

MODULE 4: COACHING

Interpersonal skills- Teach effective communication, empathy, and rapport-building.

LEARNING GOALS AND OBJECTIVES OF THE ACTIVITY:

Objective n° 1

Cultivate Effective Communication Skills

- Participants will learn to articulate their thoughts and feelings clearly and constructively, employing techniques such as active listening and open-ended questioning. They will practice these skills in role-play scenarios, focusing on how effective communication can enhance interactions with individuals in recovery.

Objective n° 2

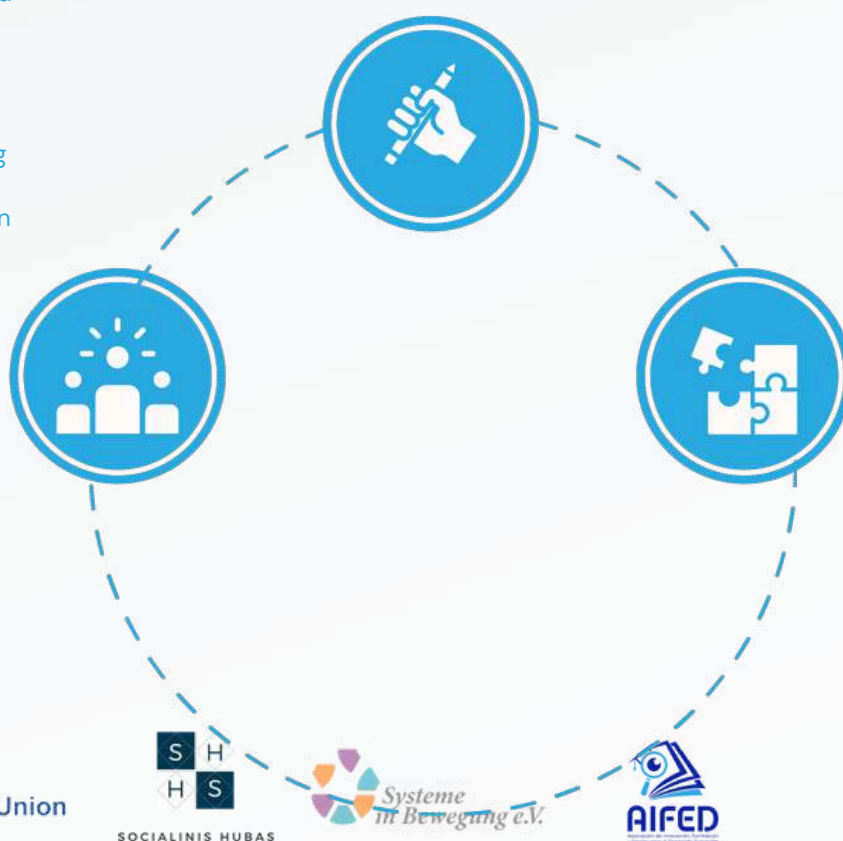
Enhance Empathy and Rapport-Building

- Participants will develop the ability to
- empathize with clients' experiences and emotions.
- Practice techniques for empathy and
- building rapport, such as mirroring body language and validating feelings, to foster trust and create a safe space for individuals in recovery through targeted role-play exercises.

Objective n° 3

Implement Interpersonal Skills in Supportive Environments

- Participants will explore how to integrate key interpersonal skills —such as empathy, rapport, trust. By engaging in realistic scenarios, they will learn to navigate challenges and building positive relationships, fostering trust, and effectively communicating with individuals in recovery to create a supportive and conducive learning environment



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ACTIVITY DESCRIPTION AND MATERIALS

Activity description



- 1.Target group – adult educators, mentors of change
- 2.Time – 2 hours

- 1.PowerPoint Slides: Summarizing key concepts.
- 2.Role-Play Scenarios Prepared scripts for various coaching situations.
3. Positive relationships Techniques Guide: Strategies for establishing trust, empathyrapport
- 4.Reflective Response Worksheets: Guides to help participants formulate empathetic responses during interactions.
- 5.Videos and multimedia: Visual models of teaching effective communication, empathy, and rapport-building.

Materials



METHODOLOGY USED FOR THIS ACTIVITY



Experiential Learning

Participants could engage in community service or simulated coaching sessions portraying clients and educators in recovery. After the experience, they will reflect on their communication effectiveness, empathy, and rapport-building skills, sharing insights in a group debrief.



Role-play scenarios :

Participants can interact with a recorded scenario making decisions and responding to prompts. Following the simulation, participants will learn about effective communication, implementation of interpersonal skills, strategies and empathy practices, rapport building observed in the coaching



Guided Discussions:

After activities ,the educator will lead a guided discussion where participants reflect on their experiences, share insights and explore challenges in applying interpersonal skills. Use open-ended questions to stimulate conversation and encourage diverse perspectives, allowing participants to learn from each other's experiences.



Case Study Analysis:

Participants will work in small groups to dissect the interpersonal dynamics in each case. They will identify what worked, what didn't, and how different interpersonal skills could have changed the outcomes.



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ACTIVITY DESCRIPTION

11. Introduction The educator begins the with a PowerPoint presentation that outlines the main objectives. The educator explain the definition of interpersonal skills and what are they, and how interpersonal skills as essential abilities facilitate effective communication, empathy, and rapport-building. The educator emphasizes that these skills are vital for building positive relationships and fostering trust, particularly when working with individuals in recovery. The educator will explain the main key points in coaching:

- **Fostering Trust:**
- **Effective Communication:**
- **Empathy**
- **Rapport-Building**
- **Interpesonal Skills**
- **Building Positive Relationships**

The introduction highlights how the effective interpersonal skills create a supportive and conducive learning environment, enabling participants to engage meaningfully with clients. The educator also presents the importance of role-play scenarios as a practical method to enhance these skills, allowing participants to practice and refine their approaches in a safe setting.

3.Experiential Learning

Participants receive clear role descriptions outlining characteristics and backgrounds of the clients they will be portraying (if in simulated sessions). This includes information on their recovery journey, challenges, and emotional states to help create authentic interactions. Participants are organized into pairs or small groups, with one person acting as the coach and the other as the client. During the sessions, participants are encouraged to practice specific technique:

How to built **positive relationships** though implementation of these aspects: **fostering trust, effective communication, empathy, rapport-building, the usage of interpesonal skills in client's recovery.**

They will identify what worked, what didn't, and how different interpersonal skills could have changed the outcomes.

4. Viewing Multimedia Content

The educator presents videos with visual models of teaching effective showcasing

successful recovery stories that highlight the importance of empathy and strong interpersonal relationships. Participants discuss key takeaways and their relevance to building rapport.

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5. Activity with role-play scenarios:

1.Scenario: A coach meets a new client for the first time. The goal is to establish rapport, gather background information about the client's recovery journey, and identify their immediate needs and concerns.

Focus Skills: Active listening, open-ended questions, and rapport-building, empathy, building trust, effective communication.

2.Scenario: A client shares that they experienced a relapse. The effective

communication understand the client's feelings, and explore the reasons of relapses to provide support, empathy,

Participants will develop their ability to empathize with clients' experiences and emotions and practice techniques for building rapport.

After, participants switch roles and may face unexpected challenges to adapt their approaches in real-time. This process allows them to refine their interpersonal skills and build confidence in creating supportive environments for individuals in recovery.

2. Guided Discussion

The educator will prepare **reflective response worksheets:** Guides to help participants formulate empathetic responses during interactions. Participants engage in a discussion on:

- The significance of effective communication in fostering recovery.
- Techniques for enhancing trust and rapport through communication.
- Strategies for creating a supportive community among individuals in recovery.
- Exploring challenges in applying interpersonal skills.

The educator will guide and help participants during the discussion.