

Important reminders from the course on teaching and coaching



Teaching and Coaching for Claims Supervisors and Managers

In this class, claims supervisors and managers are encouraged to take a strategic approach towards staff development. The benefit of training is shown to increase significantly when coupled with the following five steps:

1. Identify how your adjusters learn best

Training can come in various formats, ranging from the reading of books or manuals (such as AIC or CPCU self-study classes) to interactive class room instruction (such as instructor-guided role plays). While a combination of these approaches may often be most beneficial, the training method should take both the audience and complexity of topic into consideration.

2. Identify the true cause of employee deficiencies

■ **Motivational Problem:** With motivational problems, the employee has sufficient knowledge, but a poor attitude. Having the knowledge alone is not enough to guarantee performance. In this case, it is the attitude that must be addressed by inspiring the employee to want to improve themselves.

■ **Environmental Problem:** The employee may have both good knowledge and a good attitude, but there are environmental issues beyond their control preventing them from performing to the expected level. Unless the environmental issues are addressed, the employee will continue to falter (i.e. working in an environment with such loud noise levels that they cannot adequately hear what the customers are saying over the

phone, and thus unable to provide good customer service).

■ **Placement Problem:** The employee has both poor knowledge and a poor attitude, even after the proper training was administered. In this case, assuming environmental issues have been ruled out, it may be a wrong job fit for this employee. Other positions or job opportunities may need to be explored.

■ **Training Problem:** This is an employee with a good attitude, but who has poor knowledge. This situation is where training will typically be the most effective solution. The employee already wants to improve and training will help them to close the gap on any deficiencies or shortfalls.

3. Benchmark and measure results

Once training needs and methods are identified, the supervisor or manager should benchmark the current performance level (pre-training) and then measure results after the staff has had an ample opportunity to put their training to use. This will help to assess whether the training has made a positive impact on the intended deficiency and/or whether the employee is actually using the newly learned skill (by comparing the results and data of several employees).

4. Implement a follow up plan after the training

Even with the best

possible training and instruction, if there is no follow-up plan to ensure that the newly learned skills will be put into place, the usage of these skills will quickly be forgotten or diminish in effectiveness. Managers and supervisors are encouraged to ask their employees to come back from the training with what they found as the main theme of the training, as well as at least three things that they will actually change, based on what they learned in training. The manager should then schedule meetings with the employees to identify these areas, and continue to check to ensure these skills continue to be used.

5. Be a Beacon

While leading by example can be beneficial, it often lacks sufficient communication between the manager and employee. In contrast, being a beacon not only helps the manager to provide a good example, but also incorporates active communication and discussion. This leads to greater involvement and buy-in from the employee.

