Today’s Agenda

- Role of Coaching in a Stable Workforce Culture
- PHI Coaching Approach to Supervision®
- Blocks to Listening – Self Awareness and Self Management
- Relational Skills
  - Active Listening
    - Paraphrase
    - Open Questions
  - Impact/Outcomes

Workers do not leave their jobs, they leave their supervisors.
The Supervisor/Worker Relationship

The single most important contributor to worker satisfaction and retention!

PHI Coaching Supervision

A relational approach to managing and supporting direct-care workers and teams that helps them to own problem-solving skills, i.e. the ability to think critically, prioritize and communicate effectively.

Workers are trusted and believed in to own their work. And Leaders provide them with the support, resources and knowledge to do that work.

Benefits of Coaching Supervision

If we have this philosophy and conditions, what outcomes might happen?

- Enhances retention of employees
- Defuses conflict
- Improves problem solving
- Improves the likelihood that the needs of both the resident and the work will be met
Traditional Supervision: Five Steps

- Identify issue to be addressed
- Explain the rules clearly
- Explain the consequences of breaking the rules
- Offer possible solutions to the problems
- Request or direct the worker to comply with work rules

Coaching Supervision

- Create a relationship with the worker
- Clearly present the problem or give feedback
- Gather information about the worker’s perspective
- Engage in problem-solving with the worker
- Support the worker to commit to action steps

The Primary Coaching Skills

- Active Listening
- Self-Awareness and Self-Management
- Clear Communication without Blame or Judgment
Communication Gone Bad!

When Listening is Blocked

We can’t fully take in what the other person is saying
Our attention is focused—at least in part—on ourselves and meeting
our own need in that moment

“Most people do not
listen with the intent
to understand;
they listen with the
intent to reply.”

Stephen Covey

Coaching Approach to Supervision

Listening Blocks

- Rehearsing
- Mind Reading
- Filtering
- Dreaming
- Identifying

- Advising
- Sparring
- Placating
- Comparing
- Judging
Blocks in Action
What does it sound like?
What does it feel like?
What's the impact on the person?

Blocks in Action

Judging
You dismiss others based on who you think they are or what they say. You aren't really listening but are having a knee-jerk reaction.

When does judging come up for you in your work as a Supervisor?
Advising....

Before people get to what's really troubling them, you jump in with suggestions for how to solve the problem. Before they are finished talking, you are thinking about what to do.

When do you find yourself going to Advising?

Self Awareness is the Key

Notice when your listening is blocked!

Put your attention back on the other person

Stay open to hearing their perspective!

Paraphrase

Putting into your own words what you think someone else just said. When do you find yourself using paraphrasing?

- Keeps you focused on what the other person is saying
- Provides an opportunity to check your understanding and clear up misunderstandings on the spot
- Lets the other person know you are listening
- Helps the other person think through their ideas
Skills Practice

Open vs Closed Questions

Closed Questions can be answered with a simple yes or no and tend to end a conversation.

Open questions help you learn the other person's perspective, they lead to discussion and keep a conversation going.

Why Ask Questions!

Learn what's important to the other person
Better understand the persons perspectives
Develop relationship
Build mutual acceptance and understanding
Skills Practice

When We Don’t Listen

- We are not as likely to understand the other person
- The other person is more likely to “give up” on trying to be in relationship
- Mistrust and misunderstanding grows
- People do not see themselves as partners or a team

State Workforce Coalitions

1. Increase compensation: Ten workgroups identified that direct care workers are under-compensated and recommended increasing wages and/or benefits. Specific recommendations included increasing Medicaid reimbursement, funding health insurance for direct care workers, and boosting the minimum wage.

2. Improve training: Nine workgroups identified entry-level training for direct care workers as an area for improvement. Specific recommendations included establishing core competencies and standardizing training curricula for the workforce.

3. Boost public awareness: Seven workgroups determined that negative social attitudes are a barrier to attracting and retaining enough direct care workers. Specific recommendations included creating a worker ombudsman to promote education and awareness of labor rules, establishing a high school occupational awareness program, and implementing a public education campaign.

4. Develop career advancement opportunities: Six workgroups proposed developing career advancement opportunities for direct care workers. Specific recommendations included providing advanced training, establishing portable credentials, and developing advanced specialty certifications.

5. Establish workforce data systems: Six workgroups identified stronger data systems as a priority area. Specific recommendations included creating a state workforce data agency and establishing new data collection protocols.

States have an important role to play in strengthening the direct care workforce so that consumers have access to the long-term services and supports they need. In addition to the five shared recommendations (which can be used as starting points for discussion and action), states can draw on learnings from the workgroups identified in this article to create an approach that meets their needs and context.
Learning Circle

What are you taking away from today that feels useful or interesting to you?

Homework

Practice skills you learned today for 5 minutes with someone you might have difficulty listening to.

For more information about PHI Coaching Approach to Supervision:

Anna Ortigara
708.609.1739
aortigara@phinational.org
www.phinational.org