



REFERRAL REGISTRY
of Washington State

Effective Communication

A Guide for Employers of
Individual Home Care Providers

ACKNOWLEDGEMENTS

This manual was designed to support consumers/employers in their crucial role as supervisors. Employers play an important part in the Home Care Quality Authority's (HCQA) efforts to improve the quality of in-home care in Washington State. For more information about HCQA visit www.hcqa.wa.gov

HCQA wishes to thank the numerous individuals across the state who have helped to define and develop a comprehensive supervisory curriculum that will support the needs of both employers and workers in Washington's unique in-home care system of services. Much of this curriculum was adapted from the rich resources developed by the Paraprofessional Healthcare Institute—guidance from Peggy Powell helped shape this course.

Finally, HCQA applauds you, the employer, who has stepped forward to take on a leadership role and learn more about how to be an effective supervisor. Being a supervisor to in-home services workers is an important role. This manual was designed to support you in your role as a supervisor.

Your commitment provides much-needed support to newer workers who may experience isolation and stress in their important day-to-day work. Thank you for your willingness to take on this crucial role, your commitment to make a difference, and your knowledge and expertise which you so freely share.

TABLE OF CONTENTS

Introduction	4
Definitions	6
Listening Well	7
Paraphrasing	9
Clarifying Questions	12
Self-Management	15
Self-Awareness	19
Presenting the Problem to Improve Performance	26

INTRODUCTION

We are glad you want to learn more about improving communications with your Individual Provider. You already manage the day-to-day details of your in-home services and want to learn more in order to keep good staff. By participating in this course, you will build upon your skills to communicate with others.

Background

The Home Care Quality Authority received a grant from the Centers for Medicare and Medicaid Services to start operating Home Care Referral Registry Centers (HCRR). These HCRRs provide a number of services to recruit and retain individual providers, including employee recognition and peer mentoring.

The HCRRs also operate a Referral Registry, a database of people who have already passed a background check and are willing to provide in-home services.

A Referral Registry Coordinator is available to help you find individual providers. The Referral Registry is operated at a Home Care Referral Registry Center (HCRR) in your area. HCRRs have staff and other resources designed just for you.

***Call them at
1-800-970-5456.***

Manuals that are available from HCQA for Employers of Individual Providers include:

- How to Hire and Keep Good Staff
- Effective Supervision – self-study training using this manual
- Effective Communication – self-study training using this manual

Training Committee

People from all over Washington told HCQA what kinds of training it should offer. Workers, employers, case managers, advocacy groups and others provided guidance about courses, skills and knowledge that would improve long-term in-home services.

A committee of experienced employers spent four months developing these courses. The committee meets regularly to plan upcoming courses and to provide information on how to improve supervisory training. A larger group of people edited this manual and gave input on how to improve it.

About This Course

For many people who use in-home services, the key to being able to live independently is effectively managing their own care. For some people, independent living would be difficult without the physical assistance of another person.

Independent living means that an individual has the right to make his/her own decisions and to have control over the direction of his/her life.

Directing and managing your own care with the assistance of an individual provider is a good example of independent living.

This course was created especially for people who employ individual providers (or “personal assistants”) in their home. It was designed to:

- help you, the employer, effectively supervise staff
- give you with the necessary skills to solve problems
- refine your communication skills

This course provides many examples and suggestions to improve your skills as a supervisor. These are merely guidelines—information for you to consider.

DEFINITIONS

Employers

People who employ individuals to provide in-home services are sometimes called consumers or clients. In this course, we will use the term “supervisor” or “employer” because it recognizes and validates hiring, training and supervision responsibilities.

Individual Providers / Employees

People who provide in-home services are sometimes called personal assistants, aides, caregivers or workers.

Case Manager

Case managers (or social workers) are usually employed by the Department of Social and Health Services or an Area Agency on Aging. Case managers help determine level and amount of in-home care services by using a care plan. They authorize payment for your worker and can terminate service contracts when needed.

Care Team

Any person identified in the care plan is considered part of the care team. Social workers, doctors, individual providers, therapists, home health aides, nurses and family members who provide service to you are examples of people usually found on the care team. The people listed on your care plan typically share information about your services or any change in conditions.

Personal Assistance Services

Personal Assistance Services means any sort of assistance (human or technology) that people with disabilities rely on to make their lives more personally and professionally productive.

A Word of Caution

You may use the terms *personal assistant, aide, caregiver, worker* or *individual provider* when referring to your staff. It is important to know that some people may not like the term you choose. You should find out from your staff which term they prefer.

Likewise, you should be very clear to your staff which term *you* prefer them to use when referring to *you*.

One person told us:

“Often, people with disabilities are referred to using terms such as *my patient, my client, or, he’s a quad*. Be clear to your staff that using these terms is not respectful of you as a person.”

LISTENING WELL

Listening well is hard work! By the end of this section, you'll see many ways that good listening is hindered—either by the environment around us, or our own internal listening blocks. You will also discover ways to be a better listener.

Active Listening

Good listening is essential to clear, effective communication. Although you may feel you are a good listener, effective supervisors must use a more conscious level of listening called “active listening.”

Active listening is listening with full attention to another person. It is a skill that must be learned and practiced because it is rarely taught or experienced. It involves:

- Using attentive body language
- Paraphrasing a speaker's words, and
- Asking clarifying questions to gather information and ensure mutual understanding

Real listening is...

Based on the intention to do one of four things:

- Understand another person
- Enjoy another person
- Learn something
- Give help or solace (empathy/sympathy)

Active listening requires constant, conscious effort.

Active listening is an underlying skill in supervision because:

- When people listen with their full attention, they remember and understand more of what is being communicated. On the other hand, when they listen inattentively, they miss a great deal of what is being communicated.
- Being listened to attentively feels caring and helpful to the speaker. Not being listened to, or being listened to in an inattentive manner, feels hurtful and unhelpful.

Attentive Body Language

Body language refers to the way people communicate non-verbally through:

- postures,
- facial expressions,
- gestures, and
- movement.

Many times, body language can communicate more strongly than words, so people often respond to body language rather than to words.

Because of the power of body language, it is necessary to become aware of one's own body language and learn to use it effectively.

Using good body language will improve your active listening skills immediately. Practice good body language with another person or in front of a mirror so you get accustomed to using it.

One person told us:

“Body language is different with people who have paralysis, cerebral palsy, or multiple sclerosis... sometimes body language might be a nod, wink or some other facial gesture.

Generally, people are able to get their point across, but it takes time for the employer and the worker to come to an understanding about what means approval or disapproval.”

By showing your employee you are interested in what they are saying by using good body language, you will help them feel valued and respected. When a worker feels valued and respected, they perform better, and tend to stay at their jobs longer.

PARAPHRASING AND CLARIFYING QUESTIONS

When confronting a problem, many people, especially supervisors, tend to search immediately for a solution, without checking the accuracy of the information they are given or gathering sufficient information.

Paraphrasing and asking open-ended clarifying questions are essential techniques in supervision. These communication tools are often used to:

- gather additional information from workers
- gather accurate information, and
- ascertain that you have correctly understood what the other person is saying.

These steps are essential before effective problem solving can take place.

Paraphrasing

Paraphrasing is important because:

- People deeply appreciate feeling heard.
- Paraphrasing can slow anger and cool down a crisis because the focus is on clarifying information rather than on reacting to the situation.
- Paraphrasing prevents miscommunication and helps the listener remember what was said.
- False assumptions, errors, and misinterpretations can be corrected on the spot.

PARAPHRASING

Stating in your own words what you think someone just said.

When paraphrasing, it's much harder to fall into the traps that block listening, such as the temptation to judge or interrupt. The listener's focus is on really understanding what is going on with the speaker.

EXAMPLE of Paraphrasing	
<i>The worker says to you...</i>	<i>Paraphrase by saying...</i>
You gave me a write-up for no good reason!	What I hear you saying is that you think my decision was unfair.
You always complain about my faults but never notice when I do something right!	What you're telling me is that I should also praise your good work.

TIP: Remember to say what you think you heard in your own words (rather than simply repeating what was said).

TIP: Imagine a supervisor saying your statement to you. Does it feel respectful and accurate, or does it feel hurtful?

TIP: Using paraphrasing takes some practice, so as you learn to use paraphrasing, think carefully about whether you are choosing words that imply judgment or blame. Think of other ways to say it without using judgment or blame.

EXAMPLES: Lead-ins for Paraphrasing	
Did I hear you say...	Did you say...
So, I think you said...	Okay, so what I heard you say is...
So I understand you said...	Am I hearing you correctly that...
Are you saying that...	Am I hearing you clearly that...
I believe that you are saying...	So, you're saying...
Okay, let me see if I got what you said...	

PRACTICE Paraphrasing

Directions: Practice paraphrasing what the worker says to you.

<i>The worker says to you...</i>	<i>You paraphrase by saying...</i>
I'm sorry I was late this morning. I'm really tired. I'm so tired I can barely keep my eyes open.	
I know I forgot to turn off the oven again. I swear if you give me a chance, this won't keep happening, you have to believe me!	
I need more hours. I know we talked about this before, but is there any way you can give me more hours?	
I can't keep working past my scheduled shift.	
I hate having to do laundry every single day.	

One person told us:

“Paraphrasing and asking open-ended questions can be used quite effectively by people with disabilities that affect their speech and need communication devices.

By asking questions and repeating back what you think you heard through a communication device yields the same result: a better understanding for both you and your employee.”

Clarifying Questions

CLARIFYING QUESTIONS:

- Begin with *how*, *what* or *why*
- Are used to clarify information
- Keep the conversation open by encouraging a person to share as much as they wish.

Open-ended clarifying questions often begin with *how*, *what*, or *why*. They are used to clarify information and keep the conversation going by encouraging a person to share as much as he or she wishes.

Closed questions result in a simple “yes” or “no” or in factual answers. Closed questions tend to bring the conversation to a stop, requiring more questions to obtain the full story.

CLOSED QUESTIONS:

- Result in simple “yes” or “no” factual answers
- Tend to bring the conversation to a stop, requiring more questions to get the full story.

TIP: To practice asking open-ended clarifying questions, first ask yourself “What do I need to know to better understand what might be behind this person’s story or where this person is coming from when he or she presents the story in this way?”

EXAMPLES: Lead-ins for Open-Ended Clarifying Questions

What can you tell me about...?

What more can you tell me about...?

How did that happen...?

What happened next / before...?

How did you feel about...?

What were you thinking / feeling when you...?

PRACTICE Asking Open-Ended Clarifying Questions

Directions: Using the same quotes from earlier, practice asking open-ended clarifying questions.

<i>The worker says to you...</i>	<i>You ask an open-ended clarifying question by saying...</i>
I'm sorry I was late this morning. I'm really tired. I'm so tired I can barely keep my eyes open.	
I know I forgot to turn off the oven again. I swear if you give me a chance, this won't keep happening, you have to believe me!	
I need more hours. I know we talked about this before, but is there any way you can give me more hours?	
I can't keep working past my scheduled shift.	
I hate having to do laundry every single day.	

Used together, paraphrasing and asking open-ended clarifying questions greatly enhance communication. They are vital to successful coaching supervision because:

- They allow for more complete understanding for both parties.
- They help establish and continue a positive relationship between the supervisor and worker.
- They set the stage for appropriate and effective problem solving by providing space for the worker to think about the problem, take ownership, and propose solutions.

SELF-MANAGEMENT AND SELF-AWARENESS

Sometimes emotional reactions can get in the way of real listening. A bad day, certain things people do, or when someone says something that angers you are all examples of when you might react in an emotional way. This is only human. This can be especially difficult in the home due to the close working relationship you have with your employees.

You are not able to control others' words or behavior, but you can control your emotional responses to a situation.

Self-Management

Good supervisors know when and how they tend to respond emotionally. They use self-management skills to keep those emotions in check and respond in a more appropriate way.

Self-Management is a beneficial practice for supervisors. Knowing how you respond in certain situations enables you to:

- Communicate your needs better
- Provide clear direction to your employees
- Give appropriate feedback
- Better resolve conflicts
- Handle small problems before they become big problems

SELF-MANAGEMENT MEANS

To recognize situations that cause emotional responses

Changing your emotional response in order to:

- listen more openly,
- improve communication, and
- solve problems.

The first step in shifting your emotional responses to someone’s words, tone of voice, or behavior is to become consciously aware of those responses.

Self-Reflect: What Gets You Hooked?

Directions: Spend a few moments writing down things that cause *you* an emotional response and how you typically respond in that situation.

When someone does / says...

I usually...

When this happens...

I usually...

Pulling Back

When a person is listening attentively, he or she can make a conscious choice to *pull back* from negative judgments and stereotypes, to remain curious about the other person, and to stay open to possibly changing his or her opinion about the speaker.

In a supervisory situation, when listening to a worker talk about a problem, the supervisor often focuses on the worker as the problem—that is, on how the worker’s behavior got him or her into the situation.

By learning to pull back, supervisors shift their focus from the worker to *their own internal reactions*, because that is something people can change.

If a person changes his or her internal response in a difficult situation, that person can affect what happens in the interaction.

PULLING BACK:

*The ability to **gain emotional control** in stressful settings.*

Pulling back generally leads to more effective communication and more positive supervisory outcomes.

Practical pull-back strategies can help both in the moment and in the long run.

Pulling back from an emotional response does not mean being soft or allowing dishonest workers to get away with something. In fact, observing one's reactions makes it much less likely that a supervisor will be misled or manipulated.

If a supervisor is listening attentively, paraphrasing, and asking clarifying questions whenever something seems confusing or odd, he or she will eventually uncover the truth.

TIP: Strategies for Pulling Back

1. Notice your emotional reactions and judgments.

2. "Freeze-frame" your reaction and put it aside.

Possible ways to "freeze-frame" include:

Take a deep breath

Count to ten

Say a prayer

Say an affirmation ("*I can handle this*")

3. Put your attention back on the other person.

PRACTICE Pulling Back

Directions: Using the scenarios below, practice pulling back and using paraphrasing to listen and gather information. Your challenge is to stay calm and gather information about what the real issue is, rather than becoming caught up in what a "difficult" person the worker is.

SCENARIO	<i>I'd pull back, ask the following questions and respond by saying / doing...</i>
You've repeatedly talked to a worker about being late. The worker says nothing is wrong and asks why you are complaining about a stupid five minutes.	
Your employee storms into your bedroom and complains that your mother called her about how messy she leaves your kitchen.	
You hear your employee on talking on the phone. He says to the person on the other end of the line, "What does he think, I sit around all day doing nothing? I should quit right now."	
Your worker is a chronic complainer. She speaks in whiny tones about how exhausted she is, how she never gets a break, and how nothing is going right in her life.	

One person told us:

"While developing a strong working relationship with your employee is important, a supervisor may get more involved in their worker's personal life than they should. You can still be interested in and compassionate about the needs of your worker, but always remember that you are the employer and YOUR needs come first."

Everyone uses different strategies to pull back in stressful situations. The goal for you as a supervisor is to become aware of the many different strategies to pull back and strengthen them.

Yes, it will be difficult sometimes to keep calm and think clearly in stressful situations. Practicing pull back strategies with a friend or in your own mind will give you helpful information to learn from.

Self-Awareness

Supervisors not only have to address what kinds of situations cause them to respond negatively, but also how their supervisory style may affect their interactions with employees.

If you are not aware of judgments and assumptions you make about individual providers, you may not:

- See the whole picture when a problem arises; and
- Develop a positive relationship with your employee.

In relational supervision, one must always assume that a more complete story always lies behind what a supervisor first hears.

When the supervisor knows a worker's full story, the supervisor is able to respond more effectively.

Being an effective supervisor means being empathetic towards staff.

An effective supervisor ALSO still holds the employee accountable for providing quality care.

The personal lives of individual providers are complex and challenging. The part of any work situation that you see or hear about (which you base your judgments and assumptions on) is often only a fraction of the story.

Learning fully about a person's current situation through active listening does not mean getting emotionally caught in the story; use pull back strategies if necessary—this will help you to stay in the moment and hear what your worker is really saying.

To hear and appreciate a worker's perspective and find an effective solution to the problem, a supervisor must be aware of their own judgments and assumptions about the worker and the situation.

Write down how you might respond to the following employee scenarios without knowing the full story:

1. "I really can't come to work today, I'm just dog tired and can't even see straight."

2. "I'm sorry I dropped the carton of milk all over your brand new carpet."

Now, write down how you might respond to the following employee Scenarios once you know the full story:

1. "I really can't come to work today, I'm just dog tired and can't even see straight."
(Employee has just spent all night in the emergency room with their terminally-ill mother after working all day with you)

2. "I'm sorry I dropped the carton of milk all over your brand new carpet."
(Employee just started a new medication that affects her manual dexterity)

Self-Reflect:

- ***How much do you need to probe into someone's personal affairs in order to supervise?***
- ***Where do you draw the line between identifying problems and invading privacy?***

Understanding another person's reality is part of a supervisor's job. Using active listening skills of paraphrasing and asking clarifying questions helps to uncover larger issues.

Knowing what is happening in a worker's life but also how the worker interprets those circumstances are both part of getting the full story.

Each person has a particular personal style that encompasses how a person:

- perceives situations,
- person approaches situations, and
- communicates.

Generally, people assume everyone sees and experiences the world as they do. However, each person has a very different style.

Once you are aware of your personal style, you will be able to communicate more effectively and make changes in your approach for employees who possess different styles.

Good supervisors recognize that their own style is personal and unique; not universal or correct.

EXERCISE: PERSONAL STYLES INVENTORY

Each of the four dimensions below are on a line called a "continuum," with the opposite qualities (example: introvert and extrovert) at each end of the continuum line. Most people place themselves along the continuum somewhere, rather than exactly at one end of the line. No position on the continuum is right or wrong, better or worse. The goal of this exercise is to better understand yourself and your position on the continuum.

Directions: For each continuum line, mark where you would place yourself for that dimension. Descriptions of each dimension are located on the next two pages of this manual.

Introvert _____ Extrovert

Big-picture oriented _____ Detail-oriented

Feeler _____ Thinker

Present-oriented _____ Future-oriented

Example:

Introvert X Extrovert

(NOTE: Turn page to read descriptions of each dimension)

Description of Personal Styles

<i>Introvert</i>	<i>Extrovert</i>
<ul style="list-style-type: none"> ▪ Prefer to think alone to solve a problem or deal with a situation ▪ Am shy or reserved in social situations ▪ Become easily absorbed in my own thoughts and less tuned in to others ▪ Am often quiet and focused on a task ▪ Like working alone ▪ May dislike being interrupted 	<ul style="list-style-type: none"> ▪ Prefer to work through a situation or problem by talking it out with others ▪ Am outgoing and enjoy social situations ▪ Am interested in pleasing others ▪ Enjoy variety and choose relationships first, tasks second ▪ Like working with people ▪ May become impatient with long, slow tasks ▪ Don't mind being interrupted

<i>Big-Picture Oriented</i>	<i>Detail Oriented</i>
<ul style="list-style-type: none"> ▪ Need to know the overall picture before focusing on specific details ▪ Like ideas, concepts, theories ▪ Become bored with nitty-gritty details and facts ▪ Am intuitive, making decisions based on gut feelings rather than facts ▪ May leave out or neglect details or make errors of fact 	<ul style="list-style-type: none"> ▪ Need to know facts and specific details before focusing on the overall picture ▪ Like the concrete, real, factual, tangible ▪ Become impatient with theory, abstract ideas or concepts ▪ Think in careful, detail-by-detail accuracy, making decisions based on all the facts ▪ May miss the big picture

(continued)

Description of Personal Styles, Continued

<p><i>Feeler</i></p> <ul style="list-style-type: none">▪ Make decisions about people and life based on feelings—compassion, warmth, personal values▪ Get along well with people▪ Care about others' feelings▪ Am swayed by feelings rather than rational argument▪ Like conciliation and harmony	<p><i>Thinker</i></p> <ul style="list-style-type: none">▪ Make decisions about people and life based on rational thinking—logic, factual evidence, not personal values or others' feelings▪ May step on others' feelings without realizing it▪ Am swayed by rational argument rather than feelings▪ Can tolerate interpersonal conflict
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<p><i>Present Oriented</i></p> <ul style="list-style-type: none">▪ Prefer to be spontaneous, in the moment▪ Like to see all sides of an issue; am okay with changing my mind▪ Am comfortable changing goals based on new information▪ May become involved in many tasks or activities at the same time▪ Am uncomfortable with closure, definite endings	<p><i>Future Oriented</i></p> <ul style="list-style-type: none">▪ Like to plan, think about the future▪ Am firm, clear, sure. Prefer to make a decision and stick with it▪ Set goals and work toward them▪ Like to finish one task before moving on to the next. Don't often look back▪ Like closure, clear endings
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Self-Reflect:

- *What experiences led you to place yourself on the continuum where you did?*
- *How do you think knowing this information about yourself will help you be a more effective supervisor?*
- *Knowing about your personal styles, what will it be like to work with someone whose style is quite different from your own?*

PRESENTING THE PROBLEM TO IMPROVE PERFORMANCE

Holding workers accountable is a central tenet to effective supervision. An important part of respecting and believing in workers is holding them accountable.

In doing so, you are saying to your employee, “I believe in you, and I believe you can do this job well. Therefore, I’m going to hold you to it.”

Before workers are hired, they should know what job they are expected to perform and how they are expected to do it.

When a problem arises, the next step is to *promptly* present the problem to the worker and involve them in finding a solution.

Of course problems will arise, and when they do, effective supervisors rely on three basic rules to present the problem:

THREE RULES FOR PRESENTING A PROBLEM

1. *Be clear and direct about what the problem is.*
2. *Use objective language free from blame or judgment.*
3. *Indicate belief in the worker's ability to resolve the problem.*

TIPS on Using Objective Language

Objective language is language that expresses neither blame nor judgment. It is a statement of fact, not opinion. Using objective language requires a conscious effort and lots of practice!

EXAMPLE:

“You are always getting here late; you must not be committed to this job.”

EXAMPLE OF USING OBJECTIVE LANGUAGE:

“I’ve noticed that you’ve been between 10 and 20 minutes late several times this week. Is something making it difficult for you to arrive on time?”

PRACTICE USING OBJECTIVE LANGUAGE

Directions: For each quote below, try to come up with a way to say it better by using a statement of fact that doesn't blame or pass judgment.

ORIGINAL QUOTE...

I'd say it this way using objective language...

“You never do it right.”

“You don't care about what I need.
You're just going to have to stay an
extra hour.”

TIPS on Expressing Belief in the Worker's Ability

Supervisors convey to workers that they believe in them through tone of voice and body language as well as actual words.

You should be clear about the problem (without blaming), while demonstrating caring for the person. This shows the worker that the problem behavior is not the only thing you see.

EXAMPLE:

"You are always late."

EXAMPLE OF EXPRESSING BELIEF IN THE WORKER'S ABILITY:

"You were on time every day for the first three weeks. This past month you were more than 20 minutes late every Tuesday and Thursday. You've been extremely reliable and that makes me wonder if something unusual is happening to cause this problem."

PRACTICE EXPRESSING BELIEF IN THE WORKER'S ABILITY

Directions: For each quote below, try to come up with a way to also express belief in the worker's ability.

ORIGINAL QUOTE...

I'd say it this way...

"What in the world—what ever possessed you to come in without knocking first?"

"If you do that again I'm getting rid of you."

Guidelines for Presenting the Problem

Presenting a problem in a clear and direct manner, using objective language and belief in a worker becomes easier with practice.

If you are able to practice this skill, it will have a significant impact on your individual provider because they will be more likely to “own” the problem and be invested in finding solutions.

Here are some simple guidelines to keep in mind when presenting problems:

1. Describe the behavior—don’t pass judgment on it.

Example: rather than saying, “You are too slow,” say, “I noticed that you spent an hour folding laundry. If you spend that long, you won’t have time for your other tasks. What do you think you can do about that?”

2. Be specific rather than vague.

Example: rather than saying, “You seem to have an attitude about doing this,” say, “When I asked you to do this, you frowned and rolled your eyes. Can you tell me what that was about?”

3. Describe what you observed rather than what you assume to be the reason it happened.

Example: rather than saying, “I think you have a problem taking direction from me,” say, “The last three times I’ve asked you to do something you frowned at me and didn’t do what I asked.”

4. Focus on a behavior rather than the person.

Example: rather than saying, “You are incompetent,” say, “You did not perform that task to the standard I require.”

5. Don’t avoid presenting the problem.

Example: don’t say “I just wanted to check in about how things are going” if you really want to address a problem behavior or situation.

PRACTICE PRESENTING THE PROBLEM

Directions: For each quote below, provide another, more effective way of presenting the following problems to an employee:

ORIGINAL QUOTE...

I'd say it this way...

"You know you should always check the schedule to see if there are any changes. Why the heck didn't you?"

"You need to quit yelling at my kids. You can't speak to them like that-- what's wrong with you?"

"You are bossy and controlling and you ruin my day. I'm just telling you the truth."

"You clearly don't care about how well you do your job. You are just here for a paycheck."

Self-Reflect:

- *How would the original quote make you feel?*
- *How would the new version you wrote make you feel?*
- *What was effective about the new version; what could be improved?*

Suggestions for Further Reading:

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