

# LESSON PLAN

## Day 5

### Module 1: Coaching and Reinforcement

**Time** 2 hours

**Rationale:** Supervisors are expected to model appropriate behavior, observe worker performance, and provide feedback to assist workers in their job performance. Job performance can be improved through refinement and enhancement of skills, both existing and those acquired in this training. Coaching is based on supervisory competencies such as providing information on what is expected of staff, what desired performance looks like, and by giving workers information on how to best perform their jobs. Coaching also includes observing worker performance, reviewing case records and providing feedback in these areas. Supervisors also act as a coach by communicating expectations of high standards and quality for delegated tasks and again providing feedback in these areas. Finally, supervisors demonstrate coaching and reinforcement of the Cabinet's mission by showing concern for their workers feelings, needs, strengths, and goals.

#### **Learning Objectives:**

1. Identify criteria to evaluate quality of assessments and case plans
2. Describe qualities of effective feedback
3. Identify methods for coaching worker performance
4. Demonstrate effective techniques for coaching and reinforcing quality performance of workers

#### **Outline of Activities:**

1. Brainstorm strategies supervisors can use to evaluate worker performance on assessments and case plans.
2. Review criteria for quality assessments and case plans.
3. Describe qualities of effective feedback. Have workers give positive and negative examples of each quality. Discuss barriers to hearing feedback.
4. Review steps in process of coaching/reinforcement of skills.
5. Discuss ways supervisors can provide coaching/reinforcement for workers.
6. Facilitate role play of supervisors providing feedback to workers.

#### **Materials:**

1. Supervisory Guide for Evaluation Tools
2. Case Plan Evaluation Checklist

#### **Glossary of Terms**

1. Feedback
2. Coaching
3. Reinforcement

#### **Trainer's Instructions**



**1. Introduce the module by presenting the purpose and objectives.**

**2. Describe purpose and evaluation criteria for assessment and case planning:**

*Before feedback or coaching can be provided, supervisors must assess the worker's current performance. What are some ways that you currently evaluate your workers' performances? Allow supervisors to generate a list of evaluation strategies as you write on flip chart.*

*There are some specific criteria that can be used to evaluate both the CQA and case plans. I am going to hand out some guidelines to these evaluations and we'll quickly review each. Before I hand out these lists, let's talk about what you already look for in the CQAs and Case Plans of your workers. Allow supervisors to generate list of evaluative criteria for CQA and Case Plans (1 sheet each on flip chart). Then distribute CQA Evaluation Checklist and Case Plan Evaluation Checklist.*

**3. Provide overview of techniques for feedback by supervisors using the following as a guide:**

*Another step that precedes feedback and coaching is the establishment of worker expectations. Workers must have a clear understanding of what you expect of their performance before they can meet these standards. This communication of expectations involves clarity of expectations and sharing information. Supervisor should communicate the following about a workers' performance: purpose (why), outcome (how much), timeliness (when), means (how), responsibility (who), recognition (how measured), and consequence (benefit).*

*Once expectations have been established and performance evaluated, supervisors should provide their workers with feedback. There are three types of feedback: positive, negative and developmental. Developmental feedback relates to helping improve performance rather than pointing out poor or positive performance.*

*The climate for presenting feedback should be open, allowing for supervisee response. Don't dump and jump, leaving workers to have to interpret feedback on their own.*

*In order for feedback to help change behavior, it should be based upon facts, given in a timely manner, privately and have practical value. It should be given frequently and be very specific. Vague statements such as "great job" or "sloppy work" do not clarify performance issues.*

*Qualities of effective feedback include:*

- *Useful: worker can use the information to change behavior*
- *Specific: isolates behavior to be changed or affirmed*
- *Frequent: sustains positive behavior*
- *Well-timed: closely follows performance, not given in anger or when the worker is upset.*
- *Direct: related to performance issue.*
- *Helpful: worker sees motives of supervisor as constructive.*
- *Behavioral: based on observable behavior not values*

- *Clear: be sure feedback is understood*

**4. Provide overview of techniques for coaching by supervisors using the following as a guide:**

*Coaching involves setting developmental goals with staff and provides regular counseling with them, working toward the goal of improving performance. A supervisor who provides coaching models effective behavior, observes worker performance, and provides feedback to assist the worker in job performance through the refinement and enhancement of their existing skills.*

*The steps in coaching include:*

- *Letting the worker know what is expected*
- *Letting the worker know how well he or she is doing*
- *Providing encouragement and assistance*
- *Recognizing the worker for desired performance or progress*

**5. Brainstorm ways that supervisors can provide feedback and coaching/reinforcement of trained skills. Write ideas on flip chart.**

**6. Show Supervisor Mentoring video. Have supervisors break into pairs. Each pair will role play a coaching/feedback interaction between a supervisor and worker two times (allowing each the opportunity to be both the supervisor and worker). The role play should center around the case planning process for the Smith Family. Following the role play, have supervisors share their experiences from both sides. Ask what they learned about giving feedback from this role play.**

**7. Have supervisors apply skills to own team. Distribute Supervisory Plan for Performance Evaluation and Feedback.**

*Now that you've practice these skills with our training case, you are going to have a chance to think about how you might evaluate and provide feedback for your own workers' performance. On your worksheet, there are four questions to answer. You can answer these for your team as a whole.*