

## Unit 2: The Coach/New Surveyor Relationship

A coach must create a learning environment for the new surveyor. This section discusses the relationship needed between coach and new surveyor.

## Topics

- Establishing a Relationship
- Effective Communication
  - Listening Skills
  - Asking Good Questions
  - Giving Feedback
  - Communication Skills Summary
- Responsibilities

Citation: Centers for Disease Control. (2005). Workplace Safety and Health. Information Circular. (IC 9479).  
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[Read through the topics to be covered.]

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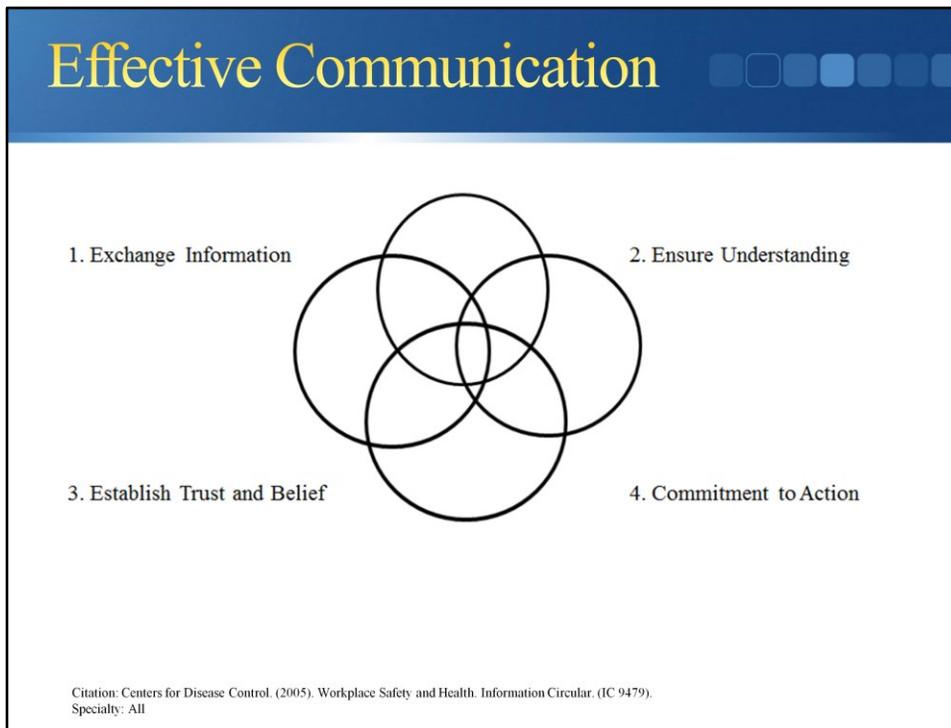
Establishing a relationship is the first step in the process of coaching.

Establish a good coaching relationship by using communication, collaboration, and commitment (the three Cs).

- Good communication is essential to conveying the transfer of your knowledge to the new surveyor.
- Collaboration between you and your new surveyor is key.
- Commitment to action for both your new surveyor and you is the end result.

Techniques to establish the three Cs: Listen, Observe, Question, Rephrase

We will begin by discussing Effective Communication within the coaching process.



Effective communication needs to move through four stages:

[Refer coaches to the Communication Process Model shown on page 2 of the Preceptor Guide. Review the slide.]

Sometimes the process goes quickly and at other times it is slow and deliberate.

Step 1: Exchanging information leads us to want to know if our message was received and understood. Therefore, we move to the next step in the process.

Step 2: Ensuring understanding. There are techniques you can use to determine if the listener not only received your message but understands the message and its intent. Some of these are discussed later in this section.

Step 3: Establish trust and belief. The listener must not only understand what is said, but also believe it.

Step 4: Commitment to Action. Often in the communication process, all that we have to go on is the listener's statement of what they will do. That is why it is called a commitment to action and not just an action. We have to listen for the commitment. If it is not forthcoming, you may need to probe to find out why.

[Discussion Point: What happens if the listener understands, but doesn't trust or believe that what was said is reasonable or the right thing to do? ]

Their commitment to action will be impacted if the listener does not trust or believe that what was said is reasonable or the right thing to do. Effective communication is a delicate balance that rests on the three Cs of a relationship. (Communication, collaboration and commitment,)

# Listening Skills

“Seek first to understand, then to be understood.”  
—Steven Covey (1990)  
*The 7 Habits of Highly Effective People*



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[Read the slide.]

Understanding does not always come easily. It is the result of skill and effort.

Communication is an exchange between two parties. In teaching, emphasis needs to be placed on trying to see each point from the learner's point of view instead of only trying to make him or her see things your way. Seeing each other's point of view begins with good listening skills.

## Listening Skills Quote

Next to physical survival,

*“..the greatest need of a human being is psychological survival—to be understood, to be affirmed, to be validated, to be appreciated. Listening provides this...for it provides ‘psychological air’.”*

—Stephen Covey

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This is another quote from Covey.

[Ask for a volunteer to read the quote.]

What does Covey mean by “psychological air”?

[The answers will be varied. This discussion will lead to a short comment on validation on the next slide.]

## Listening Skills in Action

- When you listen carefully to another person, you validate them.
- Once the need for validation is met, others are open to listen to you. It is then you can focus on influencing them or solving problems.

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[Read the slide.]

Webster's definition of validate is:

val•i•date

1. a: to make legally valid b: to grant official sanction to by marking c: to confirm the validity of (an election); also : to declare (a person) elected
2. to support or corroborate on a sound or authoritative basis <experiments designed to validate the hypothesis>

Problem solving begins with listening.

## Good Listeners: Part One

- Do not interrupt or plan a response while the other person is talking.
- Do not be judgmental.
- Think before answering.
- Try to face the speaker.
- Maintain eye contact.

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[Refer coaches to page 4 of the Preceptor Guide. Review the slide.]

Nonverbal behavior is important to note.

One study found 93 percent of a message is sent non-verbally, with only seven percent through what is actually said.

[Instruct coach to write down some forms of nonverbal communication they have witnessed from new surveyors. Provide examples: frequent eye contact communicates interest and confidence.]

## Good Listeners: Part Two

- Watch nonverbal behavior; listen with eyes and ears.
- Ask questions and wait for an answer.
- Do not have to have the last word.

(Adapted from Richard Gemmet 1977)

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## Asking Good Questions

- Gets the new surveyor and coach talking
- Controls attention because they require a response
- Helps the learner think

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[Review the slide.]

[Have coaches think about how they personally interact in a social setting when approaching someone. Ask them how often their conversation begins with a question.]

[Lead a discussion about why this is so (starts an exchange of information, shows interest, captures interest, etc.)]

## Types of Questions

- Closed-ended
- Open-ended



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There are two types of questions.

Closed-ended—short/set answers

Open-ended—more detailed/varied response

Both are useful in certain situations.

[Ask the coaches for an example of a closed-ended question then ask the coaches in what situation might they use a close-ended question with a new surveyor.

Ask the coaches for an example of an open-ended question they might use with new surveyors.]

## Closed-ended Questions

- Usually result in a yes or no answer
- Usually begin with:
  - Do..., Is..., Can..., Could..., Should..., Shall...,
- Should be avoided
- Example:
  - “Are you ready to move to the next step?”

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[Read the slide]

[Quickly call on coaches and have them ask you a question starting with the key words do, is, can, etc. Move from person to person quickly.]

## Open-ended Questions

- Help evaluate new surveyor's understanding
- Establish strengths and concerns of the new surveyor
- Begin with:
  - How..., Why..., When..., Where..., What..., Who..., Which..., If...
- Example:
  - "What additional information do you need in order to move to the next step?"

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[Read the slide.]

[Continue having coaches ask questions now using the key words how..., why..., etc.] (answer briefly, but not with yes/no answers) Discuss how these questions force more information than the closed-end ones.

Open-ended questions help a coach collect information about the learner's background, experience, and progress.

## Giving Feedback

The purposes of feedback are:

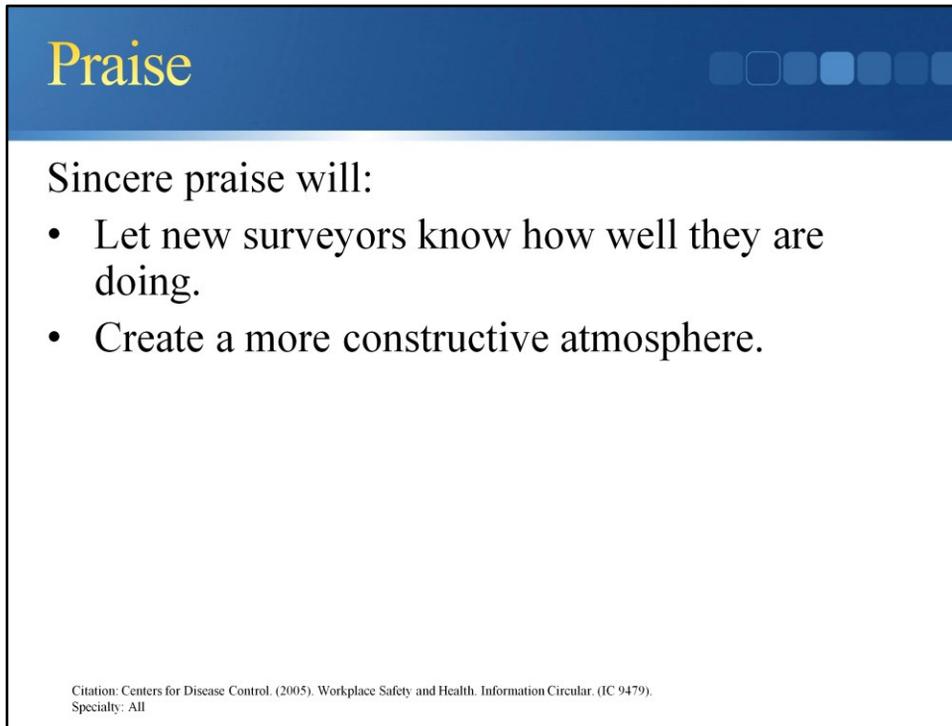
- To reinforce corrections
- To point out actions that need to be corrected through further practice

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[Read the slide.]

As coaches, the skillful use of feedback to learners is important in letting the new surveyor know how they are doing, answering questions, and dealing with their concerns.

Explain there are different types of feedback that coaches can learn to use. Let's review some tips for giving constructive feedback listed on page 6 of the Preceptor Guide.



## Praise

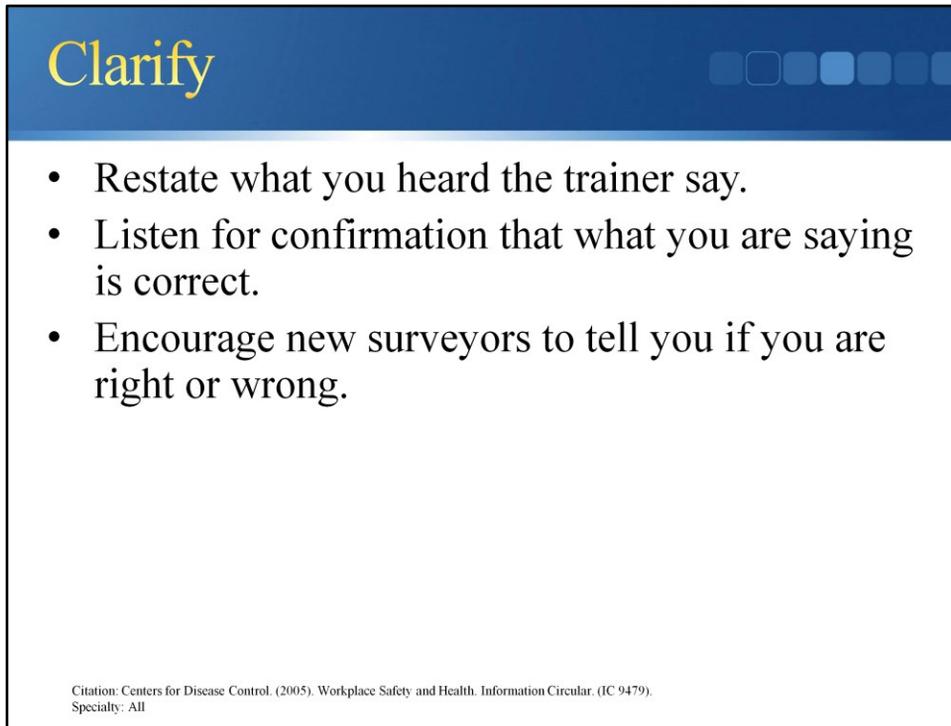
Sincere praise will:

- Let new surveyors know how well they are doing.
- Create a more constructive atmosphere.

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[Read the slide.]

[Discuss what is meant by the term sincere praise?]



## Clarify

- Restate what you heard the trainer say.
- Listen for confirmation that what you are saying is correct.
- Encourage new surveyors to tell you if you are right or wrong.

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[Read the slide.]

Restate the new surveyor's original statement in more specific terms. Example, "What I hear you saying is...."

Give a specific example or restate what was said in general terms.

When you restate you do not clarify what the other person means, but what it means to you.

## Boomerang Question

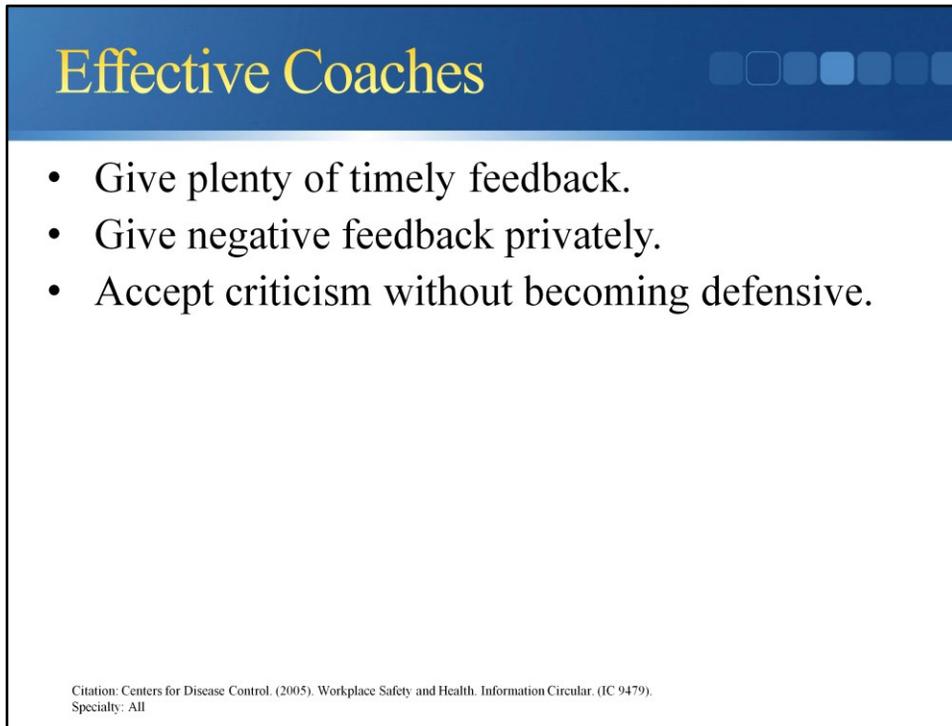
- Redirect a question back to the learner.
- Example: “That’s a good question. What do you think ought to be done in that situation?”

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[Read the slide.]

There are times when they will be asked questions that they know should be answered by the new surveyor. Do not be afraid to bounce it back to them.

[Caution them not to throw all questions back to the new surveyor, but to evaluate each one to determine the benefits of redirecting it.]



## Effective Coaches

- Give plenty of timely feedback.
- Give negative feedback privately.
- Accept criticism without becoming defensive.

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[Read the slide.]

Remind coaches of the importance of giving feedback.

[Discuss the idea of giving feedback at the right time and place. Start with the question is it appropriate to provide constructive feedback in front of a provider?]

Providing effective feedback can be a learned skill and you will improve with practice.

## Informal Versus Formal Feedback

- Informal Feedback:
  - Given as issues arise
- Formal Feedback:
  - Given at specified times

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[Read the slide.]

Different levels of feedback that can be useful in different situations.

[Ask coaches for an example of formal feedback.  
Ask coaches for an example of informal feedback.]

Ask if there are any questions about providing feedback? Answer as appropriate.  
Thank coaches for the kind attention. ]