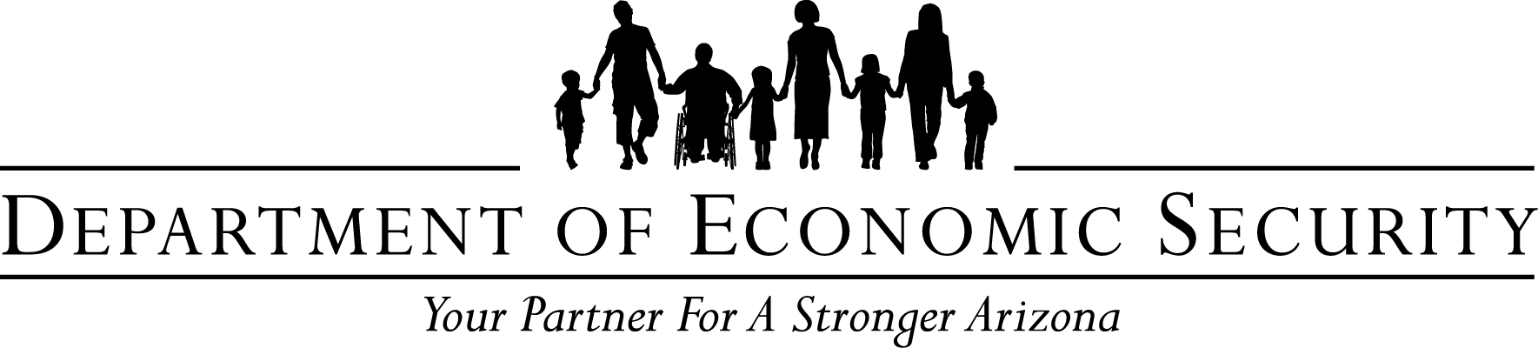
Supervisor as Coach

Division of Aging and Adult Services

Adult Protective Services

**Facilitator Guide**



***Supervisor as Coach***

***Supervisor Core Competency 3D***

This training was developed by the National Adult Protective Services Association with support from the Arizona Department of Economic Security, Division of Aging and Adult Services-Adult Protective Services, and funded, in part, by a grant (No. 90EJSG0035-01-00) from the Administration for Community Living, U.S. Department of Health and Human Services (DHHS). Grantees carrying out projects under government sponsorship are encouraged to express their findings and conclusions. Therefore, points of view or opinions do not necessarily represent the official Administration for Community Living or DHHS policy.

**Curriculum Developer**

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**ACKNOWLEDGEMENTS**

This training is the result of a collaboration between Adult Protective Services administrators, supervisors, staff development officers, workers across states and the nation, and professional educators. We would like to thank the following contributors:

**Agencies:**

Arizona Adult Protective Services, Division of Aging and Adult Services, Department of Economic Security

National Adult Protective Services Association

Adult Protective Services Workforce Innovations

**Committees:**

Supervisor Curriculum Advisory Committee (SCAC)

National Adult Protective Services Association Education Review Committee

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***Supervisor as Coach***

***Supervisor Core Competency 3-D***

***Use of Training Materials***

This training was developed to provide APS programs across the nation with NAPSA-approved training content and materials that support specific learning objectives and promote APS supervisor core competency.

States and jurisdictions may customize these materials by adding content to meet their needs for state-specific information (regulations, policies, procedures, tools) in the following ways:

* State-specific PowerPoint slides
* State-specific hand-outs
* State-specific examples and experiences shared by the facilitator during trainings

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**Table of Contents**

[*I**cons……………………………………………………………………………………………………………….1*](#_heading=h.2et92p0)

*[Virtual Setup………………………………………………………………………………………………………2](#_heading=h.tyjcwt)*

*[Instructor and Participant](#_heading=h.3dy6vkm)* [*Supplies……………………………………………………………………………..2*](#_heading=h.3dy6vkm)

*[Course/ Lesson Goal…………………………………………………………………………………………….2](#_heading=h.4d34og8)*

*[Learning Objectives……………………………………………………………………………………………...3](#_heading=h.17dp8vu)*

*[Target Audience………………………………………………………………………………………………….3](#_heading=h.3rdcrjn)*

*[Course/ Lesson Length………………………………………………………………………………………….3](#_heading=h.35nkun2)*

*[For Facilitators……………………………………………………………………………………………………3](#_heading=h.1ksv4uv)*

*[Introduction……………………………………………………………………………………………………….5](#_heading=h.44sinio)*

*[Section 1-Similarities Between Coaching and Mentoring………………………………………………… 11](#_heading=h.2jxsxqh)*

*[Section 2-Coaching & Mentoring for Staff Development & Performance……………………………… 20](#Section2)*

*[Section 3 Complete a Coaching Self-Assessment ………………………………………….…………….38](#Section3)*

[*Section 4 Strategies for Development and Improvement………*………………………………………….](#Sec4)49

[*ASTD Coaching Self-Assessment Tool ………*………………………………………….](#Sec4)........................67

Note: *Supervisor as Coach* is a training program that is part of the National APS Supervisor Core Curriculum.

It is one of the four modules focused on supporting core competency in Teambuilding and Individual Development. These modules include:

Building and Managing Effective APS Teams (Module 3A)

Supervisor as Trainer (Module 3B)

Onboarding New Staff (Module 3C)

Supervisor as Coach (Module 3D)

While one is not a pre-requisite for another, it is recommended that the modules be completed in the order listed.

Each state or jurisdiction should insert their own process for evaluating the training.

## 

## Icons

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## Virtual Setup

* Internet connection/Laptop computer
* Connection to virtual platform (Zoom)

## Instructor & participant Supplies

* Supervisor as Coach Facilitator Guide
* Supervisor as Coach PowerPoint Slides
* Supervisor as Coach Participant Guide
  + Links to Articles and Books About Coaching and Mentoring
  + Characteristics of Training Techniques
  + Links to National Training Resources
  + Small Group Activity – Discuss a Difficult Conversation
  + ASTD Team STEPPS Coaching Self-Assessment Form
  + Coaching Conversation Planner Tool
  + Transfer of Learning Follow-up Assignment
* PowerPoint Slides for Optional Boost Session
* ASTD Coaching Self-Assessment Tool for Pre-Work (if desired)  
  This tool can be provided to trainees to complete ahead and bring to the training or the facilitator can allow 15 extra minutes for the group to complete the assessment as part of the training. If the choice is to assign the tool as pre-work ahead of training, the ASTD Coaching Self-Assessment Tool should be sent to attendees at least one week ahead of the training date with instructions to complete (estimated 15 min. completion time) and bring to training.

## Course/ Lesson Goal

The goal of this course is to provide APS supervisors with an understanding of their role as a coach to their staff. Supervisors will learn how to use these skills and techniques to facilitate staff’s development. *(Mentoring will be discussed briefly only to distinguish the similarities and differences.)*

## Learning Objectives

1. Explain the similarities and differences between coaching and mentoring
2. Identify when coaching and mentoring should be used.
3. Explain how coaching plays a critical role in staff development to create high performing teams.
4. Identify strengths and areas for development and improvement in coaching abilities.

## Target Audience

The target audience for this training is APS supervisors.

## Course/ Lesson Length

This training is presented in 4 sections for a total training time of 3 hours and 30 minutes. The course could also be offered in smaller segments by presenting each section individually. There is also an optional 90-minute Boost session that could be scheduled about 4 weeks after training to debrief the participants’ experiences with the Transfer of Learning activity described in this training.

## For Facilitators

This *Facilitator Guide* provides the structured content, activities, and PowerPoint slides to present a 3 hour 30-minute training. Facilitators are encouraged to review the guide and to add any state-specific information and/or examples from their professional experiences as appropriate. The accompanying Participant Guide contains the PowerPoint slides and hand-out materials that will be referenced during the training. Facilitators are encouraged to review these hand-out materials ahead of trainings, to be prepared to screen-share them as directed, and briefly describe content and use.

Also provided are PowerPoint slides that support a 90-minute optional boost session as follow-up for the transfer of learning activity. It is recommended that if a boost session is planned, that it occurs about 4 weeks from the training date.

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|  | **Introduction** |
| Slide 1 |  |
|  | *Producer:*  Welcome, everyone, to today’s module on **Supervisor as Coach!**  *(Introduces self and role in overseeing technology and managing questions and group activities.)* |

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| Slide 2 |  |
|  | *Producer:*  Before we get started, let’s review some virtual housekeeping details to be sure we’re familiar with the technology features we’ll be using to communicate with each other.  Some of youmay be more familiar than others navigating through a virtual learning course. So, we will briefly review the various functions of the virtual environment:   * **Video Camera:** Find the camera icon; when you do, please turn the camera off and on. During the session, please keep the video camera on since this is an interactive course. * **Mute/Unmute:** Now, please locate the microphone. When you do, practice muting and unmuting yourself. * **Chat box:** Find the chat icon. We will be using the chat function to communicate throughout the session. * **Emoji and Icons**: These differ within the different virtual platforms   While participants are expected to attend the entire training, if you need to step away, please let the facilitator know by private chat.  And just a word about technical glitches. They are inevitable - on our end and your end! So please be patient and forgiving as we all navigate this virtual platform together. |
| Slide 3 |  |
|  | *Producer:*  Now, let me introduce our facilitator for today’s session. (Introduces with short bio.) |
|  | *Facilitator:*  Thank you! I’m very pleased to join you all to facilitate this module on the role of the APS Supervisor as a Coach and a Mentor. You all know that as an APS Supervisor you have many different roles and responsibilities that you perform to foster success with your staffs’ development of their knowledge and application of their job. Strategies that can support that development are coaching and mentoring. So, I’d like to take a minute to hear from all of you about your ideas regarding coaching and mentoring.  *Facilitator asks:* participants to annotate, type in the chat or unmute themselves and share their ideas to this question.  *Facilitator asks:* What are some of the qualities you have observed in a coach during your life experience? *(Producer monitors responses and reports.)* |
| Slide 4 |  |
|  | *Facilitator Says:*  Great responses!  It’s important to understand as a supervisor one of your most critical roles is to help staff grow and develop their knowledge, skills sets, critical thinking, and mastery of their assignments. This can be accomplished through coaching and mentoring. |
| Slide 5 |  |
|  | *Facilitator Says:* Following today’s training you will be able to:   * Explain the similarities and differences between coaching and mentoring * Identify when coaching and mentoring should be used. * Explain how coaching plays a critical role in staff development to create high performing teams. * Identify strengths and areas for development and improvement in coaching abilities.   And you will become familiar with additional materials and resources in your Participant Guide. Are there any questions? |
| Slide 6 | **Section 1- Similarities and Differences Between Coaching and Mentoring** |
| Slide 7 |  |
|  | *Facilitator Says:* While there are some qualities that are similar between coaching and mentoring, there is a distinction. Mentoring and coaching conversations are different. We will start by exploring each to help differentiate one from the other and when to use them appropriately with staff. Then we will focus primarily on coaching strategies and tools to help APS supervisors build their coaching skills. |
| Slide 8 |  |
|  | *Facilitator Says:*  A coach is someone who provides guidance to an individual on their goals and helps them reach their full potential. Coaching is prescriptive by nature, actively participating in strategizing and co-creating successful outcomes with their clients. They partner in a thought- provoking creative process that inspires individuals to maximize their personal and professional potential. A coach does not need to be a subject matter expert (SME) regarding the topic of conversation. A coach uses skillful questioning, and structured dialogue, to support the coachee with using critical thinking skills for self-directed learning. The coachee transforms through self-reflection and the discovery of options for thoughtful application and action. Coaches do not offer solutions. The coach prompts the individual to expand their capacities to address an issue and to take responsibility for developing a solution.  (Facilitator can provide their own examples or use the one below)  **Ex:** An example of this could be a coaching conversation in an individual 1:1 supervision session with staff. You are reviewing a client case and you are asking questions to help prompt your staff’s critical thinking rather than offering solutions or directing them on what course of action they should take. |
| Slide 9 |  |
|  | *Facilitator Says:*  A mentor is someone who shares their knowledge, skills and/or experience to help another develop and grow. A mentor acts as an experienced and trusted advisor. They impart their own experience, learning, and advice to those who have less experience in a particular field. A mentor is highly likely to be the “SME” and has senior knowledge and experience that is relevant to the protégé. They share their experience about how to be successful in a specific position and in future roles.  (Facilitator can provide their own examples or use the one below)  **Ex:** This could look like mentoring your staff to take on a new assignment such as being Acting Supervisor for you or stepping into a leadership role by representing the agency at a multi-disciplinary team meeting. |
| Slide 10 |  |
|  | *Facilitator Says:*  There are numerous similarities between coaching and mentoring. They both involve a 1:1 relationship between two people for the core purpose of supporting a coachee or mentee’s development and growth. Typically, the relationship involves several meetings over several months. Both coaching and mentoring can be a component of a leadership development program. Also, both often involve a signed contract or professional development plan that outlines an individual’s professional development objectives/goals, activities associated with achieving the goals, and information about how the goals align with the business goals/objectives.  Ideally many may think that mentors strictly give out advice while coaches ask questions. This is simply not the case. The boundaries between coaching and mentoring are blending as mentors are discovering that integrating a coaching style of asking questions can be more effective than just giving advice. It has become increasingly acceptable for coaches to impart advice although best practice would lend itself to asking the coachee’s permission first and observing certain guidelines that maintain the principles of coaching. Although the methods between coaching and mentoring might differ, ultimately, both coaching and mentoring are about helping people to get where they want to go by leveraging the experience of the coach or mentor.  The key is knowing when you need one and when you need the other. |

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|  | **Facilitator refers participants to Handout # 1** in the Participant Guide, a Comparison Chart between Coaching and Mentoring. |
| Slide 11  **Handout # 1** |  |
|  | *Facilitator Says:*  I will briefly summarize the 6 different subject areas regarding Coaching and Mentoring and highlight some of the differences.   * **Structure:** Coaching has more structure with regularly scheduled meetings. Coaches are more likely to drive the meetings with the individual. With mentoring, meetings tend to be more informal, and mentee is more likely to drive the meetings with the mentor. * **Agenda:** Coaching tends to be more structured, and the agenda is co-created. In mentoring the mentee sets the agenda and the mentor supports it. * **Interaction Structure:** Coaching assists the individual with finding their own solutions rather than offering advice or opinions. Mentoring assists the individual with finding their own solutions but may share advice or their own personal experience. * **Evaluation:** Coaching is specific and measurable. Goals are defined in advance. Demonstrates improvement and change in the desired area. Mentoring involves the overall development of the protégé’ which is difficult to measure. |

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| Slide 12 | **Section 2- Coaching & Mentoring for Staff Development** |
| Slide 13 |  |
|  | *Facilitator Says:*  Now that we have established an understanding of the definition of coaching and mentoring and the similarities and their differences, we will explore how these roles can apply specifically to your role as an APS supervisor.  The role of the APS supervisor especially with onboarding new staff is more of a mentor, a teacher, doing more of the talking, geared toward developing staff knowledge, competency, and skill sets as they become oriented to their position. You may also conduct case reviews or assign new staff to peer mentors on your team to assist staff with building their knowledge and skills by shadowing peer mentors and an opportunity to be exposed to different investigation and interviewing styles. As staff’s knowledge and skills develop and they demonstrate they can handle cases independently with less frequent check-ins, the supervisor’s role shifts into more of a coach than a mentor. The conversation shifts from information sharing to asking questions to prompt the use of staff’s critical thinking skills to further facilitate growth, development, and learning.  It’s also important to recognize when you have individuals who may be the informal leaders of your unit or more seasoned workers and are ready to take on increased responsibilities, promotional opportunities, and are ready to take their careers to the next level. These situations lend themselves for you to shift from the role of a coach to the role of a mentor. You can share your experiences, provide advice, your lessons learned in terms of your leadership role and how you got there. You can help your staff create a professional development plan, map out strategies to develop their skill sets, and suggest activities to best prepare them for promotion. Again, what is key here is knowing when you need to be a coach and when you need to be a mentor. |
| Slide 14 |  |
|  | *Facilitator Says:*  In your role as a coach, the supervisor acts as a facilitator rather than a teacher. The supervisor can use guided questions. An example of this could be meeting with your employee 1:1 in a case supervision session and using guided questions like, “What leads you to conclude the facts in this case are reliable?” or “How else can we verify something?” These questions encourage the employee to think critically and develop their own potential to explore, analyze, reflect, and problem-solve. There is a large repository of information on both coaching and mentoring. |
|  | *Facilitator Says:*  You have been provided a resource list of articles, websites, books, and video clips to enhance and build on the concepts you receive today on Coaching and Mentoring. However, for today’s training, the content will be more focused on the role of the APS supervisor as a coach.  *Facilitator Says:*  Now that we’ve discussed what the role of the APS supervisor as a coach or mentor might look like we can specifically explore the value of coaching. |
|  | *Facilitator asks:* Participants to annotate or type in the chat and share their ideas to this question. Do you think coaching is important? Why or why not and if so, what are some of the benefits?  *(Producer monitors responses and reports.)* |
|  | *Facilitator Says:* Great Responses! Now let’s compare your ideas to some of what the research says about the value of coaching. |
| Slide 15 |  |
|  | *Facilitator Says:*  Research indicates that coaching benefits employees in numerous ways. Coaching has been linked to influencing employee skills, motivation, and performance at work. Coaching has been identified as an effective tool to use with providing feedback. According to research conducted by the International Coach Federation, 79% of their workers surveyed value coaching; however, many companies do not practice coaching. This is a common issue and can result in low employee engagement, performance, and retention. A supervisor or leader who uses coaching skills supports an environment of collaboration between the employee and the supervisor while at the same time maintaining the boundaries of the supervisory relationship. Coaching aims to elevate an employee’s satisfaction and level of engagement. Some of the benefits of coaching are:   * Greater Accountability- When an employee takes ownership it means that they are aware of their contribution and the part they have played in the achieved results. An employee who takes responsibility for their performance, can self-identify past mistakes and how they can improve their performance in the future. * More Self-Awareness- Coaching facilitates greater self-awareness. As employees increase their self-awareness results include improved critical thinking, strengthened/open communication, and enhanced emotional intelligence which is the ability to acknowledge what another person is feeling. * Increased Engagement- Companies that use a collaborative approach support an environment where employees are satisfied, engaged, and productive. * Prepared Workforce- Especially with onboarding new employees it is essential that you are coaching, developing, engaging, using emotional intelligence, and inspiring individuals. This facilitates competence and confidence when the employee performs their job as well as prepares the worker for future roles and advancements. * Clarity with Goals and Objectives – Coaching can be used to discern what may be vague to the worker to ensure they have clarity on the goals, objectives, and expectations of the position.   *Facilitator Says:*  According to Forbes.com post 7/04/2019 in an article by Chris Westfall:  When executed properly, coaching provides greater *intrinsic motivation* - in other words, inspiring the self-directed willingness to try new things and make new discoveries. According to data from McKinsey’s Organizational Health index published in 2013 when employees find greater intrinsic motivation (that internal desire to do their best work and perform at a high level because it’s personally rewarding), they are 32% more committed to their work and 46% are more satisfied with their jobs.    *Facilitator Says:*  Now that we’ve determined why coaching is a value-added activity to engage in routinely with staff, we can explore possible opportunities or situations that lend themselves to coaching conversations. |
| Slide 16 |  |
|  | *Facilitator says:*   * Coaching can support an employee’s growth and learning in a variety of areas. It can be a coaching conversation around performance or development. * The following are some examples:  1. To support accountability 2. To motivate 3. To support skill development and competency 4. To build confidence 5. To offer a different perspective. 6. To challenge 7. To convey the desire for staff to feel listened to, respected, and understood. 8. What would you add…?   *Facilitator asks:*  Participants if they have anything additional to add. Participants can type in the chat or raise their hand and share or unmute themselves. Producer or Facilitator can call on participants and read responses. |
| Slide 17 |  |
|  | *Facilitator says:*  According to Coach Approach Partners….  You will have better conversations. You will be talking less about problems and more about solutions.   * You will have better relationships. You will be seen by others as a cheerleader rather than a critic. * You will be modeling success. Your positive relationships will become contagious, and you will help others become coaches through your modeling. * You will be able to lead anyone, anywhere. You can coach an individual at any ability level, including staff and supervisors. |
| Slide 18 |  |
|  | *Facilitator Says:*  When a supervisor engages in a coaching conversation the employee leaves feeling better challenged, motivated, and inspired. They also may be thinking of a new way to reframe or approach a problem with a fresh perspective.  Being totally present and in the moment  Preparing your thoughts to listen rather than speak  Listen beyond the words, what is being said and not said. Listen for the non-verbal cues. Listen to the emotions, strengths, values, and passion. These are many of the ways we can listen as a coach. |
| Slide 19 |  |
|  | *Facilitator Says:*  Thinking like a coach is…  Temporarily removing my agenda and utilizing my strengths to develop my staff.  Partnering with my staff to help them take the steps to learn how to unlock their potential to maximize their performance and success. |
| Slide 20 |  |
|  | *Facilitator Says:*  You will find in the resource section of your Participant Guide several Coaching resources including a list of Coaching questions, books, websites, and video clips.  Here is a list of Five-minute Go-to Coaching Questions that you can use in 1:1 supervision with your staff or in preparing or debriefing on a case. Let’s briefly review the questions.   * What options do you see regarding this situation? * What do you see as a challenge? * What are your thoughts about the best way to approach this? * What might get in the way? * What do you think is the next step? * How can I support you? * When can I check back with you?   The Ready- Set- Go! 5-Minute Coaching question session allows the investigator to work with their supervisor to identify possible risks, options/interventions, and implement best strategies that can lead to successful case planning and goal setting. You can find the Ready – Set – Go! 5-Minute Coaching Questions on page 45 of your Participant Guide.  *Facilitator Says:*  I want to turn your attention to your Participant Guide. There is an excellent tool regarding Risk Assessment that you can use in 1:1 supervision, when coaching your staff or share with your staff at a unit meeting. The tool came from the 23 Core Competency Area Training Modules 18 Risk Assessment, 19 Voluntary Case Planning, and 20 Involuntary Case Planning from the Adult Protective Services Workforce Innovation (APSWI) Academy. Some of you may recall this training**.**  This is another tool you can use during a coaching session to help your staff use their critical thinking skills to help assess risk and case plan. |
| Slide 21 |  |
|  | Let’s take a 10-minute break and when we return, we’ll have a group activity. |
| Slide 22 |  |
|  | **Group Activity**:***Discuss a Difficult Conversation – 20 min. Producer: Provide a 5 min warning***  *Producer: If the training is virtual, Producer will create Break Out rooms with 4-5 participants each. In-person Facilitator will break up participants into small groups. Facilitator Says:*  Each participant in a small group is tasked with responding to the question below. The participant whose birthday is the closest to today’s date will lead the other participants in the discussion. The participant whose last name begins with the letter “Z” or is the closest in the alphabet to Z will be the scribe and report back to the larger group if called on during the debrief. *(The Facilitator gives participants 3 minutes to respond to the question below before breaking participants into small groups.)*   1. As a supervisor, discuss a difficult conversation you’ve had with one of your staff. What would you have wanted more of to make it effective? What would you have wanted less of?   **(***Facilitator debriefs exercise with participants by asking 1-2 Spokespersons to share with the group or unmute themselves and share their responses to the question.* |

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| Slide 23 | **Section 3- Complete a Coaching Self-Assessment** |
|  | *Facilitator Says:* To start, let's see where we are currently as a group in terms of our understanding of what strengths are. What comes to mind when you think of the word “strength”? It could be a word or phrase. Go ahead and type your answer into the chat or raise your hand virtually to unmute yourself and share. |
| Slide 24 |  |
|  | *Facilitator Says:*  Let’s compare your responses to information that came from a Strength-Based Development/Supervision Training Module 1C from the Adult Protective Services Workforce Innovation (APSWI) Academy. Some of you may recall this training**.** You can refer to the Participant Guide for APSWI Resource information.   1. Something that you are good/talented at 2. What you are known for 3. What comes easily to you/innate? 4. Energizing feels good/fun to use. 5. Can be developed. 6. Can atrophy due to lack of use. 7. Drives performance. 8. Flow |
| Slide 25 |  |
|  | *Facilitator Says:*  Coaches should certainly work toward closing performance gaps, the most successful people focus more on knowing and growing the things they are good at, referred to as a strengths-based approach to coaching.  Facilitator states these are some of the benefits of a strengths-based approach:   * Decrease burnout & turnover * Increase motivation * Manage workload * Increase productivity * Improve team performance |
| Slide 26 |  |
|  | *Facilitator Says:*  The strengths-based approach is founded on five core principles:   1. It focuses on what is right, what is working, and what is strong. 2. Strengths are part of our basic human nature; every person in the world has strengths and deserves respect and acknowledgement for those strengths. 3. Our areas of greatest potential are in the areas of our greatest strengths. (i.e., this is where we do ourbest/greatest work…for example if I’m an empathic person with others I can leverage my strength of empathy by helping my staff know they are cared about, respected, and supported thereby facilitating them to do their best work) 4. We succeed by fixing our weaknesses only when we are also making the most of our strengths~~.~~ 5. Using our strengths is the smallest thing we can do to make the biggest difference. |
| Slide 27  Handout # 2 | **Team STEPPS ASTD Coaching Self-Assessment Form** |
|  | **Assessment Activity**:***Take a Strengths Assessment – 15-min. Refer to Participant Guide and complete ASTD Coaching Self-Assessment Form***    *Facilitator Says:*  So, we will now do an activity using the ASTD Coaching Self-Assessment Form, **Handout # 2** that you completed as part of pre-work that you were sent prior to training. This assessment was created by the American Society for Training and Development (ASTD) now known as the Association for Talent Development (ATD) and was created by TeamSTEPPS 2.O and part of Module 9 Coaching Workshop.  *Facilitator asks:*  Please pull out your ASTD Coaching Assessment Form and review the assessment. In your Participant Guide you will find the worksheet, **Coaching Assessment Planner, Handout #3.** I’ve also provided an example below of a strength I want to upgrade so you can see how I completed the form. |
| Slide 28  Handout # 3 |  |
| Slide 29  Handout # 4 |  |
| Slide 30 |  |
|  | You will complete the planner by responding to the three questions below. You will have **5 minutes** to complete and write your responses. Following completion of the written responses we will debrief together and take volunteers to verbally share or type their responses in the chat.   1. Look at the behaviors you identified as your strengths, prioritize, and list your top 2-3 strengths below. 2. How can you leverage these strengths to coach your staff? 3. Look at the behaviors you indicated as lacking this skill, prioritize in the order you think are the most important to improve to better coach your staff and list the 3 most important below.   *Facilitator Says:* I’d like to hear your responses to the 3 questions. Feel free to unmute yourselves or type in the chat to share. *(Producer or Facilitator read responses in the chat box.)*   1. Look at the behaviors you identified as your strengths, prioritize and list your top 2-3 strengths. 2. How can you leverage these strengths to coach your staff? 3. Look at the behaviors you indicated as lacking this skill, prioritize in the order you think are the mostimportant to improve staff and list the 3 most important below.   Great responses everyone! |

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| Slide 31 | **Section 4 – Coaching Strategies for Performance and Development** |
| Slide 32 |  |
|  | *Facilitator Says:*  Key elements for effective coaching are evaluation, monitoring and documenting staff performance and development at regular intervals; an analogy would be football game. Evaluating after each quarter and at half-time to reassess and rethink strategy.  Evaluation allows the supervisor to identify key areas for growth that can be used in coaching conversations   1. Consider setting milestones at regular intervals for evaluating progress of staff. (For example, at monthly intervals for the first year for new staff.) 2. Document evaluation sessions in each staff member’s personnel file noting what was discussed (observations of supervisor, accomplishments and strengths identified, areas needing additional support, feedback shared by supervisor and staff member, response to feedback, plans for further development.)  * Evaluation allows the supervisor to identify key areas of performance and skill development gaps that can be used to provide feedback, mentoring, and coaching conversations for growth and mastery. The following ways can be used to evaluate staff performance and development.   1. Supervisor observations   2. On the job application   3. The impact on client outcome   4. Input from the new staff member on the training process, their experiences, etc.   5. Use of Transfer of Learning tools   6. APS Interview Observation Checklist   *Facilitator Says:*  You can refer to your Participant Guide for resources for evaluation and feedback. |
| Slide 33 |  |
|  | *Facilitator Says:*  Now that we’ve identified tools and strategies for evaluating performance, we can now learn about 3 tools that incorporate the same 5-Step Approach that can be used with staff that can lead to results oriented coaching conversations. The 5 E’s, 5-Step Process can be used for conversations with your staff for performance or development. You can refer to your Participant Guide as we review each of the tools: The 5 E’s Coaching Conversation: Sample Statements/Questions, and the Coaching Conversation Planner. You will use these tools in a roleplay activity that you will do with a partner. You will also use these tools to practice your skills in the Transfer of Learning activity prior to attending the Boost training.   1. **Coaching Conversation Process**  * **Engaging-** Engage staff to identify the purpose of the discussion. Identify the importance to the person, team, and organization. * **Evoking-** Evoke and share information about the situation. Gather information about the employee’s perspective, issues, and concerns. * **Exploring**- Seek and discuss ideas together. Explore needed resources and support. Involve other people. Turn ideas into action steps. * **Establishing**- Establish and create a plan of action. What the employee will do. What you will do to achieve success. Check for understanding. Agree on an evaluation process (i.e., we will conference together monthly to review and modify the plan or Action Steps as needed). * **Evaluating**- Evaluate plan together to ensure that employee and you understand the plan and what a successful outcome looks like. Discuss important features of the plan. Check for understanding. Convey confidence and commitment. |
| Slide 34 Handout#5 |  |
| Slide 35  Handout #5 and #6 |  |
|  | *Facilitator Says:*  You can refer to your Participant Guide to Handouts # 5 and Handout # 6, The 5 E’s, Coaching Conversation Sample Statements/Questions.   * These tools provide sample conversations of the 5-step process when coaching for development or performance. * In the Participant Guide you will also find Handout # 7, the Coaching Conversation Planner. The planner will help you organize your thoughts and prepare what you want to say in each of the 5 E’s process of the conversation. |
| Slide 36  Handout #7 |  |
| Slide 37 |  |
|  | *Facilitator Says:*  It is key to an effective coaching conversation that you think about what you want to say, why you are sharing what you are sharing currently, what are the objectives of the conversation, how success will be measured, what are the needs of the persons or team to consider, what are the outcomes that you are after, and what are the opportunities or challenges in this discussion. The planner is a tool that you can use to plan the conversation prior to your conference. |
| Slide 38 |  |
|  | Facilitator Says:  So now let’s practice using the Conversation Planner Tool and the 5 Es in a group activity.  **Group Activity:*****Roleplay a Coaching Conversation for Development or Performance – 15 min.*** *Producer: Provide a 5 min warning. If the training is virtual, create break-out rooms with 2 participants in each. In-person Facilitator will break up participants into dyads.*  Facilitator Says:  You will be broken up into dyads with a partner.  You will be given 5 minutes prior to use your Coaching Conversation planner to draft out coaching questions that you will ask your staff in each of the 5 E’s of the process. Remember that you can also incorporate the Ready-Set-Go- 5 minute Coaching Questions that are in your Participant Manual in the Handouts Section on page 45.  It can be a conversation for development or performance  When meeting with your partner, you will take turns roleplaying the Supervisor, moving through the 5 E’s. Then, switch roles after 5 minutes. We will debrief together as a large group after 10 minutes for the activity.  *Facilitator debriefs exercise with participants by asking for volunteers to unmute themselves to share with the group their experience of the roleplay in response to the following questions:*   * What was it like to be the supervisor? * What would you have like more or less of to be more effective? * What was it like to roleplay the staff? * Anything else you would like to add? |
|  | We want to thank you all for taking the time to participate in this training module! As an APS Supervisor one of the most important and influential roles you have is to help staff grow and develop their knowledge, skill sets, critical thinking skills, competence, and confidence, in their assignment as an investigator. This can be accomplished by coaching and mentoring staff. By using the skills of coaching and mentoring you can not only support staff with increasing their learning capacities and developing high performing effective teams but facilitate your own continued growth and success in your leadership role. |

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|  | **Section 5 - Transfer of Learning** |
| Slide 39 |  |
|  | *Facilitator Says:*  In closing, we would like to evaluate whether this training has been effective by having you complete a Transfer of Learning Activity. This activity will help you implement the concepts we have learned about today.  Please complete this activity as follows:   * Goal # 1 - Develop an Action Plan of how you will leverage your 2-3 Strengths as a Coach and use these with your staff in Coaching Conversations. * **Goal # 2**- Develop and implement an Action Plan of how you will improve the 2-3 Strengths you want to upgrade. * **Goal # 3-** Using your Coaching Planner draft a coaching conversation for development or performance using the 5 E’s process and Ready – Set – Go! 5 Minute Coaching Questions on P. 35 of you Participant Guide. * **Goal #4** – Meet with two of your staff and have a coaching conversation within the next 4 weeks.   *\*Facilitator Note: If a 90-minute Boost Session is planned, include the information in the bullet below. Otherwise, move to the closing statements and participant feedback.*     * We will want your feedback/experience of this activity when you return for a Boost session on (add date and time.) We will send you a reminder email about completing the TOL prior to the session. At the Boost, we will compare your experiences and continue to refine your skills with conducting coaching conversations. |
| Slide 40 |  |

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**Handout # 3**

**Strengths Action Planner**

|  |  |
| --- | --- |
| **Strength** | **How can you leverage these strengths to coach staff** |
| **1.** |  |
| **2.** |  |
| **3.** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strength to Upgrade** | **What are your next steps?** | **What support do you need?** | **How will you monitor your progress?** |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |

**Handout # 4**

**Sample Questions for Coaching Conversations**

**for Development**

The 5 E’s for Elevating the Coaching Conversation

Sample Statements & Questions

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**Handout # 5**

**Sample Questions for Coaching Conversations**

**for Performance**

The 5 E’s for Elevating the Coaching Conversation Sample Statements & Questions

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**Handout # 6**

**The Coaching Conversation Planner**

## 

## **Coaching Conversation Planner**

Effective coaching conversations start before you engage your staff. Successful outcomes require your intentional thoughts, preparation, and planning. It’s essential to clarify the focus of the conversation, what you are going to say, and determine the desired impact you want to have. The Planner is a tool you can use to organize and guide the conversation from beginning to end.



|  |  |  |  |
| --- | --- | --- | --- |
| Engaging |  | | |
| Evoking |  | |
| Exploring |  | |
| Establishing |  | |
| Evaluating |  |

**Additional Articles/websites/videoclips/handouts**

ASTD Coaching Self-Assessment Form,” Source: TeamSTEPPS® 2.0 (Module 9. Coaching Workshop), [Self-Assessment Form (ahrq.gov)](https://www.ahrq.gov/sites/default/files/wysiwyg/teamstepps/longtermcare/module9/ts2-0ltc_module9_coaching_selfasst.pdf)

[Best coaching conversation - YouTube](https://www.youtube.com/watch?v=guclKsL-JbY)

[Coach Approach Partners, LLC](https://coachapproachpartners.com/)

[Coaching and Mentoring - Nigel MacLennan - Google Books](https://books.google.com/books?id=YEIrDwAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

[Great Questions to Use When Coaching Someone - YouTube](https://www.youtube.com/watch?v=1dVtPDryqco)

[GROW for coaching and problem solving (live role play) - YouTube](https://www.youtube.com/watch?v=4dYLaoI5UFM)

[The Coaching Habit: The Kickstart Question - YouTube](https://www.youtube.com/watch?v=AOqoNKJ9_lI)

[The GROW model in action - YouTube](https://www.youtube.com/watch?v=6f3X2PEsV-Q&t=4s)

<https://unboxedtechnology.com/the-importance-of-coaching-at-the-workplace/>

[Up In The Air: Coaching Leadership Style - YouTube](https://www.youtube.com/watch?v=OQ0htf69pVk)

[What is the GROW Coaching Model? (incl. Questions + Examples) (positivepsychology.com)](https://positivepsychology.com/grow-coaching-model/)

[Why You Should Coach Your Team - businessnewsdaily.com](https://www.businessnewsdaily.com/10541-coach-not-boss.html)

**Training Resources for APS Supervisors**

Center APS Technical Assistance Resource

<https://apstarc.acl.gov/Education/toolkits.aspx>

APSWI Adult Protective Services Workforce Innovations

<https://theacademy.sdsu.edu/programs/apswi/>

**Handouts**

**Ready – Set – Go! 5 - Minute Coaching Questions**

* **What options do you see regarding this situation?**
* **What do you see as a challenge?**
* **What are your thoughts about the best way to approach this?**
* **What might get in the way?**
* **What do you think the next step?**
* **How can I support you?**
* **When can I check back with you?**

**Are You Ready to Give Healthy Feedback?**

**Brené Brown’s 10-Step Preparation Checklist**

**1. I’m ready to sit next to you rather than across from you.**

**2. I’m willing to put the problem in front of us rather than between us (or sliding it toward you).**

**3. I’m ready to listen, ask questions, and accept that I may not fully understand the issue.**

**4. I want to acknowledge what you do well instead of picking apart your mistakes.**

**5. I recognize your strengths and how you can use them to address your challenges.**

**6. I can hold you accountable without shaming or blaming you.**

**7. I’m willing to own my part.**

**8. I can genuinely thank you for your efforts rather than criticize you or your failings.**

**9. I can talk about how resolving these challenges will lead to your growth and opportunity.**

**10. I can model the vulnerability and openness that I expect to see from you.**

**Power Questions…**

**Listening**. “Tell me what’s going on.” “What got you to this point?” “What happened to bring

you two to this place?”

**Clarifying purpose**. “What’s important about this for you?” “What matters most for you in all of this?”

**Equipping**. “What strengths, needs, wants are evident in the other’s communication style?”

“Where do your strengths, needs and wants fit in all of this?” “What strengths could you draw from to effectively engage the other?” “How might you approach this difficulty if your communication style was similar to theirs?”

**Exploring options**. “What have you tried to work this out?” What did you discover in those

efforts?” “What seems to have worked well?” “What else might work?”

**Removing obstacles**. “What might get in the way?” “What are your foreseeable challenges?”

“How might you overcome these?”

**Empowering.** “What might you do differently to get a different result?” “What is the outcome you hope to achieve?” “What next steps will assist you in achieving this outcome?” “How might resolving this difficulty contribute to your professional growth and development?”

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**RISK Assessment Tool from APSWI Training Core Competencies- Module 18 Risk Assessment of Victims of Elder Abuse**

R**isk assessments are a process and help APS professionals assess clients’ vulnerability and needs, develop and monitor care plans, and make decisions about how to use their time and resources.**

*-NAPSA Core Competency Module 18: Risk Assessment*

**Directions**: Using a current case, complete the risk assessment chart based on your observations and the information gained during your investigation.

For each Risk Factor that you identify:

1. List the apparent risk next to the #.
   1. Circle or highlight whether you find that risk to be low, medium or high.
   2. Work through the 3 S’s by noting how **Soon** might the client be harmed, how **Severe** might they be harmed and how **Sure** are you that the harm will occur (i.e. the likelihood).
      1. Make sure to include why you believe that to be true.
2. Discuss any risk indicators.
3. Provide a global assessment of that particular risk.
4. Note any factors that may mitigate that risk.
5. Create a service plan for each risk.

**RISK ASSESSMENT CHART**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RISK FACTORS**  (Conditions which put a person at risk of harm) | **RISK INDICATORS**  (Observable signs that indicate that risk may be present) | **GLOBAL ASSESSMENT**  (History and context around this particular risk) | **FACTORS THAT MITIGATE THE RISK**  (Client’s strengths, motivation, support network) | **SERVICE PLAN**  (Identify services that might be of help and follow up if connections were made.) |
| #1.     * Soon      * Severe      * Sure   Based on 3 S’s, the level of risk is: Low, Med, High? |  |  |  |  |
| #2.     * Soon      * Severe      * Sure   Based on 3 S’s, the level of risk is: Low, Med, High? |  |  |  |  |
| #3.     * Soon      * Severe      * Sure   Based on 3 S’s, the level of risk is: Low, Med, High? |  |  |  |  |
| #4.     * Soon      * Severe      * Sure   Based on 3 S’s, the level of risk is: Low, Med, High? |  |  |  |  |
| #5.     * Soon      * Severe      * Sure   Based on 3 S’s, the level of risk is: Low, Med, High? |  |  |  |  |