



The Arch to Assessment: Using Evaluation Tools to Build Staff Competency

Workshop for Supervisors

The Arch to Assessment

Acknowledgments

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BUILDING COMPETENCE

Research indicates that for employees to gain new levels of ability they must...

- Have clarity about what acceptable performance “looks like”
- Be given continual feedback on how their actions compare to expectations

Supervisor’s role

The competencies associated with the VENA guidance initiative are behavioral and attitudinal in nature. During this workshop, you will translate these rather abstract and invisible competencies into concrete, observable employee actions in order to bring clarity to performance expectations.

In this workshop you will also learn how you can reinforce your expectations for performance related to the competencies.

After the workshop, you will be responsible for actively monitoring your employees to catch them in acts of outstanding performance, reducing barriers they encounter to adopting the competencies, and helping them improve areas where they are falling short of expectations.

GAINING CLARITY

Employees have learned how to...

- Build rapport
- Use critical thinking
- Develop positive client centered health outcomes during the nutritional assessment process

To ensure each staff member clearly understands what is expected in terms of each of these competencies, you will define concrete, observable actions for each competency.

Consider the competency, critical thinking. To define an action that is *observable*, ask yourself...

- How would I know if an employee were using critical thinking?
- What would the employee be doing?
- How would the employee be acting?

To be effective, you must define actions in *concrete* terms. This means that any two people would likely assess the employee action in the same way.

Example

Competency: Rapport building

Action: Is a good listener



OBSERVABLE AND CONCRETE

Purpose

To identify observable, concrete actions for each of the competencies

Instructions

1. Work with your group to identify at least two observable, concrete actions for the competency the facilitator assigns to you.
2. Use the examples in the Building Competency checklist that follows for ideas.
3. Write your work on the flip chart so you can to share it with the larger group.

Competency: _____

Actions:

BUILDING COMPETENCY CHECKLIST

The *Building Competency* checklist is a tool to help you monitor employee performance and provide effective feedback.

Using the checklist

You will be responsible for observing each of your direct reports as they are interacting with clients and for documenting your observations using the checklist. Each of your direct reports should be evaluated on a regular basis.

After you complete the checklist, you will review it with employees using the following protocol...

1. Point out one action where they scored well (1 or 2), stressing the importance of continuing to do what they already do well.
 - If possible, share an example of what you observed and the positive outcomes of the employee's action.
2. Explain what you saw or heard for an action where they scored poorly (4 or 5) and asking what they'd like to do differently in similar situations in the future.
 - Be sure to let the employee do the problem solving and be open to learning about issues beyond the employee's control.
 - Document ideas for improvement on the checklist.
3. Review the rest of the actions, alternating between higher and lower scores.
4. Ask the employee how you can support her/him in continuing to build competency.
 - Express your confidence in her/his ability to succeed.
5. Provide a copy of the checklist to the employee and keep one for your files, so you can evaluate performance improvements over time.



Building Competency Checklist

Job Title _____

Employee's name _____

Your name _____

Date _____

Ideas for improvement

Rating	1 Excellent	2	3	4	5 Poor
Rapport Building Actions					
<i>Listened actively (did not interrupt, restated what was said, gave full attention)</i>					

Comments



Rating	1 Excellent	2	3	4	5 Poor
Critical Thinking Actions					
<i>Accurately completes the WIC nutrition assessment (no missing data)</i>					

Comments

The Arch to Assessment

Rating	1 Excellent	2	3	4	5 Poor
Positive Client Centered Health Outcomes Actions					
<i>Collaborates with the client to agree on a health outcome goal (does not lead the client, uses the client's ideas and language)</i>					

Comments



We earn the right to
give feedback by
first listening and
understanding.

—Robert Carkhuff

CONSTRUCTIVE FEEDBACK

In studies of interpersonal communication, many people rank giving constructive feedback as among the most uncomfortable communication tasks.

Most people agree that giving constructive feedback is one of their least favorite communication tasks.

Some reasons include...

- We anticipate strong, negative reactions
- We want to be liked, and feedback doesn't always endear us to others
- We have received hurtful or inappropriate feedback ourselves
- We don't know how to do it effectively

Yet, sharing constructive feedback can be one of the most effective ways to improve performance. It allows for trust to be established and improvements to take place.

Sharing feedback takes courage and involves some personal risk.

CONDITIONS FOR EFFECTIVE FEEDBACK

Adhering to certain conditions will help increase the likelihood that you communicate effectively, and will decrease the likelihood that defensiveness will be the result.

Your feedback should...

- Be descriptive rather than judgmental
- Be specific rather than general
- Be directed toward behavior that can be changed
- Be well timed
- Be checked for comprehension
- Promote self-discovery

Model for positive feedback

It is important to deliver positive feedback in a way that sounds genuine. Praising someone for doing the bare minimum will not be well received.

1. Briefly state what you observed that was effective.
2. Describe the positive outcomes or the *potentially* positive outcomes of the action.
3. Thank the employee.

Model for constructive feedback

To deliver constructive or corrective feedback in a way that supports learning, use the following model...

When you...

(describe the behavior/actions objectively and specifically)

The result is...

(describe the consequence or potential consequence)

To summarize...

(if appropriate, describe your expectations, stating the consequence if s/he does not modify her/his behavior)



DELIVERING FEEDBACK

Purpose

To practice phrasing positive and constructive feedback in an effective manner

Instructions

1. Read the scenarios that follow.
2. You and a partner will take turns playing the role of the manager and the employee for each scenario, switching roles so you each have practice delivering feedback.
 - Managers will provide positive feedback and then constructive feedback, using the models provided.
 - Employees will listen to the feedback and respond as realistically as possible. Then, employees will note the manager's effectiveness, using the Feedback Observation Form.

– *Continued*

Scenario 1

The employee you are observing effectively prioritized a client's nutrition problems even though there was a significant language barrier.

You heard the employees say to a client, "If you do not start following my advice, you are going to risk your baby's health."

Scenario 2

The employee you are observing frequently used empathic statements during the meeting with the client. You noticed that the client seemed to become more relaxed and open over time.

The nutrition plan the employee suggested did not match well with what you believed were the greatest client health risks.

– Continued



Feedback Observation Form

Did your partner...	Yes	No	Comments
Briefly state what s/he observed that was effective.			
Describe the positive outcomes or potentially positive outcomes of the action.			
Thank you.			
Describe the undesirable behavior/actions objectively and specifically			
Describe the consequence or potential consequence			
Describe his/her expectations, stating the consequence if you do not modify your behavior			

