

Supervisor-*Plus*

Coach-Preceptor-Mentor



A candle loses
nothing by
lighting another

Mary Culhane, WorkSource Partners
Neil Silverston, WorkSource Partners
Nancy Williams, Northern Arizona University

“Supervisor-*Plus*” – Creating a culture of learning

- What do we mean by “Supervisor-*Plus*”?
- Why is it important?
- What is the role of the supervisor in a work-based learning environment?
- How do we get there?

Career development requires different types of support

Coach: works with individuals to develop and support career and education plans

Preceptor: facilitates the learning and evaluation of work-based competencies

Mentor: guides and supports the employee toward success within an organization

Supervisor-*Plus* plays a pivotal role in sustaining work-based learning

- Offers opportunities for work-based learning
 - structures “teachable moments”
 - evaluates competencies
- Coaches and mentors to encourage individuals’ growth

Northern Arizona University

- NAU's Learning Circle program increases the career opportunities for entry-level Native American health care workers through work-based learning
- Individuals can attain a Public Health certificate that increases their work skills and improves the quality of health care on the Navajo Reservation
- Employee-students prepare to enter college degree programs focusing on public health or other clinical fields

Supervisors are the key to sustainability

- Current funding is ending and we must rely more heavily on the organization to “own” career development
- Work-based learning requires us to incorporate precepting into our coaching and mentoring approach
- Supervisors need tools and skills to feel more comfortable in the coaching and precepting role

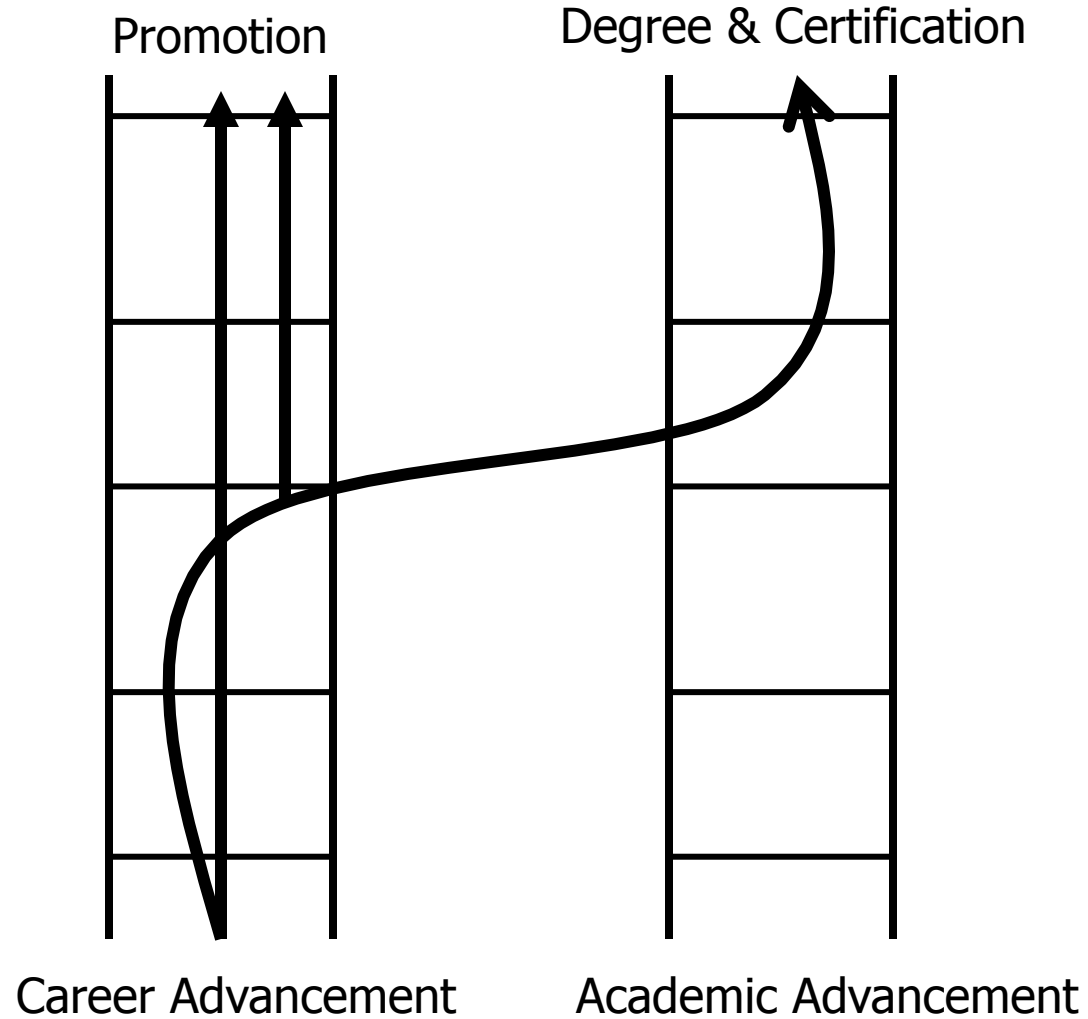
Let's talk: the balancing act

- What does a learning culture look like in the workplace?
- How do we balance the demands of managing vs. the need to “teach”?
- How can a supervisor integrate coaching, precepting, and mentoring into the workday?



Learning Circles for Health Technicians

Two Ladders: Career & Academic



Entry level positions need to have promotion potential

**NAU/Learning
Circles created
different levels
within the Health
Technician
position**



Learning Circles for Health Technicians

Key competency areas

- Basic Public Health
- ***Communication***
- Community Dimension of Practice
- Assessment and Analysis
- Program Planning
- Program Implementation and Management
- Program Evaluation
- Leadership and Systems Thinking
- Career Planning
- College Success Skills

The roadmap: The individual development plan

Career Goals	Target Completion Date	Actual Completion Date	Academic Goals	Target Completion Date	Actual Completion Date
Long-Range Goals (2-5 years): oCommunity Health Worker Supervisor	Aug 2012		Long-Range Goals (2-5 years): oBachelors degree-Public Health	Aug 2012	
oShort-Range Goal o(1-2 years): oCommunity Health Worker I oCommunity Health Worker II	Aug 2009 Aug 2010		oShort-Range Goal o(1-2 years) oComplete the Health Technician Certificate	Aug 2010	July 2009

The roadmap: Action steps

•Action steps	Target Completion Date	Actual Completion date
•Schedule a meeting with your supervisor to review your current competency status using your competency evaluation tool.	Sept 2009	August 2009
•Complete: Communication Skills-Health Technician 1	October 2009	October 2009
Complete: Communication Skills-Health Technician 2	September 2010	
•Complete: Communication Skills-Health Technician 3	February 2010	
•Complete: Communication Skills-Health Technician 4	June 2010	
•Next steps:		
•Contact college to challenge out of certificate course Public Health 101	August 2010	
Take college placement test	August 2010	

Learning Circles Personal Academic Plan

	Summer 2009 (fiscal 08-09)	Fall 2009 (fiscal 08-09)	Spring 2009 (fiscal 09-10)	Summer 2010 (fiscal 09-10)	Fall 2010` (fiscal 09-10)	Spring 2011 (fiscal 10-11)
College name	NAU					
Course name/ number	Basic Public Health					
Credit hours	3					
Tuition cost	\$300.00					
Estimated book cost	\$100.00					
Estimated total cost	\$400.00					

Supervisor Driven Competency Evaluation Tool

Communication Skills Health Tech	Date	Description of how competency was achieved
Explains the difference between verbal and non verbal communication.		
Can name two ways that people communicate non-verbally.		
Summarizes the difference between open-ended and closed-ended questions and can demonstrate how they are used in a client interview.		
Gives an example of a clarifying statement that could be used in oral communication and to make sure the listener has correctly heard and interpreted what the client said.		

Sustainable programs are flexible and employee driven

Examples:

- NAU competencies do not need to be signed off in order. All competencies for one level do not need to be completed before competencies can be signed off at the next level.
- Capital Workforce Partners (CWP) model with WBL cards enables *the employee learner* to own the process and engage a supervisor or mentor.

Communication skills - Health Tech (Adapted from CWP model)

Card front

On this card circle the type of questions that may be used in communication: open ended-question, closed-ended question and clarifying statements.

1. Do you need help with child care?

Open-ended---closed-ended--- clarifying statements.

2. Tell me about your children. Can you tell me about their child care arrangements?

Open-ended---closed-ended--- clarifying statements.

3. Oh, it sounds like you might need help with child care for Johnny? I would be happy to get you some referrals.

Open ended---closed-ended--- clarifying statements

Identify times that you will be conducting a client interview where you will be using effective skills of oral communication. Apprise your supervisor/or any supervisor of those potential activity times and ask if he/she would be available to observe you at that time.

Communication skills-Health Tech

Card back

Key to Competency Evaluation: 0 – Did not observe, 1 – Above expected, 2 – As expected, 3 – Additional experience necessary

<i>Can verbalize to supervisor at least 4 barriers to effective communication (Supervisor to elicit during feedback).</i>	0	1	2	3
Used open-ended and closed-ended questions as appropriate during client interview.	0	1	2	3
Used clarifying questions to ensure mutual understanding.	0	1	2	3
Uses appropriate non-verbal language skills to encourage interviewees' continued participation.	0	1	2	3

Date:

Supervisor:

Comments:

Discussion: Supervisor-*Plus* – How do we get there?

- How do we prepare a supervisor?
- What skills does a supervisor need to have, and can we train her/him?
- What level of organization commitment do we need and what does that look like?
- What challenges do you anticipate?
- How do we create a culture of learning?