Supervision and monitoring of your own goals as well as those of staff you supervise can be a rewarding experience, but with many challenges. Utilizing effective methods for supervising staff and monitoring staff behavior is essential for effective staff support and motivation.

Key Elements

When supervising staff and monitoring goals and behaviors, follow these steps from Reid (2016, p. 253):

1. Identify the desired goals/results.
2. Identify what staff has to do to support and help individuals meet goals.
3. Train staff to perform their job requirements in meeting goals.
4. Monitor staff behavior and achievement.
5. Support effective and efficient achievements of staff.
6. Correct ineffective and inadequate achievements of staff.
7. Evaluate staff achievement and individual goal attainment continuously.

Continuous evaluation of staff performance is important to provide regular feedback on how staff are meeting their goals as well as the goals of the organization. When providing feedback to staff, follow these steps by Reid (2016 p. 269).

1. Start with a positive statement.
2. Be specific about what staff did correctly.
3. Be specific about what staff did incorrectly.
4. Outline what staff need to do to modify their behavior to change incorrect actions.

5. Clarify by asking staff to ask questions about the information presented.
6. Describe what will occur from now on regarding correct and incorrect behavior.
7. End with a positive statement.

Staff satisfaction is one of the keys to positive staff performance and retention! There are many strategies we can use not only to increase our own job satisfaction, but also to improve the satisfaction of staff and co-workers alike (Reid, 2016 p. 272-277).
- Give specific, personalized, sincere, positive feedback as much as possible!
  - Sincere Comment
  - Thank You Note
  - Letter to the Supervisor
  - Posted Praise
  - "Team" Gear (agency or small group specific)
  - A Little Treat (flower, cup of coffee, lottery ticket, $5 gift card, or small edible)

  *Don't forget to base the feedback on objective, documented behaviors!

- Be respectful and polite!
  - Use Your **Manners**- Say 'Please', 'Thank you', and 'Excuse Me'
  - Use **Kind** Words
  - Make Sure to **Greet** When Arriving or Leaving
  - **Recognize** Each Other When Passing
  - Take **Time** to Listen and Respond

- Make the less fun stuff more fun (or at least less horrible)!
  - Assess each other's' preferences and reinforcers!
  - Find out the specifics of what aspects of those activities do each other like/dislike.
  - Brainstorm modified ways to get the job done that make them easier or more enjoyable.

- Be a motivator!

- ■ Self-motivation- Set personal goals, timelines and rewards for personal achievement!
- ■ Motivating others (Reid & Parsons 2006 p. 175)
  - ● Tangible Rewards
  - ● Positive Interactions
  - ● Active Participation and Inclusion in Decision Making, Input, and Delegation of Activities
  - ● Assist with Part of All of a Job- Teamwork!
  - ● Clarify Expectations
  - ● Provide Training, Resources, and Mentorship

Support of new or less experienced staff from the start makes a tremendous difference in clarifying expectations, increasing morale and confidence in the job, and promoting a positive culture. When training new staff or new skills to a staff member, follow these steps by Reid, Parsons & Green (2012).

1. Describe the skill. Identify the goal.
2. Written summary or description of expectation.
3. Demonstrate the skill.
4. Have staff practice the skill.
5. Provide feedback to the staff while they practice the skill.
6. Repeat above steps until staff is confident and competent in the skill.

Providing appropriate and adequate feedback can help to encourage staff when they are performing their tasks effectively as well as provide information about how staff can correct their behavior or skills before a serious concern arises. There are many ways to provide feedback.

Feedback can be written or verbal; delivered in a group or one-on-one format; relayed formally or informally; provided immediately or after a delayed period of time; and public or private (Reid, 2012 p. 130-151). We also need to know how often to provide others with feedback. Research has shown that the more immediate and frequent the feedback, the better the feedback will be received by others and incorporated into their skills. Informal, face-to-face feedback is most effective for behavior change. Periodic use of other forms of feedback as well as longer delays such as monthly, quarterly or annually are appropriate, but should be used in conjunction with other forms and frequencies of feedback.

Sometimes, negative interactions can occur when giving feedback. This is easily avoidable if you follow these steps (Reid, 2012 p. 174):

- ● Limit interactions specifically to discuss negative events.
- ● Encourage healthy boundaries and 'leaving it at work'
- ● End shifts on a positive note

- Refrain from contacting each other on 'off/home' time to discuss problems.
- Discuss issues about a staff person's work quickly and directly with them, avoiding talking behind someone's back.
- Stand up for each other's appropriate and commendable behaviors, particularly in front of supervisors.

Activity

1. Using the steps outlined by Reid (2016 p. 269) for providing staff feedback, identify a skill that you have observed someone in your setting requiring feedback about. Practice using the feedback steps with a partner.
2. Independently or together as a group, plan 3 different activities that you want to implement in your location. Consider who will be involved, when this will occur, how it will be accomplished, if materials are required (and how you will get them). Remember your SMART goals from Module 5!
3. Interview a partner. Ask them about what they like. Think about hobbies, entertainment, leisure activities, favorite foods/drinks, etc. Identify 25 things that person likes. Plan 5 ways you could incorporate these preferences into that person's responsibilities!
4. Using the steps outlined above for staff training and teaching staff new skills by Reid, Parsons & Green (2012), determine a critical staff skill required in your setting. Practice using the steps to teach the 'new staff' to perform the skill.

Tips and Strategies

- Provide clear, written expectations and consequences for both positive and negative staff behavior up front.
- Catch yourself and each other being good!
- Motivate and support each other in effort!
- Stay professional and respectful!
- Provide feedback often! Start and end with a positive statement!

Resources and References-Module 7

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