yourself motivated?
- How often will you review progress?
- How committed are you to this plan (0-10)? What would make that number a 10?

## **Brief Coaching Examples**

Quite often the value of coaching is that it uncovers a deeper issue and aids self-understanding. These short examples show how the person being coached changes their perspective or self-awareness by the end.

I'm no good at public speaking.

Do you mean you can't do it? (closed question to clarify)

I can do it a bit, but I hate doing it and I'm not very good.

It sounds like you don't enjoy it at all (paraphrase)

No. It makes me feel anxious so I tend to make mistakes.

Because you are nervous it affects your performance? (summarise)

In this short conversation the coach uses very basic responses to encourage the coachee to think differently about their issue. Clarifying and paraphrasing can be used as a form of challenge to help someone change their perspective. Now that the individual has identified their nervousness at public speaking, they may go on to discuss a confidence building strategy rather than a speech writing workshop.

What challenge would you like to discuss today? (open question to explore)

I'm finding it very hard to concentrate at work which is affecting my performance.

Would you like to tell me more about your difficulty concentrating? (open)

By the middle of the day, I'm really tired so it's hard to focus on tasks.

Do you have any ideas about what leads to your tiredness? (open)

I work long hours and then when I get home, I find myself wasting my personal time on social media so I don't relax. Then by the time I fit in some me time it's really late. Then I get distracted scrolling through notifications in bed.

Can you use what you have told me to re-state the problem? (challenge)

My relationship with my phone is affecting my performance at work.

This coaching interaction shows how sometimes the coachee identifies one problem but it is actually a symptom of another. The coach uses questioning to get the coachee to rephrase the issue for themselves, rather than summarising it for them. This realisation can open up new avenues of action.

## **Coaching and Learning**

Coaching can also be used to help people consolidate or develop their learning. In these cases, the coach may ask people to explain or summarise what they have learned and how they will use it, what further research is needed, how they can improve their knowledge and understanding etc. Coaching can be used alongside training, teaching or mentoring.

# Coaching Demonstration

Watch the example of a short coaching conversation. Which coaching skills can you see being demonstrated?

- |  |   |
|--|---|
| <input type="checkbox"/> Confidentiality   | <input type="checkbox"/> Summarising / paraphrasing   |
| <input type="checkbox"/> Building rapport  | <input type="checkbox"/> Clarifying                   |
| <input type="checkbox"/> Active / empathetic listening                           | <input type="checkbox"/> Avoiding telling             |
| <input type="checkbox"/> Empathy   | <input type="checkbox"/> Practicing non-judgement     |
| <input type="checkbox"/> Effective questioning                                   | <input type="checkbox"/> Giving time                  |
| <input type="checkbox"/> Giving constructive feedback (where appropriate)        | <input type="checkbox"/> Challenging limiting beliefs |
| <input type="checkbox"/> Structuring the conversation with STOKeRS, GROW or STAR |   |

**You might like to make notes about what you noticed the coach doing or saying?**

**Do you have any further questions about the coaching process?**

# Coaching Practice

You practice coaching in a group. There are three roles and you will all take turns in the roles:

**Coachee** – the person being coached. Please choose a topic that you would like some help thinking about. Ideally your topic will involve:

- Something to do with your speech preparation or delivering your speech
- OR something related to this programme

**Coach** – the person doing the coaching and practicing the skills. They will help the coachee to think through their topic by asking open ended questions (not by giving advice or telling).

**Observer** – the person watching the coaching process ready to give constructive feedback to the coach. Talk to the coach and decide whether:

- The observer will write their feedback directly in the coach's pack
- The observer will verbally give feedback to the coach and then allow the coach to record their own feedback

**I would like to be coached on:**

**What were the main things I gained from my coaching discussion?**

**Who observed my coaching?** \_\_\_\_\_

**Which coaching skills did my observer see me demonstrate?**

- Building rapport – creating a warm and open relationship with the other person
- Active / empathetic listening – giving full attention, understanding their feelings and viewpoint
- Using clarifying, summarising and paraphrasing to check what the coachee has said and show listening
- Effective questioning – asking open ended questions which help the coachee reflect and come to their own conclusions
- Structuring the conversation with STOKeRS, GROW or STAR – making sure there is a beginning, middle and end to the conversation
- Avoiding telling – not telling or advising the coachee what to do
- Practicing non-judgement – not giving my own thoughts and opinions
- Giving time – letting the other think, answer and allowing silence if it is needed

**Do not record any details of what the coachee said – this protects confidentiality**

**What went well / areas of strength?**

**Next steps as a coach**

# Speech Tips

- **Use simple language** – avoid or explain any jargon
- **Technology** – decide on the pros and cons of technology. If you need help remembering what you will say or have impactful visuals then technology can be helpful. If you don't then technology can be a distraction and can slow you down.
- **Choose visuals carefully** – any visuals should help your audience to understand your message. Keep them simple, clear and purposeful.
- **Speak clearly** - make sure your volume and pronunciation help people to understand.
- **Positive body language** – use eye contact, nodding and gestures towards the audience.
- **Practice** – this helps with confidence and timing. If you can practice in a mirror or film yourself practicing this is even better.
- **Keep your purpose in mind** – always remember what you are trying to achieve
- **Engage your audience** – find ways to include the audience so that they feel like part of it

**Rhetorical questions** – ask a question that you do not expect the audience to answer out loud, but give them the thinking time to answer it in their heads before making your next point. E.g. what would a world without plastic look like?

**Hands up** – ask the whole crowd a question such as who here recycles already? This gets the audience to move a little and everyone can participate (unlike a direct question for one person). It may also be helpful for you if you need to know the makeup of your audience.

**Real questions** – asking the audience a direct question can create involvement. E.g. can you spot the anomaly in this data? If you ask a large crowd to answer a question then be aware that it will most likely be the confident extroverts that reply.

**Laughter** – if appropriate, building in jokes or puns gives your audience a way to join in through laughter. It also makes parts of the speech memorable.

**Paired discussion** – in longer presentations, ask audience members to discuss questions in pairs or small groups. You will lose control temporarily, but this means everyone gets to talk instead of the confident person who puts their hand up. You could then take some examples in the whole group.

## Remembering Your Speech

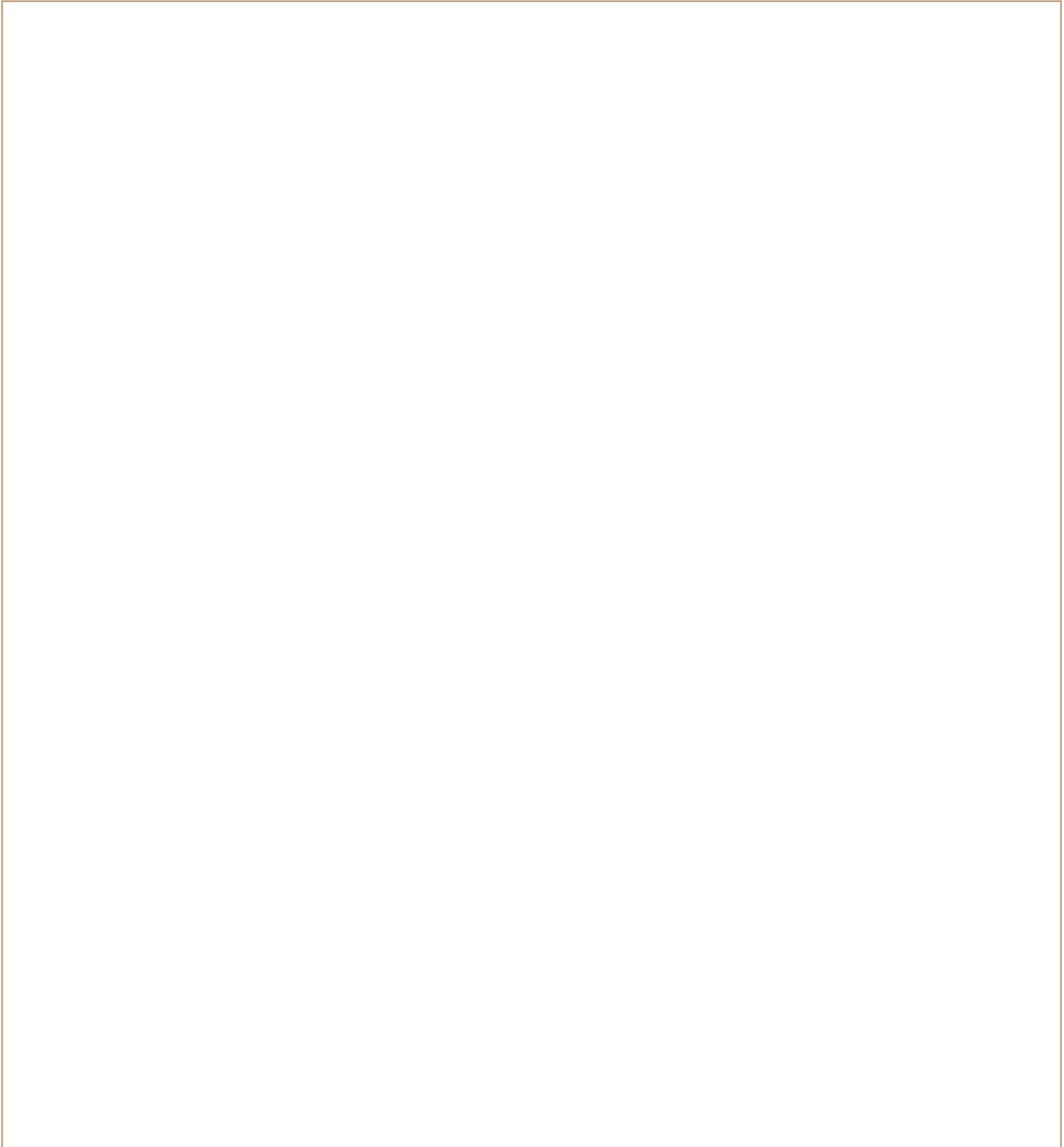
Method	Do	Avoid
<b>Write a script and read it.</b>	<ul style="list-style-type: none"> <li>Split the text into readable chunks so you don't get lost.</li> <li>Hold the script low or have it on a table.</li> <li>Practice beforehand so that you are not too reliant.</li> </ul>	<ul style="list-style-type: none"> <li>Holding the script in front of your face.</li> <li>Disengaging from the audience.</li> <li>Getting flustered if you miss a bit (they won't know!)</li> </ul>
<b>Memorise a written script</b>	<ul style="list-style-type: none"> <li>Have a backup plan in case you forget parts – key words or reminders.</li> <li>Plan when to take pauses.</li> <li>Practice until you are confident you remember all of it.</li> </ul>	<ul style="list-style-type: none"> <li>Panicking if you draw a blank – fall back onto a backup strategy</li> <li>Doing too much improvisation, you may forget your flow.</li> </ul>
<b>Read from cue cards</b>	<ul style="list-style-type: none"> <li>Number / organise the cards. Maybe even tie them together in order.</li> <li>Use key points.</li> <li>Hold the cards low, so you don't cover your face.</li> </ul>	<ul style="list-style-type: none"> <li>Writing block text onto cue cards.</li> <li>Making writing so small that you get lost.</li> </ul>
<b>Use PowerPoint</b>	<ul style="list-style-type: none"> <li>Display key information, diagrams and points.</li> <li>Use key bullet points or small chunks of text</li> <li>Include visuals that will keep viewers engaged</li> <li>Use presenter notes if needed</li> </ul>	<ul style="list-style-type: none"> <li>Blocks of dense text</li> <li>Reading word for word off screen</li> <li>Distracting fonts and visuals</li> <li>Distracting animations</li> </ul>

## Home Group 3

Today we looked at how to use coaching as a leadership and communication tool. You have also received some coaching support around your upcoming speech.

- What are your main reflections and learnings from the day?
- What will you try to implement in your own life?

You may like to record any reflections from your discussion (being mindful of confidentiality).

A large, empty rectangular box with a thin brown border, intended for participants to write their reflections on the coaching session.

# The Satir Categories – Tone and Body Language

Virginia Satir<sup>7</sup> was a family therapist who studied the way people communicate. She says that there are 5 styles in which people can interact with each other. The use of these styles impacts interpersonal communication in groups – it can also affect the way an audience feels during public speaking.

Watch the role plays.

- What do you notice about the five different communication styles?
- How would you describe their tone and their body language?
- How do they treat their audience?
- What impact does their communication style have?

## Style 1)

## Style 2)

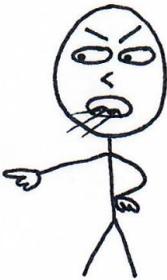
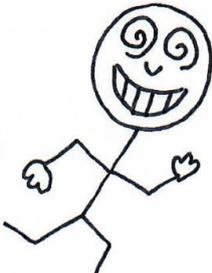
---

<sup>7</sup> Satir, V. (1989). *The New Peoplemaking*. Science and Behavior Books; 2nd edition.

**Style 3)**

**Style 4)**

**Style 5)**

	Placator	Blamer	Computer	Distracter	Leveller
Cartoon representation					
Attitude	Wants to help, serve others and make them feel OK. They may also want to make others feel guilty or sad.	Wants power, control, & to make others obey. They may want to make others feel panicked or scared into action.	Wants knowledge, to stand back from the crowd and to make people think. They like to be correct.	Wants action, fun, and to be everyone's friend. They may think about many things at once and so not make clear points.	Wants honesty, reason and for people to be straight forward. This style is a balance between the other 4 styles.
Body Language	Powerless, pleading, low down, looking up, open hand gestures	Tall, puffed up, pointing, red faced, large movements, tight muscles, aggressive stances	Closed off, lack of eye contact, standing back, little emotion showing, thoughtful stances.	Fidgety, active, spontaneous, bouncy. Gives engaging body language to others, open and friendly.	Level stance to the other, eye contact, stands straight leaning slightly forward. Controlled movements.
Tone & Words	Timid, quiet, maybe even whiney or squeaky. Says sorry and agrees with others.	Loud and accusing, shrill, possibly quiet but intimidating. Words place fault on others.	Quiet, slow, thoughtful, monotone. Words may be very factual and over-intelligent.	Bouncy, cheerful, could be loud, pitch may change. They say things to please or get laughs.	Clear, honest, explains reasons behind things. Speed is suited to the other person's pace.
Good Uses	Apologising Charity workers Sensitive / solemn issues e.g. funerals	Stopping a child running in the road. Motivating a sports team	Delivering facts Calming down a situation	Entertainment Making friends Easing tension Marketing / relations	Neutral 'Autopilot' Calming situations Interviews

It is important to note that the five styles shown to you in the role plays are exaggerated / extreme forms of communication and that most people use small bits of each style when they speak.

People may find one or two of these styles easier to use in everyday conversations and other styles more difficult to utilise. Knowing this is important as a leader so that you can develop.

None of these communication styles are good or bad – but can be used appropriately for different situations.

## Using the Satir Categories

- Recognise some else's style. You can either choose to match it to build rapport or deliberately use a different style to change the tone of a situation (e.g. not rising to a blame-blame conversation).
- Use this to help pace discussions and meetings. Changing styles slightly can help to support engagement and interest.
- Use the styles in public speaking scenarios to create engagement and tap into different emotions.

**What are your strongest communication styles?**

**What communication styles would you like to develop?**

**What else have you noticed about your use of tone and body language?**

## **The Satir Categories and your speech**

Each of the Satir categories can be used to create a particular emotional reaction in your audience. It is usually a good idea to deliver most of your speech in Leveller and then add in small amounts of the other four styles for emphasis or emotional impact:

### **Which parts of your speech would benefit from placator?**

- **Making the audience feel sad, solemn or guilty**
- **Creating a sense of pity or vulnerability**
- **Pleading with your audience to do something**

### **Which parts of your speech would benefit from blamer?**

- **Making the audience feel angry or a sense of injustice**
- **Possibly blaming the audience for their actions or inactions so far**
- **Urging your audience to do something**

**Which parts of your speech would benefit from computer?**

- Making the audience feel thoughtful or considered
- Helping your audience to digest some important facts and figures
- Giving your audience compelling evidence or procedural guidelines

**Which parts of your speech would benefit from distracter?**

- Making the audience feel happy, playful, engaged or laughter
- Creating a sense of rapport and joy
- Encouraging the audience to like you as a speaker

Practice delivering your speech using these different tone and body language styles to see what impact it has on your message. Get feedback from your peers to see which aspects of your speech resonated strongly with them.

# Giving Constructive Feedback

We looked at some feedback tips in module 1 and we will go into more detail on the Train the Trainer module. Here are some feedback tips that will help you give constructive feedback to each other after your speeches.

**Start with the positives** – if you begin with a negative (you need to improve \_\_\_) that can sometimes affect the other person’s confidence. Begin with the positives so that people feel cared for, supported and ready to grow from feedback.

**Balance positives and challenges** – People need a mixture of positives to build confidence and celebrate and to be aware of their areas for growth. Try to give 2-3 areas that went well and one next step.

**No buts** – Using the word ‘but’ when giving feedback has a negative impact on the listener as they usually discount all of the positives you just shared. Get rid of ‘but’ in a number of ways:

1. Use two separate sentences. “I liked your slide design but thought there were too many of them” becomes: “I liked your slide design. (pause) I thought there were too many slides”
2. Use and to build on your ideas: "Your event was really popular with students ~~but~~ **and** I'd like us to review the budget."
3. Use now or next to focus on the future. “Your project idea looks great ~~but~~ **next** I'll need you to complete a risk assessment.”
4. Or if you are going to use but then put the negative at the start of the sentence: "You'll need to add more skills to this CV but your employment history is clearly tailored for this role."

**Be constructive, not critical** – All feedback can be stated in a negative or a positive way. For example: “You were too quiet, we couldn’t hear you.” versus “You need to speak louder so that your instructions are clear.” They both address the same point but the second feedback tells the person how to improve in future.

**Separate facts and opinion** – We want to be careful not to treat our opinions as factual and end up judging the other person. Separating the person from their behaviour is a good start.

When you do want to share your own opinion or perspective you can use “I statements” to make clear that it is your own idea / perspective / preference rather than a judgement of the other.

“Your presentation was boring.” > “I engage more when there are some graphics on slides”  
“You were being bossy.” > “I didn’t like being given a list of tasks at the start of the meeting.”  
“You are disorganised.” > “I prefer to plan my meetings at least two days in advance.

**Be Specific.** – Give concrete examples of the behaviour that you saw or would like to see.

**Separate people from their behaviour** – we may give feedback that assigns labels to a person or comments on their personality. Instead, we should focus on their actions. (Aim to use verbs rather than adjectives)

A helpful technique for being more specific and achieving separation is  
“When THIS then THAT.”

Sometimes we can give vague or blaming feedback such as

1. “You were boring”
2. “You upset the participants”
3. “You made me feel nervous”

Good feedback recognises how specific choices and behaviours can lead to outcomes.

1. “When you explained the instructions for 10 minutes participants seemed bored.”
2. “When we discussed domestic violence, I felt that participants were more upset than we planned for.”
3. “When you interrupted me a few times I started feeling nervous that I was doing it wrong.”

**Focus on a solution (next step)** – with each of the examples above, they only explain the problem. It is important to move towards a solution or next step by:

- Asking them what solutions / actions they could implement to improve
  - Giving them advice / telling them your ideas on how they could improve
  - Framing your feedback as a suggestion or question for them to explore
1. “Could you make the explanation shorter, or use actions / movement to keep the audience engaged?”
  2. “Maybe next time we run this session we need to have a stronger explanation at the beginning so that participants know what to expect. Are there other ways we can manage their emotions?”
  3. “It would help me if we had a signal that I need to make a change, rather than you interrupting whilst I speak.”

**Value process over results** – When you praise or criticise the end result of someone’s work it sends a message that the results are what matters most. This can lead to people avoiding risks, cheating, developing perfectionism or coasting if they can achieve results easily.

Whilst you may want to comment on the end result, make sure to also value and give feedback on HOW those results were achieved. This includes the effort and time spent, the processes people engaged in and people’s attitude. Feedback on the process encourages more learning and improvement for next time.

- This is an excellent report > You worked really hard to produce this excellent report
- Your sales targets are at 35% > You made fewer sales call this week and so you hit 35%
- The project launch failed > You brainstormed three ideas and selected one that turned out not to be viable

## Improving problematic feedback

**I enjoyed the topic you were covering but I wasn't really clear on what you wanted me to do at the end of the speech.**

**Your speech was a little slow. You should cut down the number of stories you include, speed up the speed of your speech and add some gestures to make it more active.**

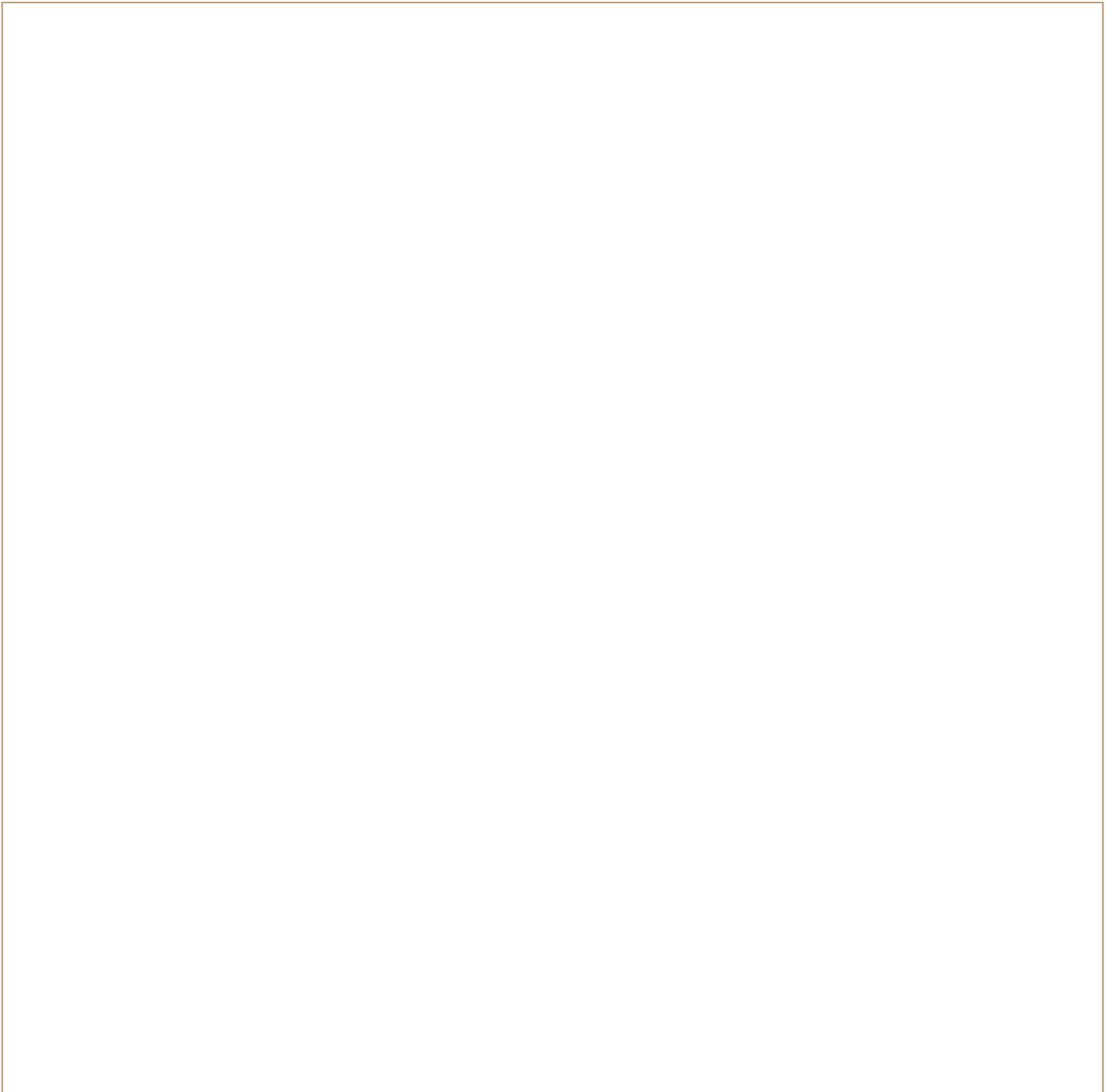
**Your stance looked very nervous and I think that you haven't practiced enough. Maybe you can make your speech a bit more like how [person] did theirs.**

# Final Speeches

Each participant is encouraged to make their final speech drawing together what they have learned on the programme, the public narrative framework and the public speaking tools that we have practiced.

You can use this space to record any reflections that you had listening to other people's speeches:

- What inspires you about your fellow participants?
- What actions might you take as a result of listening to other speeches?
- Did you notice any good tools or techniques you could learn from?
- Is there anyone you want to have a deeper conversation with about their story or their project?

A large, empty rectangular box with a thin brown border, intended for participants to write their reflections on listening to other speeches.

## Which skills did you demonstrate in your speech?

You can use your own reflections and the feedback from mentors and participants to help you complete this.

- Story of self – helped the audience understand why this topic matters to you personally
- Story of us – connected with the audience by focusing on shared values, experiences or hopes
- Story of now – clearly state the urgent challenge and clear actions towards a more hopeful future
- Used confident, assertive body language (smile, open, forwards, tensed, eye contact, nodding)
- Projected voice audibly into the room
- Able to use motivational language to help the audience move away from pain / towards pleasure
- Able to vary the tone of voice for emphasis (placatory, blamer, computer, distracter, leveller)

## What went well / areas of strength?

## Next steps in public speaking

## Home Group 4

Today we looked at tone and body language when public speaking and how to give constructive feedback to each other. Participants delivered their final speeches.

- What are the most important things you learned on this module?
- What will you try to do differently in your work / personal life? – How?

You may like to record any reflections from your discussion (being mindful of confidentiality).