

Skills and Knowledge Workbook

Communication Development

Please complete the workbook as part of your development to become a coach or mentor.

NEXT STEP

- READ THE WORKBOOK
- COMPLETE THE QUESTIONS
- 'SAVE AS' PDF
- RETURN THE E-BOOK TO MENTORING@DISABILITYSHEFFIELD.ORG.UK

WWW.DISABILITYSHEFFIELD.ORG.UK
0114 2536750

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This workbook is part 1 of 3 of your Coach or Mentor training.

To complete this stage: Read the workbook carefully, complete the questions in your own words and then return the workbook to us at mentoring@disabilitysheffield.org.uk

ABOUT THIS WORKBOOK

This workbook was developed to:

- Help Employers or PA's take on the role of a Mentor or Coach.
- To go through the basic principles of communication and it's importance in building relationships.
- To identify the different forms of communication.
- To develop personal methods to tackle communication challenges.
- To safeguard the interests of all by identifying good practice and responsibilities when communicating.
- To understand your role and current practice in relation to

any written records.

**If your employer or PA would like to contribute please clearly identify their comments.*

Who should complete this workbook?

- Individual employers or PA's who meet the requirements to become a Coach or Mentor.

Why should you do this workbook?

This skills and knowledge workbook helps us assess your current knowledge and experience. We can then decide whether you would best suit a coach or mentor role. This is step one of three on your path to becoming a Coach or Mentor.

Using this book:

1. Read through the pages carefully.
2. Complete the 15 questions in full.
3. Answer all the questions yourself, in your own words using this interactive PDF on your computer or tablet, in as much detail as you can provide. Create your answers from your own knowledge and experience.
4. Save the updated PDF and return to mentoring@disabilitysheffield.org.uk. If you are having problems using the interactive PDF, please call us to let us know and we'll arrange another method.

WHAT IS COMMUNICATION?

Communication is a two way process by which information is exchanged from one person to another. This can be verbally, or through other methods.

What is effective communication?

Communication is effective when both people are exchanging information and support. For effective communication both people

need to be working to solve problems and settle differences.



Good communication is vital within the relationship between the Coach/ Mentor and their Coachee/Mentee.

How you structure a question, give information, listen, offer different perspectives and advice is key. To offer

support and encouragement or confront impacts the relationship.

Remember! A mentor asks the right questions and a coach has the right answers.

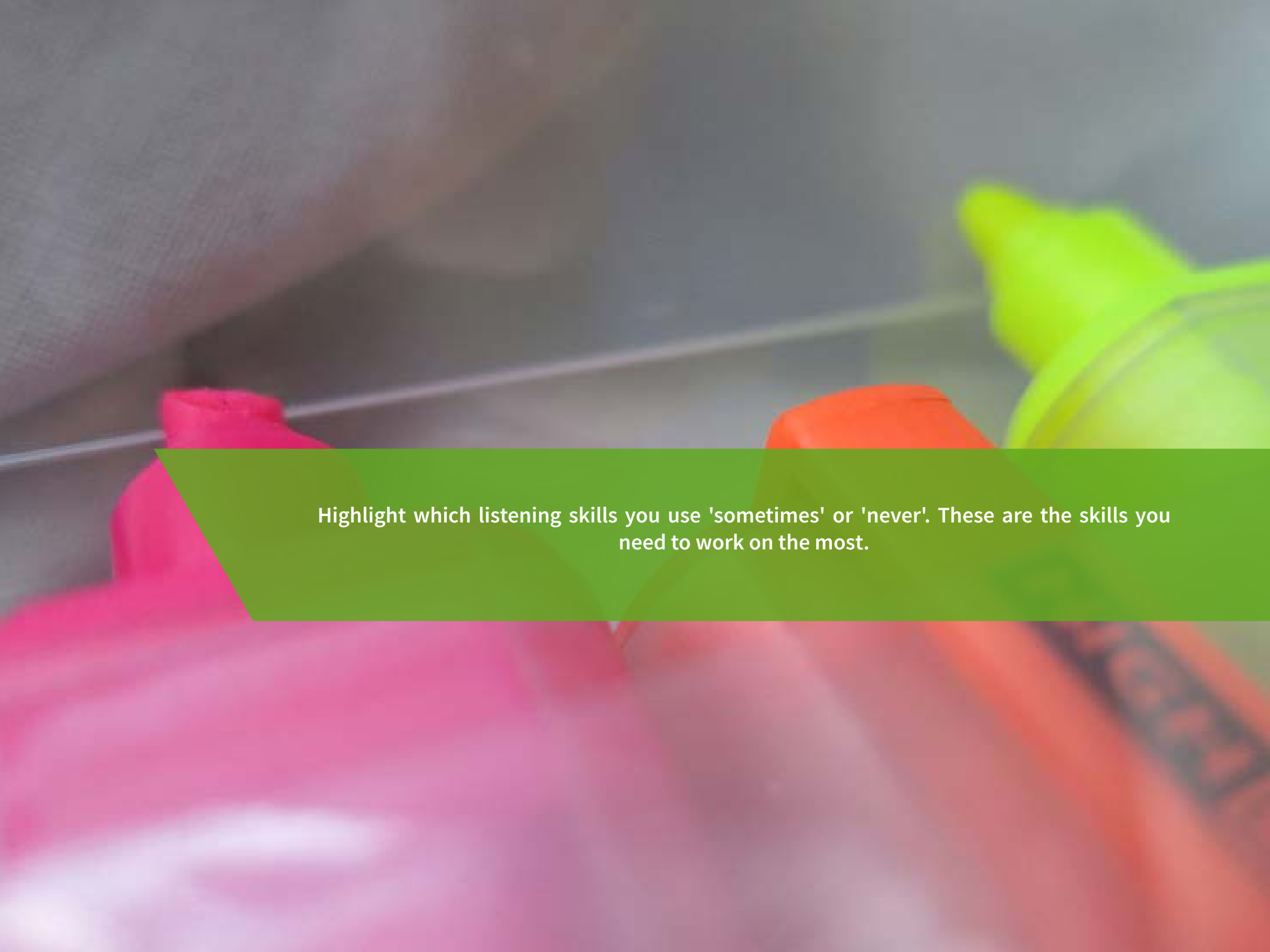
To begin improving your communication, please take the questionnaire on the next page which will assess your current listening skills.

YOUR CURRENT LISTENING SKILLS

Complete this short questionnaire to see how well you currently listen. It is not a test or judgement, it is simply to assess what you're current skills are to highlight what we can work on and improve. Just tick which statements apply to you and mark them from 'never' to 'always'.

When listening how often do you.....

	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>
Allow your attention to be distracted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Let your personal feelings make you biased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen only to facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interrupt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forget to summarise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assume you know what is really being said	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criticize the speech/tone/ dress of the speaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide the subject wont interest you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ignore body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions before confirming what you've heard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen for facts and detail more than ideas and reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think up arguments to refute the speaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felt uncomfortable so reject emotional sentiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Highlight which listening skills you use 'sometimes' or 'never'. These are the skills you need to work on the most.

Active Listening Skills

5 Good tips for listening:

- Focus on the speaker
- Display good body language
- Reflect back on what you hear
- Summarise any outcomes
- Acknowledge any emotions raised

Tina listened to Mike talk without interrupting. She kept her arms and legs uncrossed and nodded along to what he was saying at key points. When Mike had finished talking, she summarised his points and reflected them back. "So what you're saying is you're having problems understanding this paper work and it's making you feel frustrated. This gave Mike the chance to say 'yes, that's what I meant' or reconfirm if necessary.

WHAT TYPE OF LISTENER ARE YOU?

It is important to know which type of listener you are and take it into consideration when communicating with other types.

It's easier to listen to somebody with a similar type to you, where as you may have to make more effort to communicate with a different type.

Relational listener

Empathetic listening, they like to put them selves in the position of the talker and adapt their emotions. They're primarily concerned with feelings.

Analytical listener

These listeners like thinking through a problem step by step and like to fit detail into a complete concept. They like to scrutinise messages from a variety of perspectives.

Practical listeners

Practical listeners like factual information. They like 'getting the job done and have difficulty paying attention for long periods of time without fidgeting. They like to start fixing a problem right away.

Critical Listeners

Critical listeners like to evaluate messages for accuracy and consistency. They will be questioning, thoughtful and skeptical. They have a tendency to rub their chin and brow when listening.



Encourage the speaker with small vocal comments.

Look at the speaker directly.

Reflect back what's being said in your own words 'So what you're saying is...'

Allow the speaker to finish each point before asking questions.

Clarify what's being said; 'Is this what you mean?'

Show that you are listening by nodding, smiling and using other expressions

Make your posture open and inviting

NON VERBAL COMMUNICATION

Body language, eye contact, expressions and non verbal prompts give away what we're thinking more than what we can say.

Even if you're on the phone, disinterested body language or rude facial expressions will come across.

Although strong eye contact is important to show you are listening, too much can appear intense so keep it natural.

Cultural or health reasons can impact peoples ability or desire to maintain eye contact so bear this in mind!

The surroundings are important. A quiet, pleasant and relaxed environment are important. Even if you are on the phone you should have no interruptions. This is their time with you.



Using open questions

Open questions solicit an open answer. They are used to get more information out of a speaker. Open questions allow the conversation to run fluidly and allow you to collect information and direct discussion in a number of ways.

Examples of open questions

Probing for more detail - 'How did you say you did this?'

Reflecting - 'What are you thinking about what you do this?'

Gaining fact - 'What is important to you?'

Hypothetical - questions open up answers 'What could happen if....!'

Open questions are often used by TV presenters when using guests. This allows them to direct conversation but still allow their guests to talk freely.

USING
QUESTIONS

OPEN
QUESTIONS

Using closed questions

USING QUESTIONS

CLOSED QUESTIONS

Closed questions usually evoke a yes or no response. They restrict discussion but are useful to summarise or confirm.

E.g 'Are you happy for me to go ahead with...'

'Would you like more of my input in...'

'Does this summarise the kind of issue you've been facing?'

Bank tellers use closed questions to collect specific information about you such as your name, address, what service you are wanting and whether you are happy or not with their customer service.

Avoiding leading questions

Leading questions, where the answer is in the question, are best to avoid.

Linked statements - 'I really think it's best if we do it this way, don't you?'

'Don't you think we should do things this way? Most people prefer to do things like that.....'

Implication questions - 'If we do this then do you think we'll have enough time left to do this?'

'Won't you be too tired, if you've already been out today?'

Asking for agreement - 'Don't you think that's a silly way to do things?'

'That's a great idea! Isn't it?'

Coercive questions - 'You do enjoy spending time with me, don't you?'

Rhetorical questions - 'How inconvenient is this new bus route?'

'How stupid is this new policy?'

Leading questions are often used by Sales People to lead someone into making a decision 'Wouldn't you prefer to be with a broadband supplier who cared about your needs more?' 'How much more time would you have if you could have a faster internet connection?'

USING
QUESTIONS

TYPES TO
AVOID

SIGNS AND SYMBOLS (ALTERNATE AND AUGMENTED)

Supporting someone who uses alternative method to communicate

As a Coach or Mentor you may yourself use, or be supporting someone who does use equipment to communicate. These could have implications on the way you communicate so it's best to be prepared. These alternative forms of communication could be:

Unaided

- Anything that doesn't involve equipment
- Eye pointing
- British sign language (BSL)
- Makaton

Aided

- Uses additional equipment
- Picture charts
- Computers

If you're unfamiliar with any of these methods then ask the person what they want you to know or do that aids the relationship or experience.

Low Tech

- Pen and paper
- Alphabet charts
- Pictures/symbols

High Tech

- Electronic/battery systems
- Pointer boards
- Toy/books

WORKING WITH ALTERNATIVE METHODS OF COMMUNICATION



Sometimes a third party may be needed to facilitate the use of extra equipment. This needs to be acknowledged and prepared for.

A few things need to be taken into consideration when working with different communication systems:

- The individual may not have sentence formation, choosing

instead to reinforce words.

- They may use quick word responses
- They may have a lack of tonal change or dialect.

Reflection is an essential part of the relationship. Emotions need to be acknowledged and handled sensitively.

Recording Template

As part of the Mentor/ Coach role there needs to be some brief written record of whats been discussed and what actions were agreed.

By recording information there is reference to what has happened. It will promote consistency of response. It needs to be kept confidential.

How you write and what you say is important

Accuracy

- Say what you mean
- Use good punctuation and spelling
- Describe what you did and said

Keep it Brief

- Short simple words
- Short paragraphs

Clarity

- Check the progression is logical
- That the topic is clear
- Finish by saying what the next step is.

Make your records....

- Accurate
- Easy to read
- Clear
- Factual
- Timely
- Dated
- Signed
- Relevant
- Concise
- Confidential

**WRITTEN
RECORDING**

RELEVANT LEGISLATION POLICIES

The legal stuff!

There is a legislation - **The Data Protection Act 1998**, which you need to comply to when recording your information about the individual.

- 1) Information must be processed **fairly and lawfully**.
- 2) Information collected must be processed for **limited purposes**.
- 3) Information must be **accurate and up to date**.
- 4) Information must be **adequate, relevant and not excessive**.
- 5) Information must **not be held for longer than is necessary**.
6. Information must be processed in **accordance with the individuals rights**.
- 7) Information must be **kept confidential**
- 8) Information **must not go outside of the European Economic Area**

QUESTIONS

Fill in your answers digitally using this interactive Workbook. When you have finished, 'Save as' the Workbook and email it back to us at mentoring@disabilitysheffield.org.uk

1. What are the signs that communication is effective?

2. What do you need to do to practice active listening?

5. Give an example of a non-verbal method of communication that could be interpreted differently by people with certain disabilities or people from different cultures

6. Give an example of an open question linked to mentoring/coaching

7. Give an example of a reflective question that relates to mentoring/coaching

8. What might you need to consider if you were using an alternative signs or symbols technique?

9. Give an example of a written record that shows clarity, accuracy that is brief and to the point

10. List one of the key points in the Data Protection Act 1998 that impacts any recording that you do

11. Write an example of how you would phrase a question to find out what a Mentee or Coachee wants from you

12. Write an example of what you might say to show a plan of action has been agreed

15. What should you do with any written recordings once your role as a Mentor or Coach has finished?

Thanks for completing 'The Communication Development' Workbook.

Now please 'Save as' 'your name' Communication Development Workbook. eg 'JohnsmithcommunicationdevelopmentWorkbook' and email the PDF document back to us at **mentoring@disabilitysheffield.org.uk**

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