



WELLNESS COACHING

The Winning Formula

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ITD INTERNATIONAL

Wellness Coaching

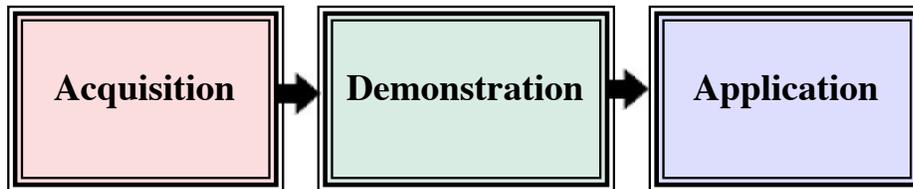
The Winning Formula

Dr. Herbert J. Kellner



Purpose of the Program

This program was designed to teach coaches how to conduct Wellness Coaching and improve their competency levels. Coaches go through a three-step learning process.



Step 1 – Acquisition

During this first step, coaches acquire new knowledge, concepts and strategies from our expert faculty. This allows them to close gaps in their knowledge. At the same time, their motivation gets a boost.

Step 2 – Demonstration

Coaches learn how to demonstrate their newly acquired behavior. Only applied knowledge turns into know-how. Step 2 basically serves as preparation for the personal application.

Step 3 – Application

Application is absolutely critical for the success, because it is the bridge between lecture or text and reality.

Dr. Scott B. Parry from New York University said:

“People learn not by being told, but by experiencing the consequences of their actions.”



Objectives

In this program you will learn

- how competency-based coaching works
- how to develop a winning Success Factor Session
- how to assess critical Success Factors
- how to interpret behavior without bias
- how to conduct competency-based interviews
- how to coach for Success Factors
- how to develop Success Factor Action Plans
- how to apply the four core competencies for coaches
- how a communication system works
- how to differentiate between five communication styles
- how to use Critical Incident Reports



Wellness Coaching Training

Congratulations! You made your decision to start a career as Wellness Coach. Before you can start coaching, you need to extend your skill set to Competency-Based Coaching.

You may be already familiar with the competency-based approach, but let us guide you through our understanding and implementation of competency development.

We build on our 30 years of experience with more than 2,000 clients worldwide and our extensive research in the field of competency development. Over the years, we trained more than a million employees in all industry groups with our competency-based approach, and we know from experience: It works!

As you know from our website, the Wellness Coaching Program is supported by the vision and association of the finest business coaches, educators, motivators, authors and communicators to be found anywhere in the world.

This team is committed to helping you make fundamental changes in your live and improving your skill set.

Empowerment from these pros in Relationship Skills and Personal Improvement is invaluable.



Our Faculty

- **Les Brown**, one of the Top 10 motivational speakers in the world.
- **Jack Canfield**, one of the originators of the Chicken Soup for the Soul series.
- **Jim Cathcart**, motivational speaker, best-selling author and one of the legends of the speaking profession.
- **Harvey Mackay**, New York Times #1 best-selling author with more than 10 million books sold.
- **Sarita Maybin**, speaker, communication expert and author.
- **Jan Ruhe**, speaker and trainer with a worldwide audience.
- **Brian Tracy**, one of America's leading authorities on the enhancement of personal effectiveness.
- **Chris Widener**, New York Times, Wall Street Journal and Amazon.com best-selling author, successful speaker and now candidate for the U.S. Senate.

This list will grow, because more experts from the training & development and self-help industry are passionate in putting more coaches to work. They have the know-how and tools to transform peoples lives.



The Success Factors

During our research, we critical Success Factors, absolutely crucial to all coaches.

These Success Factors identified are basically competency clusters primarily in the soft skills arena. They can be acquired in a short period of time and make all the difference during coaching.

What are Competencies?

Now let's focus on what a competency is. There are many different definitions floating around. Here is our definition:

Competencies are:

- a balanced mix of knowledge, attitudes and skills;
- a behavior that reflects the necessary knowledge, the required attitudes and the requisite skills;
- an indicator for a high level of performance and a fail-safe guarantee for success.



How do you define the Success Factor Initiative?

Your definitions of the Success Factor Initiative:

1. _____

2. _____

3. _____

Please identify which singular activities comprise Initiative:

1. _____
2. _____
3. _____
4. _____
5. _____



How do you define the Success Factor Competency?

Your definitions of the Success Factor Competency:

1. _____

2. _____

3. _____

Please identify which singular activities comprise Competency:

1. _____
2. _____
3. _____
4. _____
5. _____



How do you define the Success Factor Confidence?

Your definitions of the Success Factor Confidence:

1. _____

2. _____

3. _____

Please identify which singular activities comprise Confidence:

1. _____
2. _____
3. _____
4. _____
5. _____



How do you define the Success Factor Vision?

Your definitions of the Success Factor Vision:

1. _____

2. _____

3. _____

Please identify which singular activities comprise Vision:

1. _____
2. _____
3. _____
4. _____
5. _____



How do you define the Success Factor Career?

Your definitions of the Success Factor Career:

1. _____

2. _____

3. _____

Please identify which singular activities comprise Career:

1. _____
2. _____
3. _____
4. _____
5. _____



How do you define the Success Factor Appearance?

Your definitions of the Success Factor Appearance:

1. _____

2. _____

3. _____

Please identify which singular activities comprise Appearance:

1. _____
2. _____
3. _____
4. _____
5. _____



How do you define the Success Factor Interviewing?

Your definitions of the Success Factor Interviewing:

1. _____

2. _____

3. _____

Please identify which singular activities comprise Interviewing:

1. _____
2. _____
3. _____
4. _____
5. _____



How do you define the Success Factor Strategy?

Your definitions of the Success Factor Strategy:

1. _____

2. _____

3. _____

Please identify which singular activities comprise Strategy:

1. _____
2. _____
3. _____
4. _____
5. _____



Competency-Based Training and Coaching

Competency-based learning is not just a new buzz word, it is a necessity. Reengineering, downsizing and the challenge of global competition influence our careers.

Lifelong growth, adaptation and the likelihood of having multiple careers during our lives have become reality. Performance improvement and competency acquisition are the issues of the day.

The prerequisite to these multiple careers is entering the "continuous development mode". Competency-based learning begins with each of us. Everybody must choose to learn and grow, or accept the consequences.

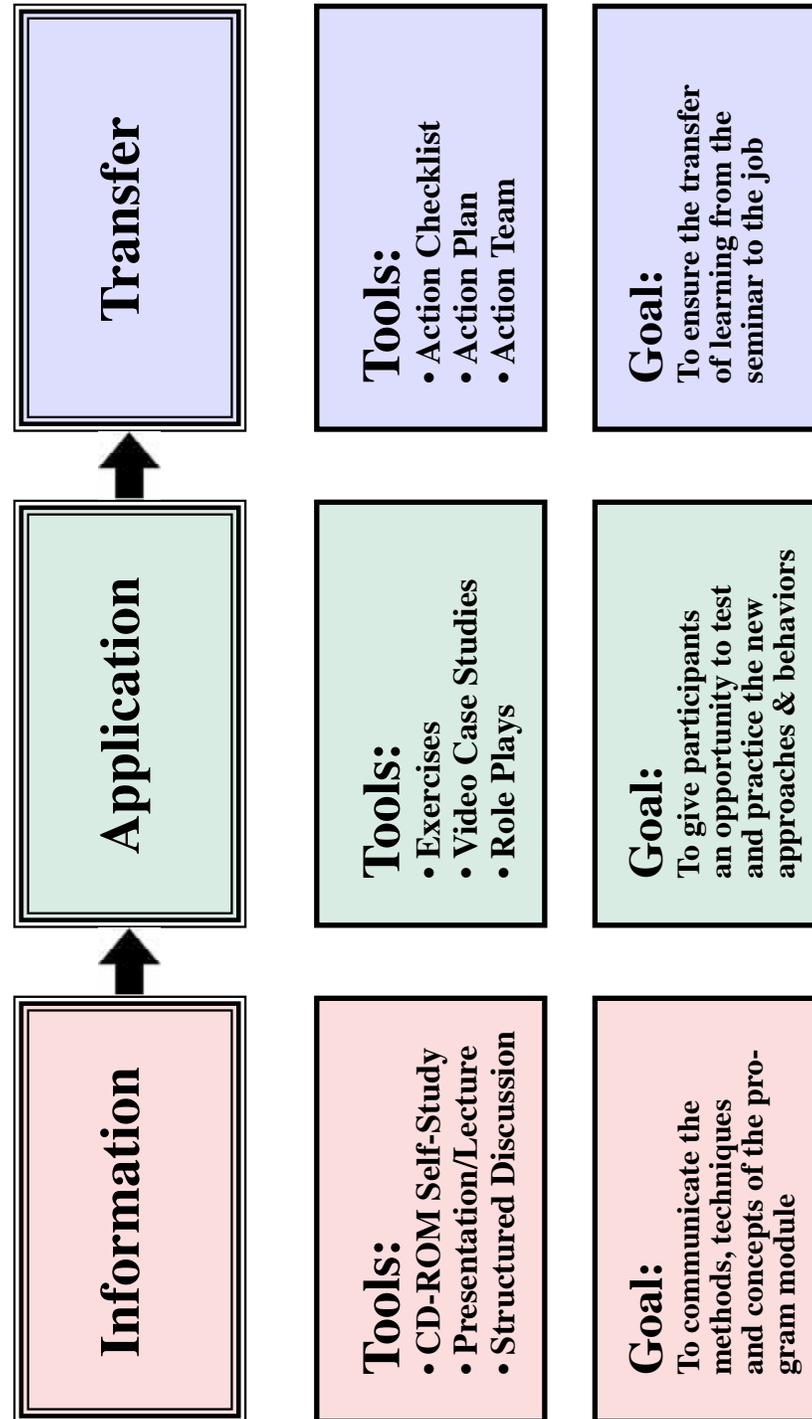
The Competency Zone

The best approach to enter the "competency zone" would be through learning interventions that are well-balanced. In other words, where there is harmony between attitudes, knowledge and skills needed for expansion into new terrains.

Competency-based learning enables people to make greater contributions. It provides a common language and higher insights into performance requirements and improvement processes. Growth and adaptation begin with a commitment, – a commitment to lifelong learning.

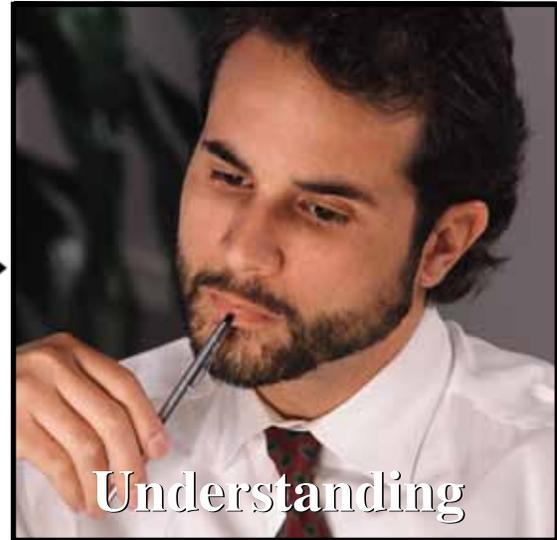


The Program Structure





The Communication Process





In this part of the program you will learn

- how to adjust your attitude toward communicating;
- how to become an active listener;
- how to understand and interpret messages;
- how to convince without manipulating;
- how to achieve your goals with a win/win philosophy;
- how to adapt to different communication styles;
- how to utilize the key factors of effective communication;
- how to enhance partnerships through communication;
- how to avoid communication breakdowns.



How do you define Communication?

Your definitions of Communication:

1. _____

2. _____

3. _____

Please identify which singular activities comprise Communication:

1. _____
2. _____
3. _____
4. _____
5. _____



Communication: Art or Science?

Is effective communication an art or a science? Those who feel it is an art see it a natural inborn skill, akin to playing the piano or drawing beautiful pictures. Those who feel it is a science see it as a learned skill which can be taught, improved and measured.

It is our belief, supported by significant research, that it is both, an art and a science. If you develop the artistic aspects of communication, you will learn sensitivity, interpretation, psychological awareness and the power of subtle influences. As you develop the more scientific aspects of communication, you will learn analysis of the key factors, the advantages of using certain channels, ways to measure your effectiveness and the benefits of selective styles.

Very few skills will ever have more impact on your life than your ability to communicate your ideas, thoughts, feelings and needs. Your success at home, work and play is directly tied to your communication skills. Your roles as partner, spouse, child, parent, employee, employer or manager are affected by what you say, or do not say, by how you say it and by how others perceive you.

Fortunately, all of us can improve our communication skills, and this program is designed with that goal in mind.



The Costs of Ineffective Communication

The costs of ineffective communication are many and varied.

At home, they increase the likelihood of divorce, expand the generation gap with our kids, make parenting more difficult and decrease the intimacy between couples.

At work, they reduce the chances for promotions, they increase employee turnover, they compound the effects of stress and prevent conflicts from being resolved fairly and quickly.

In organizations, they drive out good members, they limit the achievement of worthwhile goals and increase the costs of performing its tasks.

In every area of our lives, ineffective communication extracts its price and makes all goals that much harder to obtain.



Competency: Listening

Skills	<p>This competency includes such skills as</p> <ul style="list-style-type: none"> • looking sincerely and steadily at the coachee; • listening actively without interrupting; • giving appropriate nonverbal feedback.
Knowledge	<p>This competency includes such knowledge as</p> <ul style="list-style-type: none"> • knowing the basics for good eye-communication; • knowing how to avoid internal and external distractions; • knowing the different types of nonverbal feedback.
Attitudes	<p>This competency includes such attitudes as</p> <ul style="list-style-type: none"> • believing in the value of note-taking during listening; • being willing to control emotions through self-discipline; • being willing to concentrate fully and not fake attention.

Interpretation

1-25%	26-50%	51-75%	76-100%
very low	low	high	very high

Lower Scores:

- Often becomes impatient and silently thinks unrelated thoughts.
- Knows already what the coachee is going to say.
- Has a tendency to take a mental vacation.

Higher Scores:

- Listens attentively without interrupting the coachee.
- Acknowledges the coachee's feelings.
- Tries to see the situation through the eyes of the coachee.



Focal Points of Listening

Eye Contact:

- Learn the importance of sincere and consistent eye contact
- Utilize eye contact to create and sustain a positive relationship
- Avoid making the coachee uneasy by over-utilizing eye contact
- Conduct other activities, like demonstrating your product, while maintaining the proper amount of eye contact

Note Taking:

- Take the required amount of notes
- Avoid interfering with your interactions with the coachee while taking notes
- Utilize your notes to satisfy the needs analyses of the coachee
- Bring the required amount of information back to your organization

Emotion Control:

- Be aware of your own emotional needs during the interview
- Improve your abilities to channel your feelings towards a successful conclusion
- Recognize the emotional needs of the coachee as they affect his/her decisions
- Evaluate the role that emotions play



Interruptions:

- Interject your points without having the coachee feel interrupted
- Persuade the coachee not to permitting interruptions
- Identify the most common forms of interruptions
- Condense your interview to avoid interruptions

Feedback:

- Use coachee feedback to improve the outcome
- Display the attitudes that encourage honest feedback
- Assess the value of feedback for creating long-term relationships
- Identify the types of feedback that encourage openness



Components of the Competency Listening



Eye Communication

Positive eye communication is the most important skill within the competency Listening. It is more than simply making eye contact. Good eye communication enhances active listening.

Domination	<ul style="list-style-type: none"> • looks at the material instead of the coachee
Persuasion	<ul style="list-style-type: none"> • sometimes looks at the coachee
Zone	<ul style="list-style-type: none"> • uses sincere and steady eye contact
Integration	<ul style="list-style-type: none"> • looks with sincerity but infrequently
Resignation	<ul style="list-style-type: none"> • does not look at the coachee but looks down at the floor

Tips for Top Eye Communication

- Try to keep eye contact for up to ten seconds before looking away.
- Look sincerely and steadily at your communication partner.
- Ask colleagues how they feel about your eye communication.



Components of the Competency Listening



Note Taking

Good listeners take notes. Note taking helps to focus on the needs and problems of coachees.

Domination

- concentrates only on his own materials

Persuasion

- takes few useful notes

Zone

- involves the coachee in creating useful notes

Integration

- is reluctant to take notes

Resignation

- does not perceive the value of note taking

Tips for Top Note Taking

- Have a small calender or note pad and a pen available at all times.
- Write down keywords and symbols. Avoid complete sentences.
- If possible, use a tape recorder (ask for permission).



Components of the Competency Listening



Emotion Control

Coachees can trigger emotional "hot buttons". Emotions out of control create barriers to effective listening.

Domination

- uses own emotions to control others

Persuasion

- appeals to the emotions of the coachee, not to the facts

Zone

- prevents his or her emotions from playing a negative role; uses enthusiasm

Integration

- lets his or her own and coachee's emotions interfere with each other

Resignation

- lets the coachee's emotions run the situation

Tips for Top Emotion Control

- Identify your emotional "hot buttons".
- Find out what your physical reactions to emotional issues are.
- Utilize techniques to control your responses.



Components of the Competency Listening



Interruptions

Interrupting a coachee is like struggling for authority and dominance in a conversation. Don't fall into this conversational trap. Control your responses to distractions, or they will control you.

Domination

- interrupts the coachee to make his own points

Persuasion

- fakes attention to cope with interruptions

Zone

- avoids the distractions of interruptions

Integration

- his effectiveness is reduced by interruptions

Resignation

- allows interruptions to defeat the purpose of the interview

Tips for Top Interruption Management

- Do not interrupt your coachee without a good reason.
- Do not answer your cellular phone or pager during the conversation.
- Learn to be patient; eliminate aggressive and hostile behavior.



Components of the Competency Listening



Feedback

The flip side of listening is feedback. You give and receive two forms of feedback:

- verbal messages
- body language

Domination

- prevents useful feedback from being offered

Persuasion

- accepts some feedback from a coachee

Zone

- uses feedback as an aid to complete a sale

Integration

- understands some coachee feedback

Resignation

- unable to accept or utilize feedback from coachees

Tips for Top Feedback

- Giving verbal feedback includes asking for clarification of descriptions, thoughts or feelings.
- Receiving or observing verbal feedback is simply being an active listener.
- Learn to utilize and interpret nonverbal feedback to maximize communication.



Competency: Understanding

Skills	<p>This competency includes such skills as</p> <ul style="list-style-type: none"> • specifying the coachee's expectations and standards; • considering the coachee's level of experience; • accurately interpreting the coachee's message.
Knowledge	<p>This competency includes such knowledge as</p> <ul style="list-style-type: none"> • recognizing the most important barriers to good communication; • knowing how to evaluate information and its degree of importance; • understanding how to break down information into easily portions.
Attitudes	<p>This competency includes such attitudes as</p> <ul style="list-style-type: none"> • being anxious to clarify a coachee's information; • not to jump to conclusions based on assumptions; • being concerned not to overload a coachee with information.

Interpretation

1-25%	26-50%	51-75%	76-100%
very low	low	high	very high

Lower Scores:

- Is usually several jumps ahead in anticipating a coachee's thoughts.
- Wants to reach a common understanding, but is blocked by assumptions.
- Talks too much and therefore misses the importance of the coachee's message.

Higher Scores:

- Restates or paraphrases what the coachee said to get the correct meaning.
- Asks questions for clarification.
- Breaks down communication barriers and talks to the coachee on the same level.



Focal Points of Understanding

Expectations:

- Identify those standards of the coachee that will impact the sale
- Communicate the high ethical standards of your own organization
- Present proposals that satisfy the needs of the coachee
- Recognize when the coachee needs assistance in clarifying his or her own standards

Experience:

- Assess the degree of the coachee's experience
- Modify your proposals to match the level of experience of your coachee
- Illustrate how your proposal satisfies coachee needs
- Utilize the level of the coachee's experience to improve the outcome

Clarity:

- Assist the coachee in clarifying the needs of his or her organization
- Test the accuracy of your own interpretations
- Listen for the intent as well as the content of your coachee communications
- Filter out any biases of the coachee as they affect need definition



Information Dosage:

- Refine your interview technique to include only necessary information
- Present your proposals in increments small enough to be easily understood
- Recognize when you are overloading the coachee with information

Semantics:

- Identify those technical terms which may be difficult for the coachee to understand
- Develop the skill to explain complex information clearly
- Obtain clarification from the coachee as to the degree of understanding
- Provide examples of all relevant technical concepts in clear form



Components of the Competency Understanding



Expectations

The confidence, hope, trust and belief of a coachee in your product, service, company or your performance.

Domination

- ignores the standards set by the coachee

Persuasion

- allows his or her own assumptions to obscure those of the coachee

Communication

- fully understands and satisfies coachee needs

Integration

- satisfies only a portion of coachee standards

Resignation

- draws inaccurate conclusions about coachee needs

Tips for Top Expectations

- Clearly communicate the goals of your interview.
- Find a good reason why the coachee should see you.
- Raise expectations only to the level where you can deliver.



Components of the Competency Understanding



Experience

The coachee's experience with your service and your interview skills can be either helpful or a major roadblock.

Domination	<ul style="list-style-type: none"> • does not determine the coachee's level of experience
Persuasion	<ul style="list-style-type: none"> • utilizes some of the coachee's experience
Communication	<ul style="list-style-type: none"> • helps them clarify and understand their own level of experience
Integration	<ul style="list-style-type: none"> • unable to correctly apply coachee experience
Resignation	<ul style="list-style-type: none"> • misapplies the coachee's experience level

Tips for Top Experience

- Uncover problems of the past and resolve them.
- Find out how familiar the coachee is with wellness coaching.
- Identify the impact of your coachee's experience on a long-term partnership.



Components of the Competency Understanding



Clarity

Is the information you provide reasonable and logical? Make sure you can come to a mutual understanding with your coachee.

Domination

- applies own interpretations without verifying them with the coachee

Persuasion

- makes inaccurate interpretations

Communication

- listens fully and carefully to help gain full understanding of the coachee's needs

Integration

- restates some of the information provided

Resignation

- is unable to clearly understand the coachee's meanings

Tips for Top Clarity

- Answer all of your coachee's questions.
- Make sure your information was heard, understood and interpreted appropriately.
- Avoid confusing information and speak your coachee's language.



Components of the Competency Understanding



Information Dosage

Good listeners reach better results than good talkers. Coachees don't care how much you know - they want to hear what they are interested in.

Domination

- is not able to break down information in ways useful to his or her coachees

Persuasion

- overloads coachees with some surplus information

Communication

- the correct amount and type of information is presented in consumable portions

Integration

- does not take adequate time to prepare information

Resignation

- is unable to provide correct types and amounts of information

Tips for Top Information Dosage

- Talk less – demonstrate more.
- Focus on the needs of your coachee and talk only about benefits and solutions.
- Use probing techniques to eliminate information ballast.



Components of the Competency Understanding



Semantics

We all use filters (experience, values, attitudes) and attach our own meanings to words. This creates semantic barriers we have to overcome.

Domination

- uses a specialized technical vocabulary to intimidate or confuse the coachee

Persuasion

- explains some of the technical language to coachees

Communication

- uses restatements to verify all of his or her understandings of the coachee's needs

Integration

- operates with only partial understanding of the coachee's vocabulary

Resignation

- does not ask for or receive clarification of the coachee's terms

Tips for Top Semantics

- Avoid unnecessarily long and complicated words and phrases.
- Use technical language and translate. Or don't use it. Use only the translation instead.
- Summarizing can help to understand what your coachee meant.



Competency: Convincing

Skills	<p>This competency includes such skills as</p> <ul style="list-style-type: none"> • providing proof or evidence of the benefits of coaching; • communicating the goals of the coaching session; • conducting a detailed needs analysis.
Knowledge	<p>This competency includes such knowledge as</p> <ul style="list-style-type: none"> • recognizing the opportunities in the coachee’s objections; • knowing how to make a dynamic and convincing first impression; • understanding the elements of a needs-analysis.
Attitudes	<p>This competency includes such attitudes as</p> <ul style="list-style-type: none"> • having a positive mind-set to project a dynamic impression; • having a sense of honesty and ethics; • being willing to convert present the benefits of coaching.

Interpretation

1-25%	26-50%	51-75%	76-100%
very low	low	high	very high

Lower Scores:

- Takes communication for granted and believes everybody understands.
- Shows impatience and defensive behavior when coachees object.
- Has difficulty in being understood because of the underdeveloped needs-analysis.

Higher Scores:

- Is able to communicate complex issues to coachees.
- Has a sense for the wants and needs of coachees.
- Keeps the goals of the conversation transparent.



Focal Points of Convincing

First Impression:

- Recognize the power of first impressions
- Structure your presentations to emphasize the significance of the opening segments
- Develop the attitudes necessary to maximize the impact of your first impression
- Verify whether you have made the impressions you sought to make

Goals:

- Define your own goals prior to the interview
- Match the coachee's goals with those of your own organization
- Illustrate your goals by way of clear examples
- State your coachee's goals in terms of your products' benefits

Needs Analysis:

- Recognize the value and power of a formal needs analysis for the coachee
- Convert your products' features into needs satisfaction for the coachee
- Use needs analyses as a basis for sustaining long-term relationships with the coachee
- Rank the various needs of your coachee in order of priority



Benefits

- Make clear for the coachee how product features and advantages lead to benefits
- Enhance your presentation skills so that they clarify what the coachee needs to know
- Become part of the team that determines the long-term needs of the coachee
- Distinguish between facts, feeling and opinion about what the coachee requires

Objections:

- Develop attitudes that encourage coachees to communicate their concerns
- Convert objections into opportunities to reduce their concerns
- Listen for the real problems behind the stated objections
- Utilize coachee objections as a device to facilitate closing the interview



Components of the Competency Convincing



First Impression

Success in coaching hinges on your first impression. Personality plays a very important role in communication.

Domination

- the first impression made is a negative one

Persuasion

- not enough time or effort is devoted to creating good first impressions

Communication

- recognizes and benefits from the power of positive first impressions

Integration

- does not have the proper mind-set to create a good first impression

Resignation

- does not have the ability to create a positive first impression

Tips for Top First Impressions

- Learn how to make a successful impression within the first two minutes.
- Develop a positive attitude and portrait a competent, professional image.
- Display confidence and sincerity.



Components of the Competency Convincing



Goals

Explaining the goals of an interview to the coachee creates a positive and receptive communication climate.

Domination

- his or her own goals take precedence over coachee's goals

Persuasion

- attempts to manipulate coachees to accept his or her goals

Communication

- the goals of his or her organization and the coachee's goals are fully integrated and achieved

Integration

- the goals of his or her presentation are not made clear

Resignation

- the goals of the coachee overshadow and replace the goals of the coach

Tips for Top Goals

- Be specific and present only achievable and measurable goals.
- Give your coachee a clear overview of your agenda.
- Avoid conversations with a hidden agenda.



Components of the Competency Convincing



Needs Analysis

Good coaching meets the real needs of your coachees while it also addresses their wants.

Domination

- avoids conducting any formal needs analysis for the coachee

Persuasion

- does not obtain adequate information for a needs analysis

Communication

- converts product features and advantages into benefits for the coachee

Integration

- often forgets coaching is really need-fulfillment

Resignation

- does not have the ability to conduct a thorough needs-analysis

Tips for Top Needs Analysis

- Create a profile by using a detailed coachee analysis.
- Study a coachee's situation with an open mind. Don't look solely for problems but also for opportunities.
- Prepare a customized questionnaire for your needs analyses.



Components of the Competency Convincing



Benefits

Benefits are the key element in the convincing process. They show how your product or service meets the needs of your coachee.

Domination

- does not take the time or show the care for coachees

Persuasion

- offers features not relevant to the coachee's needs

Communication

- the value of the product is made clear to the coachee

Integration

- has difficulty in explaining how the product solves the coachee's needs

Resignation

- is unable to explain why the coachee needs the product

Tips for Top Benefits

- Convert features and advantages into benefits.
- Present only benefits that are relevant to the needs and wants of your coachee.
- Emphasize the benefit of benefits - the perceived value of your product.



Components of the Competency Convincing



Objections

Coachee resistance during the interview in the form of objections allows you to clarify issues and resolve problems.

Domination	<ul style="list-style-type: none"> • ignores the objections and concerns of the coachee
Persuasion	<ul style="list-style-type: none"> • attempts to get the coachee to drop their objections
Communication	<ul style="list-style-type: none"> • all objections are perceived as opportunities to persuade the coachee to buy
Integration	<ul style="list-style-type: none"> • tries to minimize the importance of coachee concerns
Resignation	<ul style="list-style-type: none"> • accepts the concerns of coachees as reasons not to buy

Tips for Top Objection Handling

- Never try to take coachees directly from a negative to a positive position. Seek neutrality first by discharging their negative feelings.
- View the process of handling objections as helping people change their perspectives.
- Think of objections as opportunities to move toward a final decision.



Competency: Achieving

Skills	<p>This competency includes such skills as</p> <ul style="list-style-type: none"> • summarizing the needs, wants, values and benefits; • guiding coachees to buying decisions; • uncovering closing opportunities through questions.
Knowledge	<p>This competency includes such knowledge as</p> <ul style="list-style-type: none"> • recognizing buying signs; • knowing what stimulates the closing action; • knowing when to stop convincing.
Attitudes	<p>This competency includes such attitudes as</p> <ul style="list-style-type: none"> • accepting coaching as a convincing process; • showing enthusiasm for assisting coachees; • being honest by avoiding manipulative techniques.

Interpretation

1-25%	26-50%	51-75%	76-100%
very low	low	high	very high

Lower Scores:

- Gives up rather easily in the at tempts to convince a coachee.
- Procrastinates and misses the time for action.
- Tries to manipulate, and loses the coachee.

Higher Scores:

- Maintains integrity (honesty/truth) in every aspect of behavior.
- Is trusted by coachees; action is consistent with promises.
- Speaks the coachee's language; assists the coachee to make decisions.



Focal Points of Achieving

Manipulation:

- Recognize any tendency to manipulate the coachee
- Avoid the need for manipulation by focusing on actual benefits to the coachee
- Prevent a coachee from manipulating you into an undesirable position
- Foster a win/win relationship in which manipulation is eliminated

Buying Signs:

- Identify those signs by which a coachee reveals a willingness to work with you
- Listen for clues that indicate a coachee is interested in your service
- Make it easy for a coachee to commit to a purchase
- Foster relationships that encourage coachees to do business with you

Decision Help:

- Guide the coachee to the proper buying decision
- Identify those actions by the coachee that are necessary to complete the interview
- Focus on the long-term relationship as the criterion for reaching the close of the sale
- Identify and eliminate those obstacles preventing the coachee from reaching the correct conclusion



Summarizing:

- Summarize the relevant points leading to a sale
- Lead the coachee through the summarizing process
- Adjust the interview as new information is uncovered
- Recognize the importance of an orderly building of the database needed by the coachee

Closing Questions:

- Include closing questions at varying points in the interview
- Test the readiness of the coachee to continue
- Plan the necessary follow-up activities subsequent to the interview
- Maintain the long-term relationship throughout the closing process



Components of the Competency Achieving



Manipulation

Utilizing non-manipulative strategies and techniques helps to establish long-term partnerships with your coachees.

Domination

- ignores the coachee's wishes and tries to force him or her to accept his service

Persuasion

- focuses on his or her own needs, not on the coachee's

Communication

- remains assertive and focused on obtaining coaching hours

Integration

- gives in to so many of the coachee's demands

Resignation

- allows the coachee to control and direct the interview

Tips for Top Conversation Controlling

- Ask open-ended questions that require a narrative for an answer.
- Establish credibility by demonstrating that you really care.
- Control the conversation, but don't manipulate it.



Components of the Competency Achieving



Agreeing Signs

An agreeing sign is an expression, either physical or verbal, of a coachee's desire to make a decision.

Domination

- misses the coachee's agreeing signals and continues the interview

Persuasion

- responds to only a few of the agreeing signals

Communication

- interprets all agreeing signals correctly and asks for decisions

Integration

- sees the agreeing signals too late in the interview

Resignation

- misunderstands agreeing signs as reasons for rejection

Tips for Top Agreeing Signs

- Watch for words and questions that indicate interest.
- Stop interviewing as soon as your coachee signals willingness to agree.
- Create a situation in which interest can reveal itself.



Components of the Competency Achieving



Decision Help

Utilizing non-manipulative strategies and techniques helps to establish long-term partnerships with your coachees.

Domination

- does not allow the coachee to come to their own decision

Persuasion

- overcomes some of the resistance to reaching a decision

Communication

- uses enthusiasm and role playing to overcome any reluctance a coachee may have

Integration

- provides some assistance to coachees in reaching a decision

Resignation

- offers no help to the coachee's decision-making process

- Assist your coachee in the decision-making process like a friend.
- Point out the value of your coaching service.
- Make it easy for your coachee to say yes by breaking the resistance into small, meaningful increments.



Components of the Competency Achieving



Summarizing

There are dozens of ways to ask for decisions - the best one is simply to summarize and assume the answer is yes.

Domination

- does all the summarizing for the coachee,

Persuasion

- reluctant to guide the coachee through the decision process

Communication

- summarizes the information in a way that requires the coachee to make a decision

Integration

- becomes manipulative instead of synthesizing

Resignation

- does not have the ability to provide summarizing reasons favoring a decision

Tips for Top Summarizing

- Summarize the benefits of a decision or your service to reinsure the coachee.
- Focus on the benefits that most attracted your coachee's interest.
- Avoid discussing benefits not previously agreed upon.



Components of the Competency Achieving



Closing Questions

Avoid closed questions. Phrase open questions that cannot be answered with a simple yes or no.

Domination

- low level of decisions, caused by not using correct closing questions

Persuasion

- lack of motivation causes ineffective strategies and poor use of closing questions

Communication

- the correct questions are asked at the right time to facilitate decisions

Integration

- coachees do not see clear reasons to make a decision

Resignation

- manipulation by the coachee prevents decisions from being made

Tips for Top Closing Questions

- Ask questions that stimulate closing action.
- Simply ask your coachee to make a decision.
- Use commitment questions to find out why he/she is not moving forward as expected.



Three Components of a Communication System

There are three components to any communication system: the Sender, the Medium and the Receiver.

The Sender:

Let's assume you are the Sender. The style of communication you select will have great impact on the usefulness of your message. If you use, for example, a vocabulary over the heads of your listeners or a style replete with complex sentences or a specialized vocabulary full of terms only an "insider" would recognize, you will have lost a good part of your audience.

The speaking style you choose will likewise have great impact, positive as well as negative, on your listeners. Talking too fast, too slowly, utilizing the distracting sounds of "um," "you know", "like" and "ah", using bothersome gestures like jingling coins in your pockets, facing away from your audience can all result in loss of meaning. A disorganized communication, where the meaning or point is lost on the listener, is very disturbing to anyone needing to understand what you are trying to say.

Included in your communication style is the ability to solicit and obtain meaningful feedback from your listener. The ability to do this well is as important as any communication skill you can possess.

We found in our research that the emotional content of your message, complete with the feelings, shown by you as you deliver it, are as important as the factual content of your message. This can work for you as well as against you.

If you are expressing anger, fear or resentment by your tone,



sincerity and warmth are being displayed, your audience will reflect these feelings as well.

The Medium:

The Medium you choose to transmit your communication through can have great influence on your listener. Your medium can be visual (slides, photographs, video, drawings), auditory (music, sound effects, words, acting) or some combination of the above. Some messages can be delivered most effectively by you in person – some are improved by the creative use of technology. Sometimes the method used changes your message in ways you would not have anticipated. Some audiences, for example, are suspicious of communications that are too formal, polished, professionally prepared and “slick”. Some audiences prefer a basic, “homespun”, unpretentious and more natural message style.

All who communicate must be prepared to gage the effects of the medium on their message.

The Receiver:

The third essential segment of all communications is the Receiver or listener. For the purposes of communication theory, listeners have been cataloged into two types – active and passive listeners.

The passive listener is best symbolized by the average newspaper reader looking through the local paper while having morning “coffee” is an experience in relaxation, quiet reading and passive “listening”. The typical late-night TV news viewer, tired at the end of a busy day, is often a passive “listener” to a very concise, brief and limited presentation of a day’s events.



The active listener is the one you are most likely to encounter. In this group we would place your spouse, partner, children, employees, colleagues, boss, association member or fellow church member. It is here where you'll find listeners who are anything but passive. They have great interest in knowing:

- what your motives and reasons are
- what it is that you might want them to do or not do
- what portion of the communication they are supposed to retain, act upon or forget
- how important, or unimportant, the content of your message is for them, for you or others
- how they will know if they have a clear picture of what it is you intended to communicate to them
- whether you appear to be in touch with their aspirations, concerns and values
- what degree of expertise you demonstrate about the topics
- if there might be a hidden agenda that they would need to know about
- what questions should they ask to verify or clarify their understanding of your message
- if you or your message are causing feelings to occur in them – feelings that might color how they perceive or receive your message

These three elements, the Sender, the Medium and the Receiver, comprise the basis for most of the communication theory you will need to master in order to be, or become, an effective communicator.



Our communication research uncovered four alternatives.

People can:

- choose not to communicate
- communicate poorly
- communicate adequately
- communicate well

- choose not to communicate:

This communication styles generates the most resentment in others, it bottles-up feelings that get reflected in harmful ways, it allows for the most suspicions and creates the most misunderstandings between people. At work as well as at home the failure to tell others what you feel and think leadsto more conflict than almost any other approach.

- communicate poorly:

People do not usually choose to communicate poorly. It is the result of lack of skill. In our communication model we have labeled the two most ineffective methods Domination and Resignation. While they are both equally unproductive, they are opposites in the way they operate. The Domination approach is the ineffective utilization of power and the Resignation approach is the transfer of power over you to others.

These two styles are far too prevalent in work situations and home situations. One of our goals in publishing this material is to reduce the incidence of ineffective communication.



- **communicate adequately:**

Adequate communication, the types we refer to as Persuasion and as Integration, are found throughout our society. While they are not as effective as communicating in the Zone, they nevertheless allow for reasonably good communication. The examples we have provided demonstrate the power and efficiency of knowing how to get your message across. It is our belief that a small change in awareness and skill are all that is necessary for you to reach the Communication Zone. And it is here that your maximum potential will be achieved.

- **communicate well:**

Communicating well is both an art and a science. Every area of our lives can be enhanced if we master the skills of the Communication Zone. It is here where we tell people what we want in a clear, nonthreatening way, where we ask for what we need and where we verify that the others with whom we are communicating are getting what they need as well.

This is not always easy to do. Our research has shown that many of us have a variety of pressures exerting forces upon us that make ideal communication difficult. These pressures can be originated from either inside of us or outside of us. Plus they can be working for or against what we are trying to do.



Force Field Analysis

Let's use an example of someone trying to persuade their teenage son to study more.

Pressures inside the teenager working for more studying could include:

- a. pride in getting good grades
- b. wanting the approval of his parents
- c. hoping to be accepted at a local college

Pressures inside the son working against more studying could include:

- a. preferring to watch TV
- b. Hoping his girlfriend will call him back
- c. Fear that he might not understand all this new math

Pressures outside working for more studying could include:

- a. better chance to receive a football scholarship
- b. his new girlfriend gets all "A"s
- c. increased use of the family jeep if his grades improve

Pressures outside working against more studying could include:

- a. tonight's championship football game at the local stadium
- b. his new girlfriend will be at the game
- c. the other homework he is obligated to complete this week

Awareness of these factors is the first step on the way to improving your communication efforts. If the parent who is trying to influence (communicate with) his son takes these forces into account, his efforts will be significantly more successful.



Characteristics of Effective Communication

Communication that has healthy, desired effects has several qualities. Here are a few suggestions:

1. Avoid negative, judgmental descriptive terms.

“You’re uncooperative” is not as useful as “I could really use some help bathing the kids after supper”. “You’re never on time” is not as useful as “We need you here by 7 am Monday to Friday to cover our phones.”

2. All-encompassing labels are upsetting.

Describing someone as “bitchy” or “selfish” does not convey what it is that you want them to do differently. Be clear about what you want.

3. The use of “I feel” messages is more powerful and more effective than “you” messages.

“You never listen to me” is less effective than “Lately I feel ignored”. “You never include me” is less apt to get you what you want than “I feel badly when you conducted today’s interview without me”.

4. Prevent the past from controlling the future.

While the car’s rear view mirror provides a clear picture of where you have been, it is not a reliable view of your future driving path. In similar fashion, focusing only on the past will prevent much of your communication from being effective. Stressing current needs and situations improves the chances for your success.

5. Use your body language to emphasize your feelings and wants. Nonverbal communication carries as much, if not more, weight than many of your words. What is not said is often as powerful as what is said.



6. Ask for periodic restatements of your messages.
There is no better way to confirm that you are being understood than to hear the listener restate your message.
7. Maintain constant awareness of the communication filters you use when you transmit and the filters your listeners use when they receive messages. What is not said is often as powerful as what is said. Failure to acknowledge the feelings of the listener or to include certain points of relevance can convey messages of important significance.

Using Communication to Achieve Your Goals

The first practical application we will present is in the field of sales. Since so many people make their living selling either products, services or both this is a great place to start. If you add to this the fact that countless millions of people also use selling techniques in their jobs, we can pretty safely say just about everyone does some form of selling.

While many people associate selling with talking, our research has shown us that effective selling, just like effective communication, involves more listening than talking. Our estimate is this: The most effective communicators listen between 35 to 75% of the time. This will come as a surprise to many who have not studied modern communication theory. In fact, some of the expert communicators we studied were surprised to learn how much more listening they did than talking.

Particularly in the field of selling, listening to the right material is what counts. How do you get to listen to the right material? By asking all the right questions.



New Habits

Mark Twain, the great American humorist, said it very well. “Habit is habit and not to be flung out the window by anyone . . . but coaxed down the stairs, one step at a time.”

Learning how to ask the right questions requires the development of a new skill, a new habit if you will. Since change is a process occurring over time, it is necessary to focus on one behavior at a time, repeating it often and in an environment where you can safely develop this new skill.

Using sales situations as our example here is the best way to obtain information you need. The first area of exploration needs to be the circumstances, the condition in which the person (the coachee) finds himself or herself. You are looking for the facts, the history, the background of the current state of affairs. If this effect is overdone, the listener may feel over-interrogated or cross-examined. On the other hand, if you do not find out enough about their situation, your suggestions for improvement will be useless.

Once the condition is fully understood, it is now safe to proceed to the next level. It is here where you find out what specific difficulties your listener is experiencing. What is not working well for the coachee, what problems are they encountering, what would they like to improve, what does their present way of doing business cost them, what will be the payoff of doing things differently and what will the costs be of not changing their present ways.

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Unless you can uncover problems the coachee is having, you'll be unable to offer your product or service as their remedy. Here we have a good example of applying listening skills supplemented by the careful use of exploratory questions. The benefits of this approach are:

- You are more likely to achieve your own goals
- You permit and encourage the listener/coachee to solve their problem
- You improve your questioning and listening skills
- You help others improve

This is why it is said that coaching involves listening more than talking.



Five Communication Styles

Domination

The five communication styles are applicable to all home and family situations as well as work situations. To use parent-to-child relationships as an example, a dominating parent will use this style for most of his or her interaction with the children. This is often done out of love for the children but has effects that are harmful and long-lasting. Cold, severe, withdrawn parents rarely produce warm, happy, healthy, productive kids. Most of us learn parenting by example, using our parents as the guide for how to behave or not behave. It's the rare child who can learn love from coldness.

Structure, order, boundaries and discipline are all useful tools in the raising of children. If they are tempered with affection, understanding, support and some flexibility, they become what we have labeled Persuasion rather than Domination. Pushed to an extreme, Domination as communication becomes child abuse.

Persuasion

The persuasive style uses many of the tools of Domination, but uses them in a way that does not prevent the parents and the child from creating a warm, loving relationship.

Integration

The integrative style of parental communication takes some of the traits of Resignation and adds a healthy amount of support, involvement and directions. They try to meet many of the developing needs of their children. When done well, the kids may grow up wishing they had received more direction, but they did know they were loved. The parental sins would have been those of omission, what was not done, than those of commission, what was done incorrectly.



Resignation

At the other end of our continuum (scale) we find the resigned parent, one who has given up on being an influential role model for the children. Knowing that what they do will probably not work, they tend to allow the kids to “raise themselves”. This too may be done out of love, not out of an attempt to create unhealthy kids. The parents feel overwhelmed by the tasks of child raising for which they were not trained. They hope the children will “turn out” okay, but do not know what actions to take to facilitate this. Children left to themselves sometimes become responsible adults, but we have found this to be rare.



Communication Zone

Our Communication Zone allows parents and their children to communicate in a healthy, mutually supportive way. During the early years, parents naturally take the lead. Their goal is to gradually transfer the ability to make good decisions to the child as maturation and experience permit. The parents achieve their satisfaction from creating independent offsprings, not out of manipulation, domination or resignation.

The controls used are those necessary to the safe, healthy development of the child.

The practice of Zone communication is important for the development of and appreciation for its power. Many people will find that it does not occur naturally. They have experienced so few examples of it in their lives that good role models are scarce.

We find that a deliberate, conscious effort is required in order to become proficient in this most powerful of communication skills. And we hope this program aids you in this effort.