Career Coach Training

Persuasive Conversations

Instructor Guide

Goodwill of Central and Northern Arizona
&
Goodwill of Monocacy Valley

Persuasive Conversations

Purpose

This workshop aims to empower Goodwill Career Coaches with the conversational tools to address team member apprehension about enrolling in our career upskilling workshops. By the end of this course, Career Coaches will be more prepared to identify obstacles and offer solutions to help our team members feel confident in their ability to improve their lives through career and personal growth.

How to Use This Guide
This instructor guide will help you deliver the Persuasive Conversations workshop. Explanations of what to say, what to do, and how to conduct activities, if applicable, are provided within this guide; however, you can use the left side of each page to enter your notes to help you train this workshop.

You will also see PG referenced throughout this material; it stands for Participant Guide. References will only be provided when relevant to the training.

Durations, if provided, are estimates only and may not reflect the final training.

Materials Needed

Use the following materials as you train in this course**:**

- Mission Services: Persuasive Conversations PPT
- Mission Services: Persuasive Conversations Participant Guide
- "Obstacles To Commitment" Script (PG)
- Role-Playing Handout (PG)
- Best Practices for Persuasive Conversations Handout (PG)

Persuasive Conversations

Slide Title: Welcome
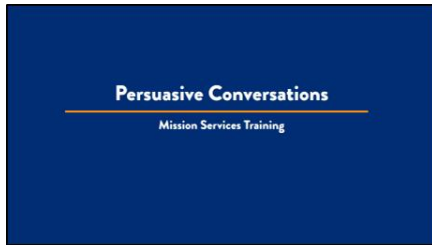
Slide 1: Title Slide

Estimated duration: 1 min

Participant Guide Page:

Notes:

Say: Welcome to Mission Services Training. This course will focus on the topic: Persuasive Conversations.

This course will provide training to assist you as a Career Coach with overcoming obstacles to enrollment for retail team members and job seekers. Encouraging our members to pursue opportunities to upskill in their career endeavors speaks directly to Goodwill's mission of ending poverty through the power of work.

Facilitator Note: Ensure

(For virtual training) Have participants print off a copy of the PG. If they can't print, they can digitally fill out the PDF.

Explain: Distribute any materials that participants need before starting the course (e.g., pen/pencil, PG or other handouts/materials, etc.).

(For virtual training) Participants should ensure that their technology is working correctly (i.e., audio, video, and internet connection).

Course Overview

This course will introduce the Mission Services Staff to the topic of Persuasive Conversations. Goodwill offers team members and job seekers the opportunity to upskill themselves and achieve personal and career growth. Career coaches can receive or may perceive objections to these opportunities from team members in the My Career Matters program and job seekers in the Digital Literacy Program. At the end of this course, learners will be more prepared to not only identify barriers but also provide solutions to overcome objections, making a difference in the lives of those we serve.

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Slide 2: Course Overview

Estimated duration: 1 min

Participant Guide Page:

Notes:

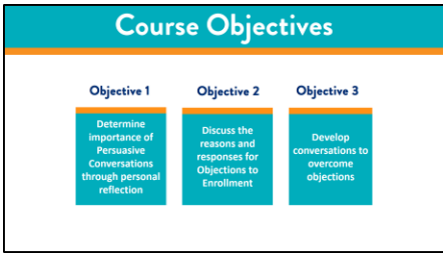**Slide Title: Workshop Overview**

Say: This course will introduce the Mission Services Staff to the topic of Persuasive Conversations. Goodwill offers team members and job seekers the opportunity to upskill themselves and achieve personal and career growth. Career Coaches can receive or may perceive obstacles to these opportunities from team members in the My Career Matters (MCM) program and job seekers in the Digital Literacy Program.

At the end of this course, learners will be more prepared to not only identify obstacles but also provide solutions to overcome them.

Explain: As we move through this course, I encourage you to write down any questions you may have that you would like addressed by me, a member of your leadership team, or Learning and Development. A note section is provided to you within your Participant Guide, so be sure to write down those questions so we can provide you with a prompt response.

Say: Let's discuss the objectives of this course.

Persuasive Conversations

Course Objectives

Objective 1 — Determine importance of Persuasive Conversations through personal reflection

Objective 2 — Discuss the reasons and responses for Objections to Enrollment

Objective 3 — Develop conversations to overcome objections

Slide 3: Course Objectives

Estimated duration: 1 min

Participant Guide Page:

Notes:

**Slide Title: Course Objectives**

Say: This course will assist Career Coaches in addressing employee resistance to participation and advancement in the upskilling opportunities offered through Goodwill's MCM program. By the end of this course, you'll be able to:

- Determine the importance of Persuasive Conversations through personal reflection

- Discuss the reasons and responses for obstacles to enrollment

- Develop conversation skills to overcome obstacles

Say: In today's workshop, you will explore how Persuasive Conversations can encourage our employees and job-seekers to reach their full career potential through the programs offered by Goodwill.

Next, let's define "Persuasive Conversations."

Persuasive Conversations
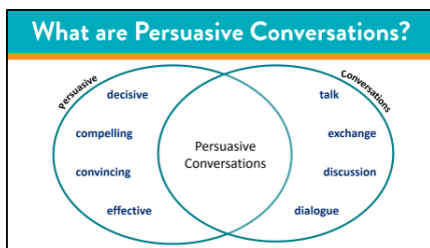
Slide 4: Course Topics

Estimated duration: 3 min

Participant Guide Page:

Notes:

Slide Title: What are Persuasive Conversations?

Say: To define Persuasive Conversations, let's break down what each word means.

Ask: What does "persuasive" mean to you?

Facilitator note: Allow for a brief discussion of what makes someone or something persuasive.

(Click) to reveal Persuasive synonyms.

Say: The two that stick out to me the most are "compelling" and "effective." Listeners are compelled by information that can effectively better their lives. As Career Coaches, we offer our team members the opportunity to build career skills that could change their lives. That's pretty compelling.

Ask: What does the word "conversation" mean to you?

Facilitator note: Allow for a brief discussion of what makes a conversation.

(Click) to reveal Conversation synonyms.

Say: At its best, a conversation is an exchange of ideas that leaves both parties fulfilled. As Career Coaches, we must actively listen to our employees to best understand their circumstances.

Persuasive conversations should be a compelling exchange, a convincing discussion, and effective dialogue to help the team member achieve their goals.

Next, let's look at how persuasive conversations can help us encourage our team members to pursue their career goals.

Slide 5: Why Are They Important?

Estimated duration: 6

Participant Guide Page:

Notes:

Slide Title: Why Are They Important?

Say: Persuasive Conversations are essential because they:

Create an impact: Career Coaches are agents of change. Goodwill offers unique workshops that team members can use to build the skills to advance their careers. Think of a time you helped someone achieve their goals, and provide a personal example.

Ask: Can someone share an example of a time when they, as a Career Coach or otherwise, helped someone improve their situation?

Facilitator Note: Allow for a brief discussion of Career Coaches' positive impact on team members and job-seekers. New Career Coaches can use these examples to highlight the positive effects of Goodwill's upskilling workshops.

Say: Why not use that knowledge of what we offer and our passion for serving people to go over and above to help others grow and develop? Persuasive conversations with team members and job seekers can positively impact their professional and personal lives.

Continued on next page

Slide 5: Why Are They Important? (Continued)

Estimated duration: 6

Participant Guide Page:

Notes:

Slide Title: Why Are They Important? (Continued)

Say: Often, a substantial impact is made when team members change their perspective of themselves and their potential:

<u>Change Perspectives</u>**:** Persuasive conversations are held for a purpose – to inform and to bring about an intended change of perspective. We've all experienced conversations in our past where someone provided a viewpoint contrary to our own that caused us to think and pivot in a new direction. Career Coaches can have that same impact on team members.

Ask: Think about a time when someone you know (a friend, a coworker, leader, family member, teacher, spouse, or partner, etc.) was able to see the potential in you before you did. Think about what they said to you and how it made you feel.

Say: I'd like you to take a few minutes to write down how you felt and how their support in you positively impacted you.

Facilitator Note: Give learners two minutes to write down their thoughts.
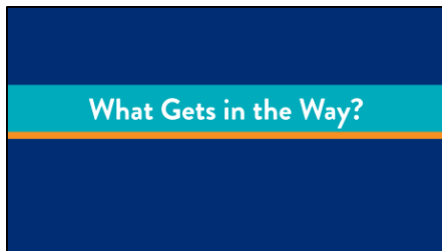
Ask: Would anyone care to share how they felt and what impact it made on your life?

Facilitator Note: Allow for a brief discussion.

Say: Next, we will explore why some team members may hesitate to engage in our services.

Slide Title: **What Gets in the Way**

Slide 6: What Gets in the Way?

Estimated duration: 5 min

Participant Guide Page:

Notes:

Ask: What do you think gets in the way of someone seeing their true potential?

Facilitator Note: Facilitate a brief discussion of possible team member obstacles to participation.

Say: To review, possible obstacles could include:

- Fear

- Doubt

- Personal/family issues

- Lack of interest

- Lack of time

- Unwillingness to grow

Say: It's essential to understand the obstacles and reasons behind them if we attempt to have a persuasive conversation. Remember, the reason for these conversations is to create an impact and to change the perspective of the person having the conversation with you.

Next, we will look at common obstacles to participation and discuss potential approaches to overcome them.

Barriers

Some common barriers to enrolling in training are the following:

- Career Coach misjudges team member or job seeker commitment
- Hesitant or scared to take the next step
- Doubting one's skills
- Not willing to learn or not interested
- Language Barriers

Slide 7: Obstacles to Enrollment

Estimated duration:

Participant Guide Page:

Notes:

Slide Title: Obstacles to Enrollment

Say: When we understand the obstacles in the path of someone realizing their true potential, we can take action to overcome them.

Ask: What are some common obstacles or obstacles to participating in a self-betterment program like the ones offered to our team members?

Facilitator Note: Allow for a brief discussion.

Say: I want to bring this topic closer to home. Let's think about what we do every day at work. You're explaining all the excellent training we offer in the My Career Matters Program or within our Digital Literacy Program – Financial Literacy, Basic Computer Skills, and Essential Skills. The retail team member or job seeker expresses interest but is tentative about committing.

Ask: What are the common obstacles we hear from team members and job seekers?

Facilitator Note: Allow for a brief discussion.

Say: Before we can provide solutions and overcome obstacles that our job seekers and retail team members are experiencing, we must examine common obstacles to enrollment.

Here are the most common obstacles to someone enrolling in our training programs:

Continued on next page

Barriers

Some common barriers to enrolling in training are the following:

Career Coach misjudges team member or job seeker commitment

Hesitant or scared to take the next step

Doubting one's skills

Not willing to learn or not interested

Language Barriers

Slide 7: Obstacles to Enrollment (Continued)

Estimated duration:

Participant Guide Page:

Notes:

Slide Title: Obstacles to Enrollment (Continued)

(Click) Say: <u>Career Coach misjudges team member or job seeker commitment</u>.

Ask: Have you experienced this personally at work? What could cause a Career Coach to misjudge whether or not someone is interested in enrolling? Could there be verbal or non-verbal cues that may cause the Career Coach to move on to another job seeker or team member?

Facilitator Note: Allow for a brief discussion.

Say: If you don't take the time, as a Career Coach, to become familiar with the team member's needs and goals, then take steps to address their concerns, they may miss out on the opportunity to engage in the program.

(Click) <u>A team member or job seeker is hesitant or scared to take the next step.</u>

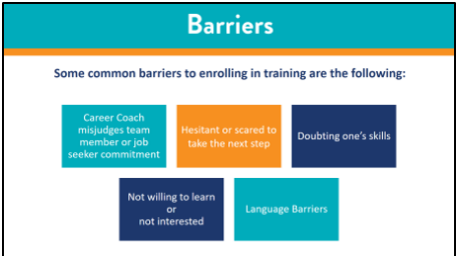**Ask:** Why might someone be hesitant or scared?

Facilitator Note: Allow for a brief discussion.

Say: Learning new skills can be a scary process for some, maybe due to:

- The fear of failure
- The fear of not being able to complete what they started
- Not being sure of their future plans

Continued on next page

Barriers

Some common barriers to enrolling in training are the following:

Career Coach misjudges team member or job seeker commitment

Hesitant or scared to take the next step

Doubting one's skills

Not willing to learn or not interested

Language Barriers

Slide 7: Obstacles to Enrollment (Continued)

Estimated duration:

Participant Guide Page:

Notes:

Slide Title: Obstacles to Enrollment (Continued)

(Click) <u>A team member or job seeker doubts their skills.</u>

Ask: What might cause someone to doubt themselves?

Facilitator Note: Allow for a brief discussion.

Say: Some possible reasons could be that:

- They may have been unsuccessful at previous pursuits.

- They may not have been adequately encouraged in the past to pursue their goals.

(Click) Say: <u>A team member or job seeker is unwilling to learn or interested.</u>

Ask: Why might someone be unwilling to learn or uninterested?
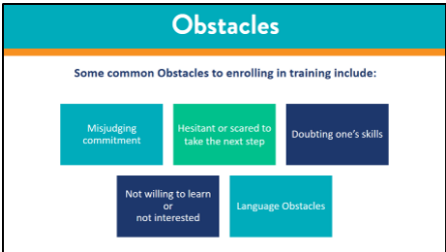
Facilitator Note: Allow for a brief discussion.

Say: A few of these reasons may include:

- They don't see the value in learning

- They don't have time to enroll in training right now (possibly due to an extenuating circumstance)

- They're comfortable in their current position

Continued on next page

Obstacles

Some common Obstacles to enrolling in training include:

- Misjudging commitment
- Hesitant or scared to take the next step
- Doubting one's skills
- Not willing to learn or not interested
- Language Obstacles

Slide 7: Obstacles to Enrollment (Continued)

Estimated duration:

Participant Guide Page:

Notes:

Slide Title: Obstacles (Continued)

**(Click) Say:** A team member or job seeker has a language obstacle

Ask: How could a language obstacle cause a team member or job seeker to be hesitant to enroll in training?

Facilitator Note: Allow for a brief discussion.

Say: It's essential to identify the obstacles that face our team members so we can find solutions to overcome them.

Now, we'll cover the solutions that could address these obstacles to commitment.
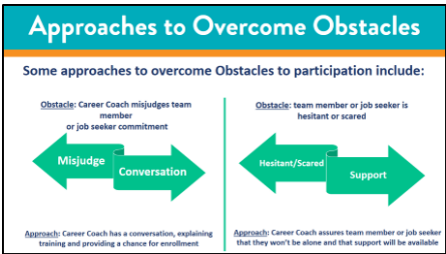
Slide 8: Approaches to Overcome Obstacles – Part 1 (Continued)

Estimated duration: 6 min

Participant Guide Page:

Notes:

Slide Title: Approaches to Overcoming Obstacles – Part 1

Say: Now that we have discussed common obstacles to commitment, we can explore approaches to overcome these obstacles.

Obstacle: The Career Coach misjudges the team member or job seeker's level of commitment.

Approach: The Career Coach initiates a conversation with a team member or job seeker, explaining training programs and providing a chance to enroll.

**Ask**: How would you help the team member overcome this obstacle?

Facilitator Note: Allow for a brief discussion.

Say: Overcoming Obstacle**:** The Career Coach, putting aside misconception or bias, can:

- Engage learners in a conversation about their goals for personal/professional growth

- Use that knowledge of discovery to offer training that could benefit those goals

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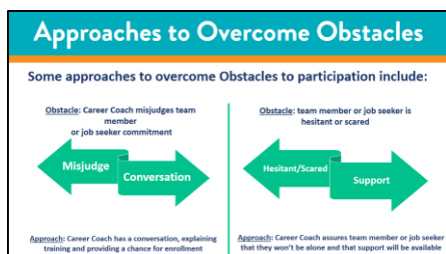
Slide 8: Approaches to Overcome Obstacles – Part 1 (Continued)

Estimated duration: 6 min

Participant Guide Page:

Notes:

Slide Title: Approaches to Overcoming Obstacles – Part 1 (Continued)

Say: Let's look at another obstacle to participation and how to address it.

Obstacle**:** The team member or job seeker is hesitant or scared.

Approach: The Career Coach can assure team members or job seekers that they will not be alone in this process and will have their support throughout the training.

Ask: Why might someone be hesitant or scared?

Facilitator Note: Allow for a brief discussion.

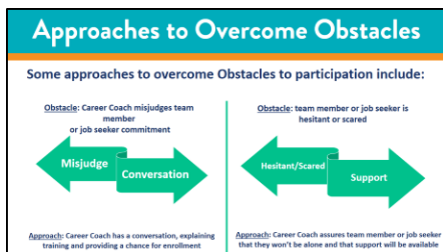**Say:** Learning new skills can be a scary process for some, maybe due to:

- The fear of failure
- The fear of not being able to complete what they started
- Not being sure of their future plan

Ask: With those in mind, how would you respond to someone providing this obstacle?

Facilitator Note: Allow for a brief discussion.

Continues on next page

Approaches to Overcome Obstacles

Some approaches to overcome Obstacles to participation include:

Obstacle: Career Coach misjudges team member or job seeker commitment

Misjudge → Conversation →

Approach: Career Coach has a conversation, explaining training and providing a chance for enrollment

Obstacle: team member or job seeker is hesitant or scared

Hesitant/Scared → Support →

Approach: Career Coach assures team member or job seeker that they won't be alone and that support will be available

Slide 8: Approaches to Overcome Obstacles – Part 1 (Continued)

Estimated duration: 6 min

Participant Guide Page:

Notes:

Slide Title: Approaches to Overcoming Obstacles – Part 1 (Continued)

Say: <u>Overcoming Obstacle:</u> Tell the team member or the job seeker the following, using empathy in your approach:

- "I understand how you feel."

- "Others (team members/job seekers) have felt the same way" – it helps them to see that they're not alone in their valid feelings.

- Provide a story explaining what a past team member/job seeker found by enrolling in training despite their fears

- Tell them what the positive result was (once they got started, it wasn't as hard as they initially thought it would be)

Approaches to Overcome Obstacles

Slide 9: Approaches to Overcome Obstacles - Part 2 (Continued)

Estimated duration: 6 min

Participant Guide Page:

Notes:

Slide Title: Approaches to Overcome Obstacles – Part 2

Say: Obstacle: The team member or job seeker doubts their skills.

Approach: The Career Coach has a conversation, explaining that investing time in learning will help develop skills

Ask: What might cause someone to doubt themselves?

Facilitator Note: Allow for a brief discussion

Say: Some possible reasons include:

- They might lack confidence due to learning experiences in the past

- They were not adequately encouraged in past pursuits

Ask: How would you overcome this obstacle?

Facilitator Note: Allow for a brief discussion

Say: Overcoming Obstacle: The Career Coach, using empathy and focus on outcomes, can have a conversation including the following:

- What about enrolling in training makes you doubt your abilities?

- How has learning made you feel about yourself in the past?

- Creating relatability by sharing personal experiences

- Showing support and encouragement

Continues on next page

Slide 9: Approaches to Overcome Obstacles - Part 2 (Continued)

Estimated duration: 6 min

Participant Guide Page:

Notes:

Slide Title: Approaches to Overcome Obstacles – Part 2 (Continued)

Say: <u>Obstacle:</u> The team member or job seeker is unwilling or not interested.

<u>Approach:</u> The Career Coach uses empathy in conversation to identify reasons for disengagement or lack of interest.

Ask: Why might someone be unwilling to learn or uninterested?

Facilitator Note: Allow for a brief discussion

Say: A few of these reasons may include:

- They don't see the value in learning

- They don't have time to enroll in training

- They're comfortable in their current position

Ask: With those in mind, how would you respond to someone providing this obstacle?

Facilitator Note: Allow for a brief discussion

Say: <u>Overcoming Obstacle:</u> The Career Coach, using empathy, active listening, and positive reframing, can have a conversation, mentioning the following:

- Can you take a moment and share why this training is not interesting to you?

- Listen to what the team member says and paraphrase to check for comprehension

- Provide other training options (could be a different modality of learning, i.e., self-paced learning or another training altogether, such as Financial Literacy instead of Basic Computer Training)

Slide 10: Slide Title

Estimated duration: 4 min

Participant Guide Page:

Notes:

Slide Title: Approaches to Overcome Obstacles – Part 3

Say: Additionally, another approach to overcoming obstacles may include:

Obstacle**:** The team member or job seeker identifies a language barrier.

Approach**:** The Career Coach assures the team member or job seeker of translation technology options to supplement learning

It can be a massive undertaking for some to enroll and complete training, but it can be even more complicated when language obstacles exist.

Ask: How could a language barrier cause a team member or job seeker to be hesitant to enroll in training?

Facilitator Note: Allow for a brief discussion

Ask: What translation technology options are available?

Facilitator Note: Allow for a brief discussion. Google Translate and other language translation apps are available and likely free.

Overcoming Obstacles: The Career Coach can converse with the team member using positive reframing, conscious competence, and empathy. Things to consider include the following:

- What language do they speak at home?
- Would they be interested in learning English?
- What skills and work experience do they have?
- What is their level of comfort using translation apps?
- Are you showing encouragement and support?

What Skills Are Needed?
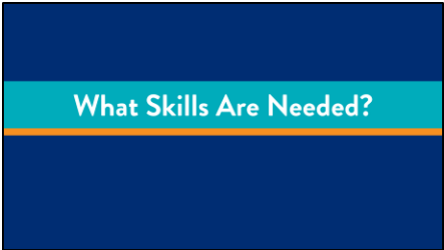
Slide 11: What Skills Are Needed?

Estimated duration: 5 min

Participant Guide Page

Notes:

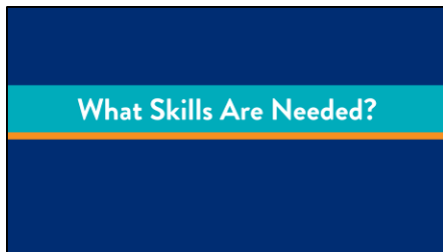**Slide Title: What Skills Are Needed?**

Say: During this training, we identified common commitment obstacles for our team members and job seekers. We must understand that each situation will allow us to leverage our skillsets and abilities to best communicate effectively with team members and job seekers.

Ask: I'd like to hear from you! What skills do we use daily to engage well with others?

Facilitator Note: Allow for a brief discussion

Say: <u>Skills Used:</u>

- <u>Active listening</u>: consciously listening to hear, understand, and retain the information relayed to you.

- <u>Empathy:</u> the ability to understand the feelings of another.

- <u>Conscious competence:</u> the learner knows how to use the skill or perform the task, but doing so requires practice, conscious thought, and hard work.

- <u>Paraphrasing:</u> express the meaning of what is said using different words, especially to achieve greater clarity.

- <u>Focus on outcomes:</u> focusing on the result of a process.

What Skills Are Needed?

Slide 11: What Skills Are Needed? (Continued)

Estimated duration: 5 min

Participant Guide Page

Notes:

Slide Title: What Skills Are Needed? (Continued)

Say: Skills Used:

- Focus on specific behavior: focusing on how you think and act, changing these as needed to obtain a goal or result

- Cognitive Reappraisal: thinking about a situation differently to change one's emotional response to the situation

- Positive reframing: thinking about a challenging situation as an opportunity for growth

- Problem-Solving: the act of defining a problem, determining the cause of the problem, and finding a solution

- Examining the Evidence: to look at, inspect, or scrutinize carefully or in detail, investigate

Say: These skills help Career Coaches identify the obstacles and obstacles facing our team members and provide tools to help overcome them.

Ask: Are there any questions on how to employ these skills?

Facilitator Note: Allow for a brief discussion and address any follow-up questions.

Slide 12: Activity: Role-Playing

Estimated duration: 30 min

Participant Guide Page:

Notes:

Slide Title: Activity: Role-Playing

Say: Now, it's time to practice what you have learned in today's training. We will be role-playing today as Career Coaches, job seekers, or team members and will have an observer to take notes on the interactions during the activity.

Directions:

1. You will all pair up with two other people. The activity directions begin on page 15 of your Participants Guide. Locate those now.

2. When instructed, flip to the next page of your Participant's Guide (16). One of the obstacles we discussed in today's training is the form.

3. I'd like you to create an approach to how you will have a persuasive conversation. You'll write out the questions you plan to ask, the Career Coach tips you suggest to a new Career Coach to use in this situation, and the skills you will utilize in this conversation.

4. Begin by assigning one person the role of the team member, one person the part of the Career Coach, and the role of observer to the person who will be watching the exchange. The observer will write notes about the persuasive conversation, following the NQI Model (Name, Quote, Impact).

Continued on next page

Activity: Role-Playing

Directions:

1. Pair up with two people at your table
2. When instructed, flip over the paper you have been given
3. Create an approach for the conversation
4. Assign roles: team-member/job seeker, career coach, and observer
5. Have a persuasive conversation, switch roles
6. Debrief activity with your group, observers share their notes

Slide 12: Activity: Role-Playing (Continued)

Estimated duration: 30 min

Participant Guide Page:

Notes:

Slide Title: Activity: Role-Paying (Continued)

Facilitator Note: Reference the model explanation on the handout; potentially draw the model on a whiteboard or flipchart if necessary.

Say:

5. After you have practiced having a persuasive conversation – one person giving the obstacle, one attempting to offer solutions to overcome the obstacle, and one writing down observations from the exchange – you will switch roles and have the conversation again.

6. Take three minutes to debrief the activity in your group, with each person sharing their observed notes. We will all come back together to debrief the activity after it has finished. You have 20 minutes for this activity.

Ask: Before we begin, do you have any questions about the activity?

Facilitator Note: Address any questions. Circulate while the activity occurs to offer helpful suggestions and gauge participant understanding.

Persuasive Conversations

Slide Title: Role-Playing Debrief

Say: Let's take some time to debrief with one another.

Ask: So, what did you think about the role-playing training?

Facilitator Note: Allow for a brief discussion

Ask: Which skills were leveraged in this activity? Which skills <u>should</u> be leveraged more?

Facilitator Note: Allow for a brief discussion

Ask: Did anyone experience difficulty in overcoming the obstacles that were given?

Facilitator Note: Allow for a brief discussion

Ask: When role-playing as the job seeker or team member, what did you learn from the experience?

Facilitator Note: Allow for a brief discussion

Ask: From this activity, did anyone else identify additional obstacles to enrollment and find solutions to overcome the obstacles?

Facilitator Note: Allow for a brief discussion

Slide 13: Role-Playing Debrief

Estimated duration: 8 min

Participant Guide Page:

Notes:

During this debrief, I would like you to consider the following questions:

- What did you think about this activity?
- Which skills were leveraged in this activity? Which skills <u>should</u> be leveraged more?
- Did anyone experience difficulty in overcoming the objections that were given?
- When role-playing as the job seeker or team member, what did you learn from the experience?
- Did anyone identify additional objections to enrollment and approaches to overcome the objections?

Persuasive Conversations

Workshop Summary

Thanks for participating in today's workshop! You are now able to:

| Determine the importance of Persuasive Conversations through personal reflection | Discuss the reasons and responses for Obstacles to Enrollment | Develop conversations to overcome Obstacles |

Slide 26: Workshop Summary

Estimated duration:

Participant Guide Page:

Notes:

Slide Title: Workshop Summary

Say: Engaging in a Persuasive Conversation with a team member could set them on a life-changing path of self-improvement.

Use what you've learned in today's workshop to:

- Determine the importance of Persuasive Conversations through personal reflection

- Discuss the reasons for and responses to obstacles to enrollment presented by team members

- Develop the conversational skills required to assist our team members with overcoming their obstacles

Say: Included in your Participant's Guide are two beneficial resources to help you further develop your Persuasive Conversation skills. The first is a "Best Practices for Persuasive Conversations" form that allows you to personalize your responses to the obstacles you encounter as a Career Coach. The second resource offers a scripted approach to addressing the obstacles to enrollment discussed in today's workshop.

Having Persuasive Conversations with our team members could help them transform their lives through the power of work.

Facilitator Notes: Please move to the next slide to close your session.

Slide 14: Questions

Estimated duration: 5 min

Participant Guide Page:

Notes:

Slide Title: Questions

Say: This concludes our course. I hope you enjoyed the information we covered today on Persuasive Conversations. You are now better prepared to engage our team members in conversations leading to their self-improvement.

Discuss: I would like to open the floor up for any questions you may have for me today.

Facilitator Notes: Allow for a brief discussion. Also, keep track of the questions so L&D can create an FAQ for the teams to use moving forward.

Thank You!

Slide 15: Thank You!

Estimated duration: 1 min

Participant Guide Page:

Notes:

Slide Title: Thank You!

Say: Thank you for attending today's training. I appreciate your participation and your engagement.