

# Effective Coaching and Communication & Motivating Health Behaviour Change

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# Learning Outcomes

At the end of the day you should:

- Understand the theory of coaching & behaviour change
- Have practised different communication & coaching techniques
- Have discussed ideas about how to apply these skills to your HCHF activities

# Schedule

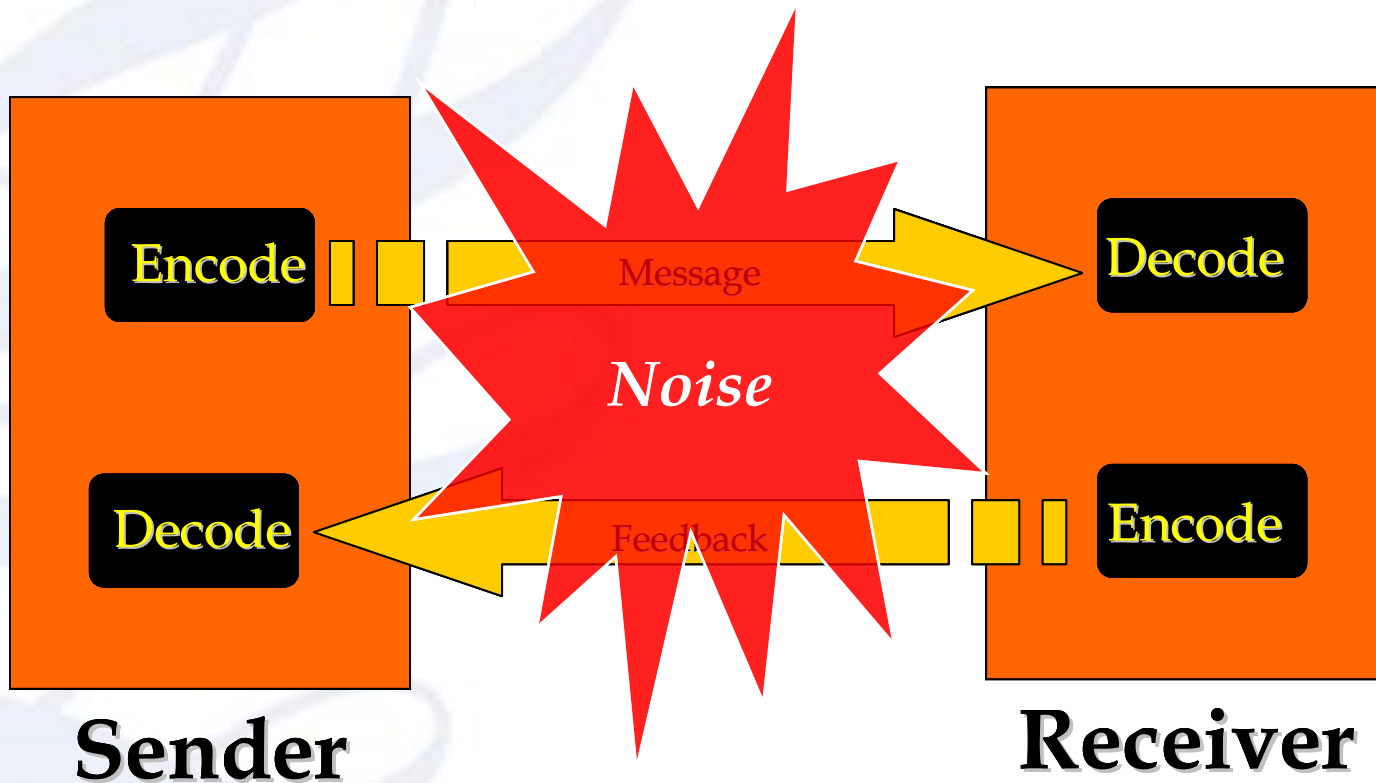
Communication

Motivation

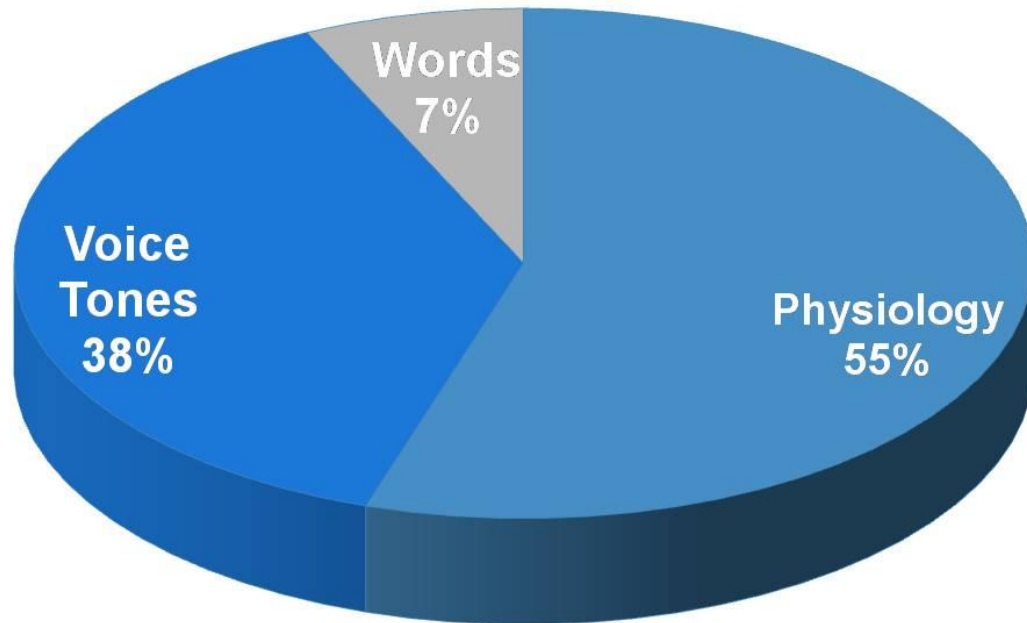
Increasing motivation

Building confidence

# Introduction to Communication



# Components of Communication



# Words

- Avoid using jargon & long words – keep it simple
- Frame messages positively
- Be succinct
- Avoid words that create confrontation or blame

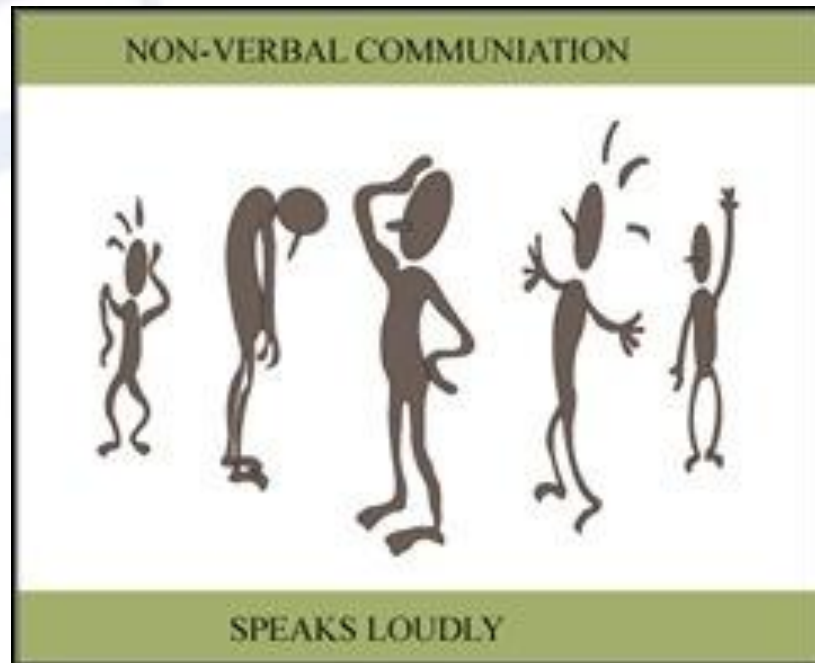
# Voice Tonality

- Gives away your own feelings and can reveal the true meaning of your words
- Harsh tones can create negative emotions; fear, defensiveness, aggression
- Soft tones can create feelings of calm, relaxation and trust
- Increased volume and pitch can create excitement

# Non-verbal communication

## Non-verbal communication

- Body posture
- Facial expression

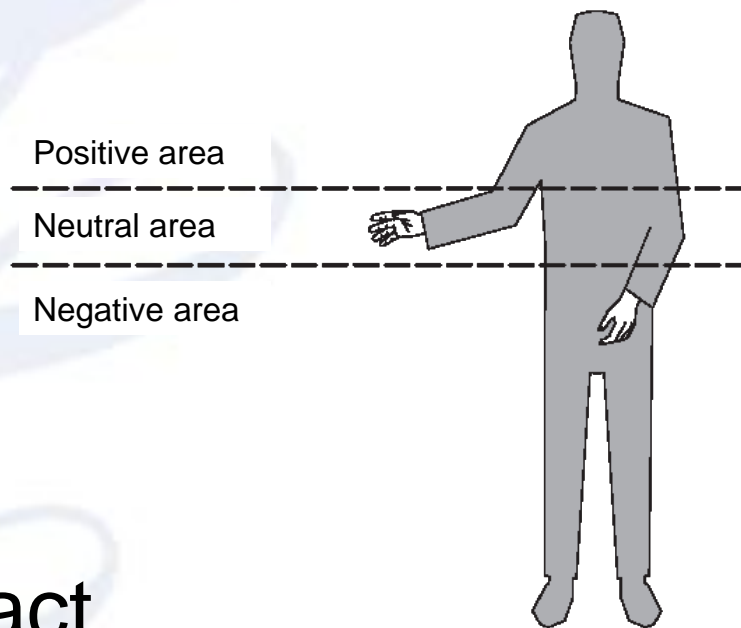




# Non-verbal communication

## Non-verbal communication

- Gesture



- Eye contact

# The most important part of communication?



**Listening!**

# Active listening

- **Pay attention**  
Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.
- **Show that you are listening**  
Use your own body language and gestures to convey your attention.
- **Demonstrate empathy**  
Show understanding of their thoughts and feelings.
- **Reflect back**  
Repeat – use the same words  
Re-phrase – repeat using different words  
Paraphrase – summarise

# Active listening exercise

In pairs: listener and talker. Talker has to describe what they want from a holiday but without mentioning a destination. Listener has to practice active listening skills – listening attentively to what is being said and what is not quite being said, and demonstrating their listening to the talker by their behaviour. After 3-4 mins the listener has to summarise the 3 or 4 main issues or criteria that they have heard the talker express and then make a tentative sale of a suitable destination. Then 1 min to review how close the listener was to what the talker said and needed. Plus 1 min to review how well they demonstrated active listening behaviours. Then swap roles and repeat. Then plenary review pulling out key learning points.

# Top tips: 121

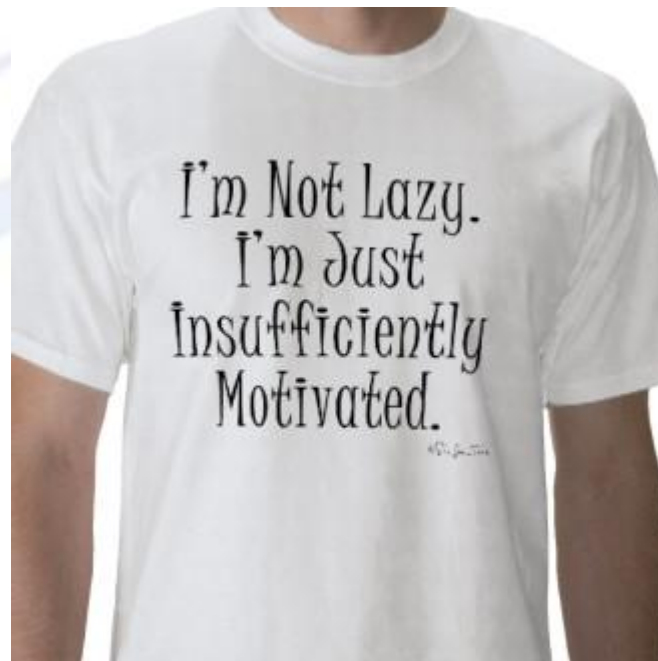
- Remove barriers
- Be at the same eye level, or lower
- Maintain eye contact & open body language
- Smile and show interest when they are talking
- Ask lots of questions

# Top tips: Group

- Pay equal attention to everyone
- Scan the room to look for anyone losing interest & bring them back using both:
  - Direct communication: address the person directly, use their name if possible
  - Indirect communication: eye contact, facial expression, gesture
- Encourage interaction e.g. “Does everyone feel like that?” “Does anyone have a different idea?”

# Motivation

The driving force by which humans achieve their goals



# Motivation

Many models of health behaviour change assume humans make rational decisions!

**BUT**

- Not everyone knows they need to change
- Not everyone wants to change
- Not everyone has the resources to change

Therefore, we may need to increase motivation before we can support people to change



# Motivation for health behaviour change

## Beliefs about risk:

- Includes perceptions about likelihood and severity

## Beliefs about outcome:

- Positive and negative outcomes of the behaviour

## Beliefs about control:

- Resources, skills, opportunities

# Intrinsic (internal) vs. Extrinsic (external) Motivation

Extrinsic: motivation towards an action to gain an external reward, e.g. Money, status, threat

Intrinsic: motivation towards an action for enjoyment or interest in the action itself

Studies show that intrinsic motivation is far more powerful and long-lasting

# Internalising Motivation

## **Self-determination theory** (SDT: Deci & Ryan, 1995)

suggests that everyone has 3 fundamental basic psychological needs:

- The need for **autonomy** - a desire to engage in activities of one's choosing and to be the origin of one's own behaviour
- The need for **competence** - a desire to interact effectively with the environment
- The need for **relatedness** – a desire to feel connected to others and feel that one belongs in any given social situation

**The more these needs are satisfied by an action, the more internalised the motivation to perform it**

# Internalising Motivation

## **Autonomy**

- ✓ See the situation from their perspective
- ✓ Encourage them to make their own decisions
- ✓ Avoid imposing your own views

## **Relatedness**

- ✓ Identify the impact of their actions on loved ones
- ✓ Encourage peer support

## **Competence**

- ✓ Unconditional positive regard
- ✓ Start with small, achievable goals to boost confidence

# Motivation to change

Beliefs that predispose change:

**Ready, Willing (importance), Able (confidence)**

- If I try to change I can be successful  
(*confidence*)
- My current behaviour is 'bad' for me & my family  
(*importance*)
- I would be better off if I changed (*importance*)
- This is a good time to do it (*readiness*)

# Tips for building confidence

- Identify and support clients' strengths - 'What strong points do you have that would help you to succeed?'
- Draw on past experience - 'What have you learned from previous attempts to change about what works, or doesn't work for you?' or 'What other changes have you ever made in your life?'
- Draw comparisons to similar others - 'Is there anything that you know of that has worked for other people?'
- Brainstorm solutions
- Use scaling questions

# Scaling questions

## Importance and confidence to change

**How important would you say ... ?**

0 1 2 3 4 5 6 7 8 9 10

Not  
at all  
important

Extremely  
important

**How confident would you say you are ?**

0 1 2 3 4 5 6 7 8 9 10

Not  
at all  
confident

Extremely  
confident

# Scaling questions

Question...	What this does...
I see that you've given it a 4 out of 10 for how confident you feel...	
That's not a zero. Can you tell me why it's a 4 rather than a zero, one, or two?	
What would it take to make it a bit higher? Say a 5 or a 6?	



# Participants' goals

“When we ask clients what they want, what they want to be different, we give credibility to their beliefs and values regarding the problem and its solution. We are saying to them that their opinion is important and we are there to serve them. As simple an act as it is, it invites clients to see themselves as a collaborator in making their lives better. It begins the process of change, wherever the client may ultimately travel.”

(Miller & Duncan, 2006)