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*Leading4Success*<sup>®</sup>

# *Coaching Communication*

*“The key to successful leadership today is influence, not authority.” - Kenneth Blanchard*

# Coaching Communication

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iSpeak<sup>®</sup> prepared this workbook for use in the area of Training and Development for continuing education. It is intended that these materials will be used to assist students in the learning process during a presentation, after the presentation for review, and continued learning as a reference guide.

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## ACKNOWLEDGMENTS

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## Unit One: The Foundation of Management

*“Effective leadership is not about making speeches or being liked; leadership is defined by results not attributes.” – Peter Drucker*

**S**trong management is the defining cornerstone of any high performing organization. Within any company, there is always a need for someone who can direct a team of people, set goals, light a path, and persuade others to follow. They must negotiate alliances, improve their colleagues, and align the ambitions of the many with the needs of the organization.

A manager is the one person who can create conditions that will determine the caliber of work, and ultimately the success for the company. Developing leaders is of paramount importance to the success of your company. The figures below exemplify the importance of leadership development.

- Daniel Goleman, Richard Boyatzis, and Annie McKee cited in their book, “Primal Leadership”, that roughly 60 percent of how employees perceive their organizations climate can be traced to the actions of one person – the manager.
- A study conducted by the University of Michigan Graduate School found that executives from 5000 U.S. companies from a wide range of industries and sizes found that communication played a significant role in their advancement to management.
- In the book “The Extraordinary Leader”, by John Zenger and Joseph Folkman, they found that superior leaders achieve:
  - Lower \_\_\_\_\_
  - Better \_\_\_\_\_
  - Higher \_\_\_\_\_

## What Do You Want in a Manager?

*“Practice Golden-Rule 1 of Management in everything you do. Manage others the way you would like to be managed.” – Brian Tracy*

As a manager and leader, your employees look to you for results. The expectation is that you will take ownership of your team and coach them to victory on a continual basis. After understanding what is expected of you and your team, you can then develop the necessary strategies to effectively achieve those objectives. You serve as the communication line between your team and the executive management. It is important to communicate with the executive teams regularly to maintain their support for delivering to the management expectations they expect.

### Exercise: Great manager characteristics

In the space below, list the characteristics that would define a great manager.

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Exercise: Instruction and Encouragement

Read each of the situations below and discuss in your group. Indicate what conditions would need to apply in order to use each of the four styles. Be prepared to defend your responses.

Scenario 1

Next week you will be attending a leadership conference in Atlanta, GA. In your absence, you have asked one of your team members to run the weekly meeting with the team.

You would use the **Direct Style** (high instruction, low encouragement) if: \_\_\_\_\_

\_\_\_\_\_

You would use the **Spirited Style** (high instruction, high encouragement) if: \_\_\_\_\_

\_\_\_\_\_

You would use the **Systematic Style** (low instruction, low encouragement) if: \_\_\_\_\_

\_\_\_\_\_

You would use the **Considerate Style** (low instruction, high encouragement) if: \_\_\_\_\_

\_\_\_\_\_

Scenario 2

A member of your team commented that they are comfortable delivering business presentations and feel they do a good job communicating information to an audience. You attended a recent presentation they delivered and observed a number of fundamental mistakes.

You would use the **Direct Style** (high instruction, low encouragement) if: \_\_\_\_\_

\_\_\_\_\_

You would use the **Spirited Style** (high instruction, high encouragement) if: \_\_\_\_\_

\_\_\_\_\_

You would use the **Systematic Style** (low instruction, low encouragement) if: \_\_\_\_\_

\_\_\_\_\_

You would use the **Considerate Style** (low instruction, high encouragement) if: \_\_\_\_\_

\_\_\_\_\_

## Unit Summary

*“If you pick the right people and give them the opportunity to spread their wings - and put compensation as a carrier behind it - you almost don’t have to manage them.” - Jack Welch*

Strong management is the defining cornerstone of any high performing organization. Within any company, there is always a need for someone who can direct a team of people, set goals, light a path, and persuade others to follow. The responsibility of an enlightened manager is to get their message out in a way that inspires, make the most of their limited time, and build roads to resources. They must negotiate alliances, improve their colleagues, and align the ambitions of the many with the needs of the organization.

- At the core of every successful manager is a strong coaching ability. To be a great manager and coach, certain skills must be innate. Organization skills, the ability to motivate others and effective communication skills are required.
- In management you have employees that are looking to you for inspiration, leadership, motivation, information, guidance and support. A successful manager will understand what their team and individual contributors want and expect.
- After understanding what is expected of you and your team, you can then develop the necessary strategies to effectively achieve those objectives. You serve as the communication line between your team and the executive management.
- The top characteristics that people admire in their leaders include: Honesty, Competence, Forward looking (visionary), Inspiring, and Intelligent.
- The leadership styles model implies that a manager will alter their leadership style and approach depending on the person they are dealing with and the situation they are in. To increase their effectiveness as a leader, they adjust the amount of instruction and the amount of encouragement required by the employee. .
- Four styles of leadership include:
  - Considerate (Low Instruction and High Encouragement)
  - Spirited (High Instruction and High Encouragement)
  - Systematic (Low Instruction and Low Encouragement)
  - Direct (High Instruction and Low Encouragement)

## Unit Two: Coaching Communication

*“To listen well is as powerful a means of communication and influence as to talk well.” - John Marshall*

**T**he ability to communicate is vital to achieving advancement for yourself and for your ideas. It does not matter if you are meeting someone face-to-face, talking over the phone or presenting in front of a large group, you have to prepare, develop and deliver a message. Having an organized communication process will help you develop all types of relationships, both personal and professional.

In the book, *How American Chief Executives Succeed*, The American Management Association surveyed over 5,000 CEOs and asked “What is the most important thing you have learned in order to perform your role as an executive?” They ranked communication skills as number one. Few skills in life will contribute to your success as much as communication skills.

In this unit you will:

- Learn your Communication Style
- Apply your style to employee situations
- Understand the various modes for communicating
- Discuss the elements of communication
- Improve your active listening skills

Exercise: Your Situation

Document a situation you are dealing with at work. Then write what you would say using each of the four communication styles. This situation will be referenced in future class exercises.

**Situation**

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What would you say using the **Direct Style**?

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What would you say using the **Spirited Style**?

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What would you say using the **Systematic Style**?

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What would you say using the **Considerate Style**?

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## Communication Factors

*“The most important thing in communication is to hear what isn’t being said.” - Peter Drucker*

Executives of Fortune 500 firms that were surveyed on the most beneficial skills for excelling in professional business have year in and year out ranked communication skills at the top of the list. Effectively communicating with peers, subordinates and the executive management team eliminates wasted time, effort and expenses. While we speak and communicate with employees with the best of intentions, our messages can be misinterpreted if not delivered effectively.

### Congruent Communication

When a manager communicates in person, employees receive information through what is said verbally, how it sounds vocally, and how the communication appears visually. The entire package must be synchronized for maximum benefit. In Dr. Jeffrey S. Philpott’s research paper at the University of Nebraska, “The Relative Contribution to Meaning of Verbal and Nonverbal Channels of Communication”, he analyzed the results of 23 communication studies and found that adults rely more heavily on nonverbal cues and paralanguage (69%) than they do on what is said (31%). Our messages are most persuasive when all three of these areas are in alignment and sending the same message.

When interpreting a message from their manager, employees rely more heavily on the visual (what they see) and the vocal codes (how they speak) than the verbal code (what they say).

### Communication Retention

We would all like to think that our employees are retaining every word we speak and implementing all our advice, but this is simply not the case. Author Walter Pauk reports that people will only remember 54% of what they read or hear after 1 day and only 21% of what they read or hear after 14 days.

People process information in one of three ways: visual, auditory, and kinesthetic. People tend to rely on one of these approaches more often than the others, but use all three of these approaches at different times. When you understand that your employees will all learn in various ways, you can focus on the different methods to communicate, address, and training each style.

- |                    |   |
|--------------------|---|
| <b>Visual</b>      | Employees who learn by seeing. Words that work with visual learners include “see, watch, look, envision, imagine, and picture.”   |
| <b>Auditory</b>    | Employees who learn by listening. Words that work well with auditory learners include “hear, listen, sound, resonate, harmonize, sense, experience, understand, think, motivate, and decide.” |
| <b>Kinesthetic</b> | Employee who learn by doing. Words that are effective with these students include “feel, touch, hand-on, do, grasp, concrete, get hold of, and solid.”  |

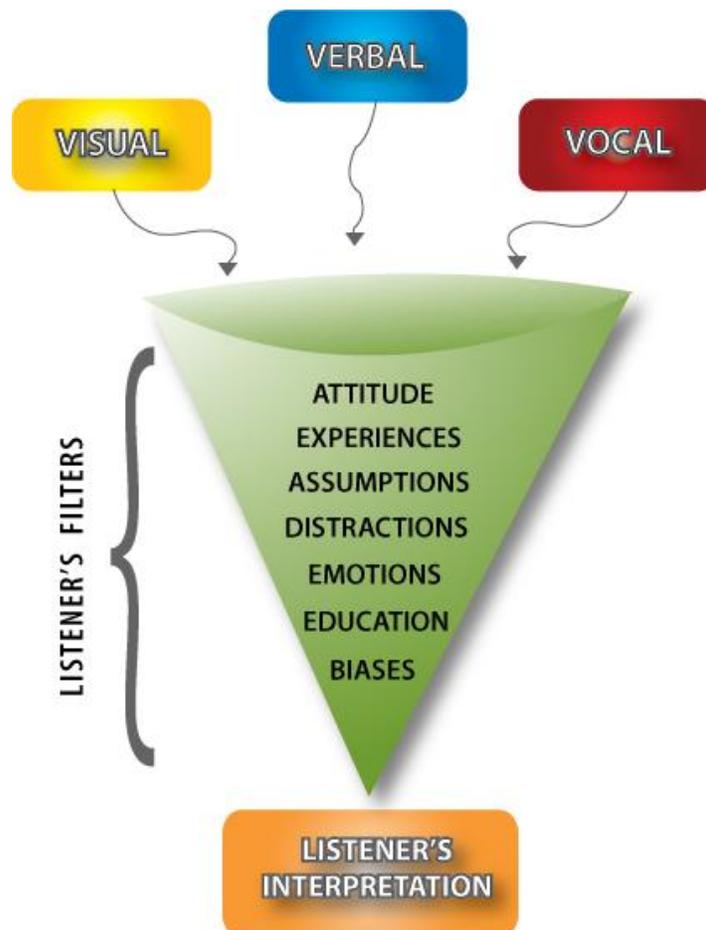
## Communication Elements

*“There are no facts, only interpretations.” - Friedrich Nietzsche*

Communication filters emphasize the skill of listening and how it relates to verbalizing information, feedback, and feeling. While listening may not be the only ingredient in the formula for good communication, it does play a vital role. As we listen to information from the speaker, it passes through several filters before the listener’s interpretation is determined. When we understand this funnel, we can rely on it to:

- Find out where we are in a complicated interchange of ideas and opinions
- Evaluate the way others respond to us
- Learn how to handle those responses, even if they are unexpected or unwanted
- Examine alternatives for changes of direction without sacrificing our goal in the interaction

In all our communication, it helps to have a picture of what we are doing, where we want to go, and what we must do to get there. The communication funnel answers this need, by helping us visualize what happens when we communicate with others.



## Types of Listening

*“When people talk, listen completely. Most people never listen.” - Ernest Hemingway*

Active listening allows you to pick up on what is being said, and what is not being said. A U.S. Department of Labor study found that the average worker spends 55% of their communication time listening, 23% speaking, 13% reading, and less than 9% writing. Richard Hunsaker, author of *Understanding and Developing the Skills of Oral Communication*, states that we are distracted, preoccupied or forgetful about 75% of the time we are listening to another person. Any signals sent to your employees that give them the feeling that they are not important can lead to problems.

### Passive Listening (Day Dreaming)

When you listen passively, you are really only there in person. You are completely tuned out and get neither the spoken or unspoken messages being delivered. This is one-way communication.

### Selective Listening (Multi-Tasking)

When you listen selectively, you fade in and out of active listening. You hear the voice but sometimes you do not hear the words. If you do not listen and hear what your employee wants or needs, how will you be able to provide the correct amount of instruction and encouragement.

### Active Listening (Gut Feeling)

When you listen actively, you focus totally on the person with whom you are communicating. You hear their voice, you listen to the words they use, the tone of their voice, the rate of speech, the quality of voice and other important visual cues. Usually during active listening you are having two-way dialogue. You listen, respond, question, listen some more and reply accordingly.

The average speaker speaks at \_\_\_\_\_ words per minute.

The average listener can process \_\_\_\_\_ words per minute.

### Exercise: Focused Attention

Listen to the instructor and document your answers.

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## Development Process

*“All that is valuable in human society depends upon the opportunity for development accorded the individual.” – Albert Einstein*

Developing the skills of team members is all about changing the behaviors of the individual for the better. When behaviors support the required competencies to be successful in a role, the individual is on a path to achievement. While managers have goals that must be met, they must also recognize that those goals will only be met if the individuals entrusted to them possess the required competencies (skills) to achieve them. It is the job of the manager to be the coach that develops their skills to alter their behaviors and achieve what they have set out to do. It is the job of the manager to understand the unique competencies of each member of their team. Then through effective coaching, they will be able to guide each individual towards their goals.

**Goals** For each individual, goals will be set. The goals must be personal, but will also align with the goals of the team and the organization. These goals are set with the manager in a coaching session.

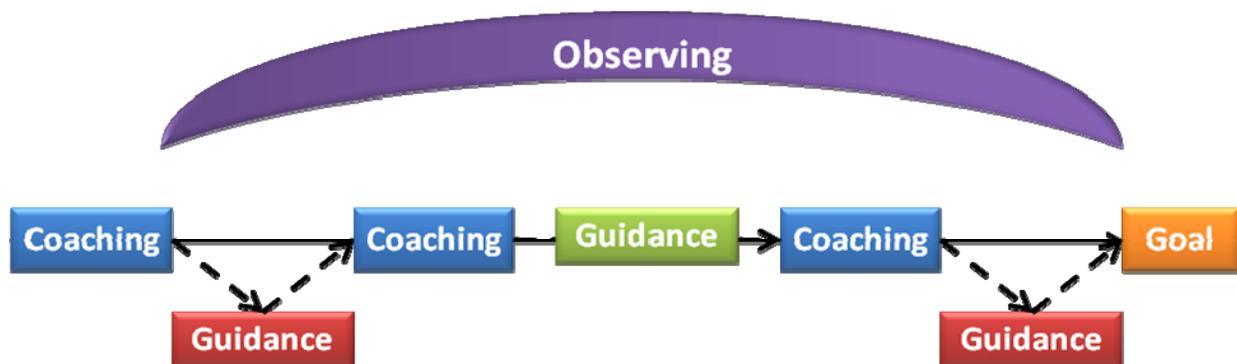
**Coaching** Moving towards that goal, it will be important for the manager to have scheduled times to meet with the individual. The coaching sessions are meant to be discussions that will keep this person motivated and working towards their goal.

**Observing** The coach will be required to observe the behaviors of the individual. Since all competencies can be defined by the supporting behaviors, the coach will need to watch for the associated supporting behaviors.

**Guidance** If the coach observes destructive behaviors that do not support the overall goals, this is a time to remind the individual of their ultimate goal.

**Discipline** is used for the correction of behaviors. Discipline is delivered in response to observed destructive behaviors that do not support the required competency for success in that role.

**Recognition** is used as a form of immediate reinforcement of positive behaviors. When good behaviors are observed, the manager should immediately recognize the individual for a job well done.



**Exercise: Selecting a feedback method**

In each scenario below, identify whether you would utilize a guidance method (discipline or recognition), save the feedback for a coaching session, remind the individual, or dismiss the behavior.

**Situation 1**

In a conference room meeting you observe one of your employees volunteering to take the lead on a new project. In your last coaching session you had challenged her to step up and take more of a leadership role on your team.

Which of the four response types would you select? \_\_\_\_\_

Why? \_\_\_\_\_

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**Situation 2**

After challenging a team member to work on their communication skills to include the visual, verbal and vocal aspects of communication you observe them in a presentation to Senior Managers. During the presentation you notice that he did not change his normal business casual attire to more professional attire, which is standard for all Senior Managers. You feel that his communication would be more effective if he adapts his dress code to that of his audience.

Which of the four response types would you select? \_\_\_\_\_

Why? \_\_\_\_\_

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**Situation 3**

In a meeting with individuals from different business units you notice that your employee running the meeting did not have a written agenda for the meeting and failed to introduce everyone in the room prior to beginning the discussion. You have not discussed professional behaviors in running a meeting with this person in the past.

Which of the four response types would you select? \_\_\_\_\_

Why? \_\_\_\_\_

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Exercise: Delivering Guidance

Each of the following scenarios has been discussed with the employee in a previous conversation. Discuss the situation, document what you would say, and then practice delivering the guidance with a partner in a role play scenario.

Situation 1

An employee, Joe, has scheduled time on your calendar to discuss the proposal he is about to send to the finance team. In your last conversation you discussed the proposal with Joe and empowered him with making the final decision without your approval. You emphasized the opportunity for him to exercise his judgment competency, which will be evaluated on his upcoming performance review.

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Situation 2

One of your employees, Michael, has a history of arriving late to work. He was not at his desk this morning when you stopped by for an update on a project, prior to your 8:30am meeting with your director. You had a coaching conversation with Michael about his tardiness three weeks earlier, where you documented specific circumstances and discussed various solutions.

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## Effective Coaching Sequence

*“By failing to prepare, you are preparing to fail.” – Ben Franklin*

By providing structure around the coaching process with an alignment towards corporate goals, coaching results can be measured and tied back to corporate successes. Great managers can positively affect an individual in so many ways, the three key areas to effective and successful coaching include:

- Effective communication skills
- Thought provoking questions
- Feedback focused on results
- Motivation, support and encouragement

### Before the Coaching Session

Without proper preparation a coaching session will not be as effective as it could be. It is the manager’s job to consider the outcomes of the conversation before the conversation takes place.

- What is the desired outcome from the conversation?
- How best can you get the team member to understand?
- What examples can be utilized to help with the understanding and the application?
- What questions should I be prepared to ask?

### During the Coaching Session

In addition to the preparation prior to the coaching session, managers need to effectively listen and ask several questions during the conversation to make certain it continues in the appropriate direction.

- Should I talk or listen right now?
- What should I say when I do talk?
- Should I tell them what to do or ask them how they will handle it?

### After the Coaching Session

After a coaching session, it is the manager’s job to set a date and time for a follow-up meeting and to follow-through on deliverables, promises or commitments.

- What is the date and time of the next coaching session?
- What expectations have been set for the employee?
- How will the employee be observed?

Exercise: Coaching Preparation

Answer the questions below in preparation for your coaching session.

Employee Situation

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What is the desired outcome from the conversation?

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Which Communication Style will you implement (Direct, Spirited, Considerate, or Systematic)?

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How will you demonstrate that style in your coaching conversation?

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What examples or stories can you share to help with the understanding and the application?

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**Situation 4**

**Questions to understand employee conflict**

What “keeps you up at night” involving this conflict?

How is this affecting the company, department, or your co-workers?

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**Situation 5**

**Questions to identify an individual’s motivation and future goals**

What do you enjoy most about your job? Least?

What positive impact would you like have on the company?

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**Exercise: Your Coaching Questions**

Document coaching questions for your upcoming employee situation.

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## The Power of Persuasion

*“To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.” – Albert Einstein*

When it comes to coaching another person there are three methods that can be used for persuading them to take action. Each method lies on a spectrum ranging from extremely direct to extremely indirect. These methods are Direct Statement, Direct Question, and Indirect Questions.

### Direct Statement

This method may have its place in communication situations, but coaching is not one of them. Instead, this method is extremely effective when providing “guidance” as a Coach. The Direct Statement is when the speaker tells the other person directly what they need to do. It is not a discussion and it is not open for debate. This could be called the “Nike” method because of their popular advertisement slogan “Just do it!”

*“I need your support in adhering to the corporate policy.”*

*“Next time that happens you need to tell her that the task was originally assigned to her so whether she completes it or delegates it, the responsibility is still hers.”*

*“Why don’t we see if you can start arriving 15-minutes prior to your start time moving forward.”*

*“You need to take on more responsibilities.”*

*“I need you to register for the next Six Sigma training so you can get your green belt.”*

### Direct Question

This form of communication is still direct, but it is softened a bit because it is phrased in the form of a question. This form of question has also been referred to as a “leading” question. In essence, it is a direct statement phrased in the form of a question. You could call this method the “Jeopardy” method because it phrases the answer in the form of a question.

*“Have you considered taking on more responsibilities at work?”*

*“Why do you keep blaming others when your work does not get finished on time?”*

*“Can I count on your support and follow-through on this project?”*

*“Have you thought about reminding her that regardless of who does the work, it is still her responsibility?”*

*“How do you feel about getting your green belt in the Six Sigma program?”*

Exercise: Three forms of persuasion

In each scenario below, develop responses for each of the different persuasive response techniques. Then decide which method(s) you think would be most effective and why.

**Situation 1**

One of your employees was asked to change roles during a recent reorganization. They are providing minimum effort and their attitude is starting to affect other employees in the department.

Objective:

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Direct Statement:

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Direct Question:

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Indirect Questions:

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Which form of persuasion do you feel is most appropriate for this situation (Direct Statement, Direct Question, or Indirect Questions)? Why?

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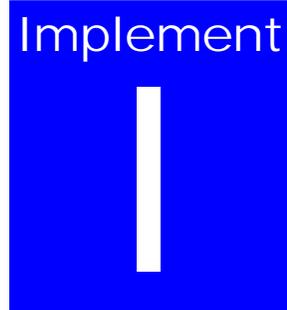
## Unit Summary

*“Leadership is based on the power to inspire and the power to inspire others to follow.” - Vince Lombardi*

The final stage in any implemented process will be evaluation. Without a reflection on the actions taken or the changes implemented, measurement of success would be impossible. When objectives and goals have been set, processes and procedures implemented, the review process to evaluate the effectiveness will provide the information required to set a course for even more adjustments.

In this unit we learned the following:

- All employee performance goals should be aligned with the goals of the organization.
- Individual goals can be set by first defining the areas of accountability, then defining the performance standard that will be used to measure each area of accountability.
- While annual performance reviews are always appreciated, ongoing support and guidance will be a key to helping team members achieve success. Performance reviews should focus on Competencies, Behaviors and Individual Goals.
- Formal feedback methods involve an employee survey provided to select individuals. In most cases the feedback is gathered anonymously or with an optional location to provide their name. Depending on the employee and type of business, formal employee feedback can be utilized on a monthly, quarterly or annual basis.
- Without proper preparation a coaching session will not be as effective as it could be. It is the manager’s job to consider the outcomes of the conversation before the conversation takes place.
- Informal Employee Feedback can be gathered either in conversations or via every day emails or communications. Asking the question, “So, how are we doing?” when speaking to the employee can provide excellent insights into their perceptions.
- As a manager, you will use different types of questions at different points in a conversation to invite explanations, gain understanding, discover information, foster progression or verify information. The type of question you use will be up to you, based on the desired result.
- The specific phases of a coaching conversation should follow a natural process. Too often leaders tend to coach by “pushing” the solutions on their team. To develop team members they must be allowed to think about the potential solutions for every situation, instead of just implemented the solutions the coach has developed.



## Implement to Improve

*“Knowing is not enough; we must apply. Willing is not enough; we must do.” - Johann Goethe*

**T**o be a successful manager and leader, you must have a plan. Managing4Success: Coaching Others has provided you with the information and the inspiration to improve yourself towards personal success; the final steps are up to you. You must implement what you have learned and that will lead to improvement.

While the implementation phase can be the most trying, it is also the most significant. Without implementing the new knowledge that you have gained, improvement will be impossible. To assist you in the transition from classroom to real world experience, iSpeak offers this section to record how you will implement what you have learned in this course.



## Recommended Reading Materials

*“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” - Dr. Seuss*

### Leadership & Coaching

*Coaching Questions, A Coach’s Guide to Powerful Asking Skills, Tony Stoltzfus, 2008*

*The One Minute Manager, Kenneth Blanchard and Spencer Johnson, 1983*

*The Art of Leadership, Bothwell, Lin, 1983*

*Leadership Skills for Managers, Caroselli, Marlene, 2000*

*The Leadership Challenge, Kouzes, James M. and Barry Z. Posner, 1987*

*Four Competencies for Success, Portnoy, Robert A., Leadership, 1999*

*The Fifth Discipline, Senge, Peter, M., 1990*

### Communication

*Conversational Magic, Les Donaldson, Prentice Hall, 1981*

*You’ve got to be Believed to be Heard, Bert Decker, St. Martin’s Press, 1992*

*The Articulate Executive, Granville Toogood, McGraw-Hill, 1996*

*Secrets of Successful Speakers: How you can Motivate, Captivate & Persuade, Lilly Walters, McGraw-Hill, 1993*

*Success Secrets of the Motivational Superstars, Michael Jeffreys, Prima, 1996*

*Messages: The Communication Skills Book, Matthew McKay & Martha Davis & Patrick Fanning, New Harbinger Publications, 1995*

### Sales

*Cut the C.R.A.P. and Make the Sale, Russ Peterson, DC Press, 2003*

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*“If you don’t find it in the index, look very carefully through the entire catalogue.”*  
*- Sears, Roebuck, and Co., Consumer’s Guide, 1897*

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