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Developing the Supervisor's Capacity to Assist Staff in Transforming Learning Into Practice

Trainer's Guide

NEW Partnership
University of Wisconsin
Green Bay

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I. Background and Purpose of This Program

The development of this Trainer's Guide has been funded by the Children's Bureau of the Administration For Children and Families, Department of Health and Human Services

The purpose of Transfer of Learning project was to increase supervisors' administrative, educational and supportive skills through a combination of didactic training, transfer of learning (TOL) strategies, mentoring and coaching with the goal of raising child welfare practice standards in 26 counties and six tribes in Northeast Wisconsin.

The University of Wisconsin –Green Bay Social Work Program, through the organizational structure established in its Northeast Wisconsin Partnership for Children and Families (NEW Partnership), had proposed to develop and implement curriculum for supervisors that would strengthen their capacity to effectively supervise workers in ways that would maximize the goals of safety, permanency and well-being for children the CPS System. The need for this initiative has been based on the belief that child welfare professionals are being challenged, in fact, mandated, to change their practice to reflect changes in legislation (ASFA, MEPA, CAPTA), decision making process (SACWIS) and an orientation to federal requirements for performance based outcomes (CFS Reviews). All of these pressures impact case assessment and planning skills and assume compliance with higher standards of practice by all participants in the provision of child welfare services than have been expected in the past. If these expectations are to be met, it is essential that supervisors develop skills to support workers in an environment where measurable outcomes and accountability have greater emphasis.

In Wisconsin, as elsewhere, tribal and county child welfare supervisors have been confronted daily with performance expectations that are not congruent with the amount of time and resources available to consistently perform in ways that maximize the desired outcomes of safety, permanence and well-being for the children and families their agencies serve. Exacerbating this dilemma is the fact that most people are promoted to supervisory positions on the basis of performance as effective workers rather than demonstrated effectiveness in supervision or advanced education in supervision. Consequently, most child welfare professionals are prepared neither by experience nor education to assume supervisory roles. While training cannot compensate for all of the barriers that prevent supervisors from being more effective, it can enhance existing skills and develop additional skills that support both effectiveness and efficiency.

A barrier to application of new learning often cited, but seldom addressed, is the issue of what happens in agencies, after workers attend training, to either support or undermine the likelihood that what is learned will actually be applied and result in improved job performance. The concept of "transfer of learning" or TOL has been developed to address this issue (Curry, 1994). Curry defines TOL as "… the application of learning, knowledge, skills, and attitudes acquired in a training setting to the job." (Curry, 1994, p. 8) Some studies show that only 10-13% of what is learned in training is actually transferred to job performance (Baldwin, 1988; Rackham, 1979).

According to a study conducted by the American Society for Training and Development (ASTD), spending on training in the United States in 2000 totaled $724 million, and 75% of the United States work force participated in training during that year. Although training is popular and pervasive, two of the largest professional organizations – ASTD and the International Society for Performance Improvement (ISPI) – have been calling for a shift in focus from training to performance.

Stunning figures related to the lack of transfer of the learner's knowledge and skills to the work place are one factor influencing the scrutiny of the value of training. Performance improvement experts Richard Clark and Harold Stolovitch, after careful review of research, note that usually only 10% of what gets mastered in training ever finds is way to the job. Baldwin (1988) determined that only 10-13% of what is learned is actually transferred to job performance.

There are many things an organization can do to not only increase the amount of learning that is being transferred back to the real world of work, but to ensure that it provides an organizational culture that supports the transfer of learning and a learning environment. Most importantly, the organization must view training as a means, not an end, to performance improvement.

To increase the Return on Investment (ROI) for professional development initiatives and the transfer of learning, and to foster a climate that supports learning and professional development, organizational managers and supervisors entrusted with these tasks need to consider, and apply what is known about the following related concepts that are all covered during the training as described in this curriculum and as outlined in accompanying professional development tool, "*Leadership Seminar on the Transfer of Learning*" (a program for organizational managers designed to promote top down support for child welfare supervisors).

The Factors That Affect an Employee's Performance

Too often the immediate reaction to a performance problem is to propose training as the solution. In some instances, it may be. But, this is not always the case, and it would be a waste of resources to spend time and money on training that won't solve the problem. One reason why an employee may not transfer learning back to the job site is because the cause of his or her performance discrepancy was not related to a lack of knowledge or skill. There may be other factors affecting the person's performance. Therefore, supervisors and administrators who might choose training as a performance tool need to make sure that an analysis has been conducted to identify the cause of the performance discrepancy.

The Three Greatest Barriers to the Transfer of Learning and the Areas Most in Need of Improvement

Based on the ADDIE Group research, the three greatest barriers to the transfer of learning are:

- A non-supportive organizational climate;
- Lack of reinforcement on the job; and
- Interference from the immediate work environment.

One of the tools included in this curriculum offers suggestions on how: to prepare staff for their involvement in a professional development activity, to reinforce their learning on the job; and to reduce the amount of interference and distractions in the work environment.

According to the ADDIE Group, transfer of learning is enhanced when:

- Trainees discuss anticipated objectives with their manager prior to attending training;
- Trainees discuss progress toward achieving objectives with their manager after training;
- Managers identify and remove obstacles to transfer;
- Trainees meet with their trainers to discuss post-training performance; and
- Trainees are paired together to reinforce post-training performance.

Transfer of Learning (TOL) begins well before a person participates in classroom training or any other professional development program. During one of the sessions of this program supervisors examine three types of TOL Performance Objectives and they learn how to develop anticipated objectives with the staff whom they supervise.

This curriculum provides suggestions to supervisors for reviewing the performance objectives, planning for staff's return from the professional development event, and presents ideas for assessing and removing whatever barriers are hampering TOL. Also, this program introduces participants to the concept of the "Buddy System" and advocates for the use of peer mentors to support TOL and to foster teamwork.

Systemic Changes in the Managerial Function Related to Professional Development

Often removing obstacles to the transfer of learning will lead to the need for changes in the system. These changes will need to be made to facilitate the transfer of learning and to create an environment that supports learning and professional development. Changes in the system could be the result of the organizational structure or the organizational system.

Supervisors will be helped to determine the type of changes that may need to occur and they will begin to identify their role in creating, implementing and managing these changes. Should any of them not be part of daily organizational practice, they will be encouraged to determine the type of changes that may need to occur and who will be responsible for creating, implementing, and managing these changes.

Ways to Build an Organizational Climate to Support Continued Learning

Changes may need to occur at the supervisory and managerial levels to create and maintain a system that supports continued learning and professional development. Learners in this program and those who participate in the *Leadership Seminar on the Transfer Of Learning* will have an opportunity to consider ways to help build an agency climate that does support continued learning.

They will engage in an activity that uses the main areas of supervision that relate to promoting the transfer of learning. The desired outcome for them is to identify ways to build the organizational climate by completing tasks related to the administrative, educative, supportive, and leadership areas.

II. How This Program Relates to the Ongoing Professional Development of Supervisors and to Other Related Organizational Tools Designed to Create and Support a Learning Environment

A. Overall Selection and Preparation for the Job

No curriculum or training program can provide an individual with everything he or she needs to be a competent supervisor. The organization must promote the right people with a willingness to assume the responsibilities of the supervisory role. Professional development or performance tools such as "classroom training" then become important to the process of teaching the new supervisor the knowledge and skills essential to supervise workers. Other performance tools such as practice handbooks, checklists, self-instructional media, etc. should support the skills promoted in this curriculum

B. As Part of a Framework for Developing Supervisory Competencies

This 12-hour TOL curriculum should build on, and relate to, other professional development programs for supervisors that the organization offers and/or supports. The curriculum is based on a framework for understanding the areas of supervision and all four (administrative, educative, supportive, and leadership) of these areas pertain to the supervisor's tasks in promoting the transfer of learning. In addition to fulfilling the TOL tasks of the **educative** roll, supervisors need to be effective **administrators** when they develop and implement TOL and on-the-job (OJT) activities. For example, supervisors will need to: participate in planning the OJT and TOL activities with workers; schedule the activities, establish time expectations for completing them; monitor the process and progress toward meeting their objectives; and evaluate the worker's performance in completing the transfer of learning activities.

Supportive supervision tasks pertain to the transfer of learning. Staff will need to be motivated to pursue their OJT and TOL performance objectives and will benefit from being validated for their attempts to use new skills. Also, staff will need assistance in managing tension or conflict as they attempt to complete their assignments and will appreciate the supervisor's understanding of the challenges they face as they continue to develop professionally.

Leadership qualities and abilities are essential to the success of achieving individual professional development goals and vital to creating and maintaining and organizational climate that supports learning. During the fourth and last session of this program there is a focus on ways to advocate for, and build an agency climate to support continued learning.

Supervisory training programs that reflect these four areas of supervision will serve as a sound foundation for the acquisition of skills promoted in this TOL program.

C. The Relationship to Peer Mentoring
This professional development program has been developed in conjunction with the "Peer Mentoring: Supervision and Mentoring in Child Welfare Services Guidelines and Strategies" resource and advocates for the use of a "peer mentorship approach" to transferring learning from this program back to the supervisors' job sites. Therefore, the potential for achieving successful TOL results will be improved should the organization support, and employ peer mentoring and/or one-to-one coaching methods.

D. As part of Creating an Organizational Climate That Supports TOL
It is believed that, in order for supervisors to transfer their own learning gained in the 12-hour program, their supervisors (administrators/managers) must be aware of the scope of the program and know how to support their staff in transferring their learning back to the job site. This professional development program has been developed in conjunction with the "*Leadership Seminar on the Transfer of Learning*" training program that should be offered to its audience prior to the delivery of this program. It is believed that, in order for supervisors to transfer their learning gained in the 12-hour program, their own supervisors must be aware of the scope of the program and know how to support their staff in transferring their learning back to the job site. An "administrator" can be viewed as a person who has direct supervisory responsibilities for front-line supervisors in a human service organization. Examples of this job function would include program managers, agency directors, and departmental managers in both the public and private sector.

III. The Importance of Conducting the Follow-up Session

A key to ensuring the success of this program is to provide the follow-up session. This will enable supervisors to report back on their progress regarding the implementation, or continued support, of a learning environment, especially as it pertains to the transfer of learning.

As soon as it is determined that this 12-hour program will be offered, initiate planning for the follow-up session. Begin by securing administrative/managerial support. If your organization has made a commitment to creating and supporting a learning environment that supports the transfer of learning, the "Leadership Seminar on the Transfer of Learning" training program will provide the foundation for this follow-up session.

Encourage the use the "parallel process" in talking with the participants about accomplishing their TOL Plans. What this means is that not only should they promote the idea of staff working together to accomplish their TOL and OJT goals, supervisors can work together also. It is hoped that through a peer mentoring approach they will find support, share ideas, and contribute to each other's professional development.

Make sure that participants understand the use of two very import resources designed to enable them to transfer their learning back to the job site. *Resource 27: "Here Today, There Tomorrow: My Role in Working with Others to Enhance the Organization's Support of a Learning Environment and a Transfer of Learning Initiative*" and *Resource 28: "A Partnership Approach to Transferring My Learning Back to the Job."*

You will need to remind the group of some of the topics and resources covered during this program such as: the supervisor-initiated objective for activities the supervisors will perform; the barriers to TOL; systemic changes in the supervisory function; ways to build an agency climate to support continued learning, etc.

Be prepared to describe a reasonable and doable plan for having participants work together on the development and implementation of their TOL Plans. Share the information that you have regarding time frames, how to contact others and yourself, etc. Distribute a list of participants and their "contact information."

III. Structure and Process of the Training

The design (content and process) of this program was approved by the "Transfer of Learning Advisory Committee", a group comprised of child welfare supervisors and human service directors convened by the Northeast Wisconsin Partnership. The committee met to discuss the proposed training on two occasions during 2002. The curriculum was field-tested in Green Bay, Wisconsin in April 2003. The follow-up session was conducted in June 2003. The curriculum design was revised, based on the feedback provided by the supervisors who participated in the field test of the two-day training program and the follow-up session.

The program, *Developing the Supervisor's Capacity to Assist Staff in Transforming Learning Into Practice*, consists of 12 hours of classroom/group training and one follow-up session. The length of the follow-up session will vary depending on the amount of participants and the number of peer mentoring partnerships. If the group is comprised of more than 25 participants, plan for a six-hour (full day) follow-up session.

The 12 hours of classroom/group training is formatted into 4 (three-hour) sessions. Scheduling training requires knowing when participants are available and finding appropriate space. The program is designed to accommodate up to 30 participants.

The program could be offered in two consecutive days, with a follow-up session scheduled 4 to 6 weeks after the training concludes. Or, the program could be delivered in 2 (one-day) segments (one segment or two sessions per week) offered during a two-week period. The delivery of entire program should not be spread across a time period of more than two weeks.

Throughout this training, participants will interact with each other in dyads, small groups, and in the large group as a whole. For this reason, it is important for the training room to be set up with circular, U-shaped, or square seating around tables, not in "classroom style" rows.

Although the curriculum was originally designed for public agency supervisors, private agency supervisors, or a mix of both in the same training session can benefit by participating in this training program.

V. Special Facilitator Qualifications

In order to conduct this professional development program, facilitators should be able to demonstrate the competencies identified in the "*Instructor Competencies Developed by the National Staff Development and Training Association*" published by American Public Human Services Association (APHSA) as part of a series on Human Services Staff Development and Training Roles and Competencies (www.pubs@aphsa.org).

Also, it is recommended that facilitators possess a strong working knowledge of the methods and procedures for solving performance problems as espoused in *Human Performance Technology (HPT).* Lastly, prospective facilitators must have fulfilled supervisory tasks, including those related to TOL, within a public or private human service organization.

VI. Using the Training Materials

1. The Trainer's Guide

Section VII of this Trainer's Guide contains the content and delivery instructions. To begin, turn to the first page of Section VII. All of the sessions are formatted similarly. Let's use Session One as an example.

The second page lists the competencies and objectives for the session. The learning objectives are derived from the competencies. Next comes the list of materials you will need for the session. Resources used in each session are numbered and the transparencies are identified by letters of the alphabet. Throughout the Guide resources are identified in italicized print and are underlined (e.g., *Resource 2: "Activities I Perform"*). The transparencies are also identified in italicized print, but are not underlined (e.g. Transparency C, *"Components of Educational Supervision"*). The resources and transparencies are included in Sections VIII and IX . You may decide to convert the information on the transparency pages to power point, or have it placed on easel pad pages.

The session's agenda follows the list of materials. Note that each session is divided into parts, indicated by Roman numerals. The time frame for each part follows. Break time—ideally about 15 minutes—is included. As the agenda indicates, each part is subdivided by letters. Time frames are also listed for each of these sections.

The page after the agenda begins the process and content information for delivery by the co-trainers. Each part, e.g., **Part I: Welcome, Introductions, and Overview of the Program,** begins on a new page. It includes a suggested time frame and a brief description of its purpose.

The training content to be covered is described within each related step. Specific instructions—always starting with an action verb—will be given. For example, you may be instructed in a numbered sub-point to do such steps as:

1. Explain the importance of....

2. Divide participants into four small groups.
3. Conduct an activity.

Often, after the instruction, an indented example, written in italicized print, of what to say is included. The following is an example from Session One:

> *Since we're going to be working together for two days, we need to discuss some issues that will help us work together more effectively. We call these learning agreements. They are often known as "ground rules" or "housekeeping issues." Learning agreements help ensure a supportive and safe learning environment. For example, an agreement I would like to establish is that the sessions will start and end on time. We will also take a break during each session.*

What are some other agreements we need in order to establish a comfortable learning environment?

Sometimes, that information may be outlined in bulleted points.
Let's examine the actual process steps for delivering the content.
Please turn to the beginning of Session One, entitled, **A. Welcome and Facilitator Introduction:**

A. Welcome and Facilitator Introduction (10 minutes)

1. Prepare for introductions by making a name tent for yourself out of a sheet of colored construction paper (folded in half the long way so it can stand on its own), and write your name on it.

2. Provide each participant with colored construction paper to make a name tent. Have marking pens around the tables so participants have easy access to them.

3. Welcome participants to this professional development program and acknowledge their willingness to invest the time to learn how to enhance their ability to ensure that staff are more able to transfer learning from professional development programs to their jobs.

4. Introduce yourself to the group, noting your experience or interest in professional development initiatives, in particular, the Transfer of Learning (TOL).

5. Request that participants fold the construction papers that have been placed around the tables and that they write their names on one side.

> *In a little while we will have an opportunity to meet everyone here. For now, please take the construction paper near you and fold it the long way to make a tent. Then write your name on one side of it. You can write your first name*

only, or your first and last names. Please remember to bring it to each session.

The indented information gives the facilitator a sample script for presenting certain content. Please put this information in your own words. Do not read the information to participants! That could be quite boring! Refer to the indented information for guidelines.

Sometimes, that information may be outlined in bulleted points. Here is a shortened example (from Session Three) of another guideline for trainers to ensure that important information is discussed:

1. Ask participants to share their methods for helping workers to need them less or to promote their workers' independence. Record their ideas on the easel pad page.

2. Acknowledge their ideas and display the Transparency P, "*Ways to Promote Independence.*" Expand on each method.

- Teach concepts rather than answers.

  Teaching concepts means rising above a particular incidence and gleaning generalities that can be applied to other situations. It means using case material to establish a knowledge base for practice rather than approaching each case as an entirely new and unique situation. When you debrief a TOL Activity with a worker you will need to assist the worker in thinking about how to apply the concept being promoted by a particular TOL activity to other cases or job task situations.

- Model problem solving and decision making.

  If workers are to move toward independence they must not only learn concepts but also learn how to use those concepts in the problem-solving process. As part of OJT and as a TOL activity you can encourage workers to employ the problem-solving process to a situation that they learned about during their participation in a professional development activity.

- Teach self-evaluation.

  Learning to critique one's own work is the ultimate in independence. Although we should never be completely independent, no one is so objective that he or she cannot use external evaluation. You, the supervisor, are the main source of evaluation for the beginning worker. But from your very first contacts with a worker you should be moving the worker toward self-evaluation.

- Make learning a conscious process.

We have already identified this idea as one of the adult learning principles. The more conscious workers are of what they know and don't know and how they learn, the more independently they can function.

In debriefing an OJT or TOL activity you can help make learning a conscious process by having them verbalize what they learned, their strengths and needs, and have them recognize signs of their progress and own responses to learning.

3. Conclude this part of the program by asking for, and responding to, any questions participants may have bout promoting staff independence.

A directive to "ensure" that certain points are covered will always follow a question that the facilitator asks the group. The content listed is key to the group's learning. Participants generally will give some of these ideas. The bullets provide information the trainer should share with the group if participants do not develop these ideas on their own.

Trainers should cover all the content of each section before moving on to the next Roman numeral. Each part beginning with a Roman numeral starts on a new page, and includes its own time frame and purpose.

Whenever participants need to work from their Resource Book, your instructions will tell you to direct their attention to, or instruct them to turn to the appropriate resource.

Information found in bold print after the heading "**NOTE:**" is information for facilitators that will be helpful either for content or for process.

The following is an example of a "**NOTE**" from Session Three:

> **NOTE: Most likely the groups will not divide evenly. You may have to assign some participants to certain groups and to ensure the closest "equal distribution" of each style in each group.**

2. Participant Resource Book

Each participant should have a Resource Book, which includes resource materials related to the training content. It is recommended that these resources be copied, collated, and assembled in three-ring binders or folders and given to participants at the beginning of the professional development event. It is important for you to understand thoroughly the content and the format of this book. You will have to explain this resource to the participants during the first session of the module. Together with the participants, you will use it during each session.

Whenever participants need to work from their Resource Books, your instructions will tell you to direct their attention to the appropriate resource. For example:

2. Direct attention to the "Participant Resource Book" and specifically to *Resource 1: "Competencies and Objectives."*

We will be referring to this "Participant Resource Book" throughout our two days together. It contains worksheets and information we will use during this program and it contains a lot of information that you may refer to back on the job.

Take a few minutes to review Resource 1: "Competencies and Objectives."

Conducting The Training

Session One

Session One

Competencies

The supervisor:

Knows the four areas of supervision that relate to the Transfer of Learning (TOL);

Understands the process for developing a competency-based, performance-driven staff development system

Objectives

The purpose of Session One is to enable participants to:

1. Get acquainted with the facilitator(s) and each other;
2. Describe the relationship between this two-day program and any other related initiatives or professional development activities that promote and support an organizational culture that supports the transfer of learning and a "learning environment."
3. Describe the four areas of supervision, which relate to the Transfer of Learning (TOL);
4. Describe the standards of practice for educational supervision;
5. Examine the components of educational supervision; and
6. Develop a working knowledge of a competency-based, performance-driven staff development system.

Materials

1. Trainer's Guide
2. Participant Resource Book
3. Marking Pens
4. Construction paper (one for each participant)
5. Blank paper and pens/pencils for participants' use
6. Easel pad
7. Easel
8. Masking tape
9. Refreshments
10. Resources:

Resource 1	*"Competencies and Objectives."*
Resource 2	*"Activities I Perform"*
Resource 3	*"Four Major Supervisory Roles"*
Resource 4	*"How My Activities Relate To The Four Major Supervisory Roles"*
Resource 5	*"Standards of Practice For Educational Supervision"*
Resource 6	*"A Process for Developing and Implementing a Competency-Based, Performance-Driven Professional Development System"*

11. Transparencies:

Transparency A	*"Overview of the Transfer of Learning Professional Development Program"*
Transparency B	*"Strengths and Challenges as a Transfer of Learning Agent"*
Transparency C	*"Components of Educational Supervision"*

Session One

Agenda

Part I: Welcome, Introductions, and Overview of the Program (1 hour and 5 minutes)

A. Welcome and Facilitator Introduction (10 minutes)

B. Overview of Program and Its Relationship to Other Organizational Professional Development Activities (20 minutes)

C. Discussion of Learning Agreements (10 minutes)

D. Participant Introductions (25 minutes)

Part II: An Overview of Educative Supervision (1 hour and 55 minutes, including a 15-minute break)

A. The Four Areas of Supervision (45 minutes)

B. An Introduction to the Competencies Essential for Providing Educational Supervision (25 minutes)

C. A Process for Developing and Implementing a Competency-Based, Performance-Driven Professional Development System (30 minutes)

Session One

Part I: Welcome, Introductions, and Overview of the Program

Time: **1 hour and 5 minutes**

Purpose: **To introduce the trainer and participants to each other, and to provide an overview of this professional development program.**

A. Welcome and Facilitator Introduction (10 minutes)

6. Prepare for introductions by making a name tent for yourself out of a sheet of colored construction paper (folded in half the long way so it can stand on its own), and write your name on it.

7. Provide each participant with colored construction paper to make a name tent. Have marking pens around the tables so participants have easy access to them.

8. Welcome participants to this professional development program and acknowledge their willingness to invest the time to learn how to enhance their ability to ensure that staff are more able to transfer learning from professional development programs to their jobs.

9. Introduce yourself to the group, noting your experience or interest in professional development initiatives, in particular, the Transfer of Learning (TOL).

10. Request that participants fold the construction papers that have been placed around the tables and that they write their names on one side.

> *In a little while we will have an opportunity to meet everyone here. For now, please take the construction paper near you and fold it the long way to make a tent. Then write your name on one side of it. You can write your first name only, or your first and last names. Please remember to bring it to each session.*

B. Overview of Program and Its Relationship to Other Organizational Professional Development Activities (20 minutes)

1. Display the Transparency A, *"Overview of the Transfer of Learning Professional Development Program"* and provide a brief summary of the two-day program.

> *This is a two-day program designed to assist you in helping the staff you supervise apply what they have learned during their participation in classroom training, or any professional development activity, back on the job to their job tasks.*
>
> *After we complete our introductory activities, we will take a quick look at the four areas of supervision, with special emphasis on the Educational Component, as a framework for understanding the tasks related to your role in the transfer of learning process. This will entail an identification of the supervisory competencies that are essential to ensuring the success of the transfer of learning.*

Then, we'll discuss several of these competencies in more detail. This will include an understanding of the process for developing and implementing a competency-based, performance-driven professional development system, the role of professional development in a human service organization, the factors that affect one's job performance, the greatest barriers to the transfer of learning and the areas most in need of improvement re the transfer of learning.

We will proceed with a brief overview of Human Performance Technology (HTP) and identify all the tools we have available to enhance staff performance.

Several resources and a structured activity will provide you with an opportunity to apply principles of adult learning and individual preferred styles of learning to the transfer of learning. This will be followed by a discussion of ways to promote independence in staff and an assessment of the different types of supervisory responses to staff development activities.

This will lead us to the use of various resources and activities that focus on designing transfer of learning and on–the-job (OJT) activities. You will become familiar with sample OJT learning formats and how to assess their appropriateness and how to use them to support the transfer of learning.

Because one of the major beliefs that underlies this program on the transfer of learning process is that successful TOL requires an Organizational Culture that supports TOL, we will examine ways to build an agency climate to support continued learning and develop a plan for integrating supervisory functions with potential several systemic changes.

This program will conclude with a transitional activity designed to assist you with transferring what you learned during these two days back to your job site.

NOTE: Should a follow-up day be included in this initiative, mention here that before this program ends, you will describe the expectations for it and the related time frames.

3. Connect this two-day program to any other related initiatives or professional development activities that promote and support an organizational culture that supports the transfer of learning and a "learning environment."

   NOTE: See previous Note. Other related initiatives could include a "Leadership Seminar on the Transfer of Learning" for agency managers and "Supervisory Peer Mentoring Groups."

4. Direct attention to the "Participant Resource Book" and specifically to <u>*Resource 1: "Competencies and Objectives*</u>."

We will be referring to this "Participant Resource Book" throughout our two days together. It contains worksheets and information we will use during this program and it contains a lot of information that you may refer to back on the job.

Take a few minutes to review <u>*Resource 1: "Competencies and Objectives."*</u>

5. Seek and respond to any questions or comments participants may have about them.

C. Discussion of Learning Agreements (10 minutes)

1. Introduce the learning agreements activity.

Since we're going to be working together for two days, we need to discuss some issues that will help us work together more effectively. We call these learning agreements. They are often known as "ground rules" or "housekeeping issues." Learning agreements help ensure a supportive and safe learning environment. For example, an agreement I would like to establish is that the sessions will start and end on time. We will also take a break during each session.
What are some other agreements we need in order to establish a comfortable learning environment?

2. Record the group's suggestions on the easel pad page(s) and make sure to include the following essential agreements:

Starting and ending on time: Agree with the group to start and end all sessions and breaks on time. Start the session even if only a few people are there. Stop exactly on time. Never keep participants later than scheduled. If you haven't covered the content, pick it up next time or negotiate some other plan with the group. Model a commitment to time schedules, and participants will follow.

- **Culture, gender, age, sexual orientation, education, and role sensitivity**: Individuals from diverse backgrounds and with diverse perspectives can unknowingly offend each other. Such incidents may even be unnoticed by the facilitator. Agree with participants that the sessions will be conducted with dignity and respect. If someone is offended, it is his or her responsibility to acknowledge that feeling with the group. Use parallel process and group problem-solving.

- **Confidentiality**: It should be agreed that training content can leave the training site, but training process cannot. This means that participants can and should share training content with colleagues, families, and friends. Any personal issues or shared comments, however, should stay in the training room.

- **Reinforcement for the facilitator and participants**: The end of a professional development program is too late for a facilitator to learn that participants are unhappy. Agree with the group that any concerns about the program will be shared with you immediately, for mutual or group problem solving. Also, encourage participants to let you know when they are satisfied with the program. Conversely, a group that is working hard should be acknowledged. And trainers should feel free to let a group know when they are frustrated. Good communication is a parallel process. Again, use group problem solving.

3. Tape the page(s) to the wall and inform the group that these agreements will be displayed through out the program.

D. Participant Introductions (25 minutes)

1. Display the Transparency B, *"Strengths and Challenges as a Transfer of Learning Agent"* and inform the group that you would like to have each participant introduce him or herself.

   Now that you have an idea of what this program is intended to accomplish and some information about my background and interest in TOL, let's find out about you.
   I would like you to look at these two statements on the transparency and think about completing them, based on your experience. Then, select one of them to share with the group as part of your personal introduction. If you would like to share your thoughts about your strengths and the challenges, that's okay, but not necessary.
   Please let us know who you are, your job function and program area, where you work, and your strength in helping staff to apply what they have learned in a training program back on the job, or what you find most challenging for you in helping them with this task.

2. Record the participants' responses on the easel pads with the headings "Strengths" and "Challenges" respectively.

   NOTE: If, at the conclusion of the group's introductions, you find that there is a big discrepancy between the amount of strengths and challenges that the individuals were willing to share, ask the group what they think might be the reasons for this discrepancy. Then, encourage the group to add a few more ideas to the list that had noticeably fewer items.

3. Thank the group for sharing their self-assessments and summarize the activity. Connect some of the identified challenges to content or activities that are part of this program.

Session One

Part II: An Overview of Educative Supervision

Time: 1 hour and 55 minutes, including a 15-break

Purpose: To provide a framework for understanding the tasks related to the supervisor's role in the transfer of learning process.

A. The Four Areas of Supervision (45 minutes)

1. Inform participants that you are going to focus on a framework for understanding the areas of supervision through which the transfer of learning can be realized.

   We are going to focus on a framework for understanding the areas of supervision through which the transfer of learning may be realized. We will begin this exploration by taking a few minutes to reflect briefly on the supervisory tasks you perform.

2. Direct attention to <u>*Resource 2: "Activities I Perform*</u>" **(1)** and provide directions for completing it.

   I would like you to think about all the activities you perform as a supervisor and list at least 10 of them. There are no right or wrong "answers" and they need not be written in any particular order or hierarchy of importance.
   Take about 10 minutes to develop your list. I'll let you know when one minute remains.

3. Inform the group when one minute remains and call time as it expires.

4. Request that the participants hold on their lists and direct attention to <u>*Resource 3: "Four Major Supervisory Roles*</u>" **(2)**.

Hold on to your lists for a minute while we discuss the role of the supervisor. It can be divided into four areas – administrative, educative, supportive, and leadership.

In the ***administrative*** *role, the supervisor's activities are directed toward implementing the organizational objectives and ensuring the quantity and quality of tasks performed by workers. As the immediate representative of administration, the supervisor is responsible for seeing that the agency programs, mandates, and policies are translated into quality services.*
Specifically, the supervisor:

- *evaluates worker performance*
- *insists on full completion of assessments, service plans, tracking tools, and other required forms*
- *monitors process and progress toward meeting case objectives*
- *participates in program planning activities*
- *schedules and assigns activities*
- *establishes time management expectations*

In the ***educative*** *role, the supervisor helps staff learn what they need to know to carry out their jobs. This may include orienting new workers, increasing staff competencies in skill areas, and helping workers find creative ways to meet clients' needs.*
Specifically the supervisor:

- *orients new workers*
- *assesses the learning needs and preferred learning styles of staff*
- *builds on the existing knowledge and skill base of the workers*
- *applies an understanding of adult learning principles and individual learning styles to the teaching/mentoring process*
- *develops learning plans with staff*
- *promotes independence*
- *conducts regular individual and group conferences*

- *prepares staff for participation in training programs*

- *helps staff transfer learning from the training program to the job*

In the ***supportive*** *role, the supervisor provides a psychological and physical environment that enables workers to use their energies to contribute to the agency's productivity.*
Specifically, the supervisor:

- *motivates staff*

- *helps staff manage tension and handle conflict*

- *promotes cultural and self awareness*

- *conveys an understanding of the challenges faced by staff*

- *supports the worker's process in ethical decision making*

- *validates the worker's attempts to use new skills*

In the ***leadership*** *role, the supervisor provides a vision of the agency to the staff, participates in advocacy activities, and provides an atmosphere of responsibility and teamwork.*
Specifically, the supervisor:

- *participates in advocacy activities*

- *establishes an effective relationship with staff and administrators*

- *creates an effective team with workers and among other agencies*

- *advocates for clients and staff*

- *influences community involvement*

5. Direct attention to <u>*Resource 4: "How My Activities Relate To The Four Major Supervisory Roles*</u>" **(3)** and provide the following directions.

   Refer to the list you compiled on Resource 2: "Activities I Perform. Take a few minutes and enter the number of each activity under the role to which you think it belongs.

6. Conduct a quick survey to obtain examples of how the participants connected their activities to each area of supervision and their reactions to the lists they compiled. Ask the following questions to stimulate discussion:

   - As you review the categories, what do you see?
   - Are you tending to put more emphasis on one function? Which one?
   - Are there any surprises?
   - Did you have trouble deciding in which category each activity fits?
   - What did you learn about yourself from looking at your list?
   - Are you mainly am administrator, and educator, a supporter, or a leader?
   - Which area or role do you feel most comfortable fulfilling?
   - Which areas do you think your staff would rank you as fulfilling most often?

7. Acknowledge that some tasks may overlap and that one task may require more time to complete than many others in total.

8. Suggest that participants use this activity during a unit meeting to encourage the staff whom they supervise to talk with them about their perceptions of the areas of supervision and how these areas affect their ability and willingness to accomplish their job tasks.

9. Provide a summary of how particular areas of supervision might be more comfortable to fulfill than others. **(4)**

   In a little while we will examine the factors that affect job performance and will identify "willingness" as one of these major factors. There are some job tasks that we are probably all more willing to do than others.

   Perhaps the administrative role suits you because it is more defined. For example, a form is either complete or it isn't. that is different from the kind of ambiguity that permeates clinical decisions.

   Maybe you are most comfortable with the supportive role because you used to be a worker and you have experience listening to people's problems and trying to understand their situations.

   Think about why you have the most activities listed in the educative role. It can be fun to teach skills you've learned to others and see them succeed. Maybe it gives you a feeling that you're making a difference in the lives of your workers.

Most supervisors usually do not have a preponderance of activities in the leadership category. Specifying activities is difficult, since leadership involves qualities as well as abilities.

10. Ask participants to identify the area or areas that relate to the transfer of learning.

    When we look at the tasks related to educative supervision we saw several that pertain to the transfer of learning.
    What other areas of supervision relate to the transfer of learning?

11. Acknowledge their ideas and be sure that the following information is included in the discussion.

    All four areas of supervision relate to the transfer of learning. Supervisors need to be effective ***administrators*** *when they develop and implement on-the-job (OJT) activities. Every task listed under this category on Resource 3 relates to TOL. For example, supervisors will need to: participate in planning the OJT and TOL activities with workers; schedule the activities, establish time expectations for completing them; monitor the process and progress toward meeting their objectives; and evaluate the worker's performance in completing the transfer of learning activities.*

    Most of the tasks listed under ***supportive*** *supervision pertain to the transfer of learning. Staff will need to be motivated to pursue their OJT and TOL performance objectives and will benefit from being validated for their attempts to use new skills. Also, staff will need assistance in managing tension or conflict as they attempt to complete their assignments and will appreciate the supervisor's understanding of the challenges they face as they continue to develop professionally.*

    Leadership *qualities and abilities are essential to the success of achieving individual professional development goals and vital to creating and maintaining and organizational climate that supports learning. During the fourth and last session of this program we will focus on ways to advocate for, and build an agency climate to support continued learning.*

12. Conclude this section of the session by asking for, and responding to, any questions or concerns.

B. An Introduction to the Competencies Essential for Providing Educational Supervision (25 minutes)

1. Lead a discussion on the Educative Area of Supervision by asking participants to brainstorm the knowledge and skills supervisors need in order to fulfill the tasks associated with educative supervision in general, and TOL specifically.

2. Record their ideas on the easel pad page.

3. Acknowledge their ideas and direct attention to Resource 5: "Standards of Practice For Educational Supervision".

   This resource illustrates four major categories of tasks related to educational supervision.

   *Look at the abilities listed under the first category of '**Provide/Assure Orientation For New Staff.**' The orientation for new staff should answer three questions – What do I do?; What knowledge and skills do I need to have in order to do it?; and How is what I do connected to what everyone else in this organization does? It is important to understand that supervisors should not only assess workers' knowledge and skills. They must assess the worker's individual preferred style of learning. During this program you will have an opportunity to assess your own preferred style of learning and identify ways to design TOL activities that appeal to particular styles.*

   *Next, look at the abilities listed under the category of '**Promote Transfer and Integration of Knowledge and Skills Provided By Agency Professional Development Activities.**' This category is the basis for our being together for these two days. There are a couple of key points to make here. First, in order to support a worker's transfer of learning from a classroom setting to the job site, you must know what was learned. Unfortunately, many supervisors have not been provided with sufficient information about the programs in which staff are enrolled. We'll examine ways to ensure that you do have this information. The second ability relates to what we discussed as part of the area of leadership. We will spend a lot of time later on focusing on the third ability. In fact, you will have an opportunity to begin designing such a learning situation.*

   *The third category '**Assess Learning Needs Of Staff and Develop A Professional Development Plan**' contains abilities intended to ensure that the right people participate in the right professional development activities and that all performance tools, including lead workers as mentors, are considered in developing a performance plan. Also, supervisors must be skilled in assessing whether or not the performance plan needs to be altered.*

   *The fourth category '**Encourage Personal and Professional Growth and Advancement**' reflects abilities related to the Leadership area of supervision. Since one of the goals of supervision is to teach workers not to need you all the time, we will look at ways you can promote independence within your staff.*

4. Address any questions or concerns participants may have about the information contained on this resource and conclude this discussion.

5. Display the Transparency C, *"Components of Educational Supervision"* and add the following information as you highlight each component.

This transparency displays another way to look at the competencies supervisors need to possess in order to fulfill the area of educative supervision.

*The first component '**General Preparation For the Supervisory Role**' means that supervisors should be prepared to perform the tasks associated with all four areas of supervision. This should include a sound general possession of the knowledge and skills needed by the staff one supervises; a solid knowledge of the supervisory competencies; an effective transition from direct service work; confidence and comfort in the role; and support from administrative personnel.*

*The second component '**An Ability to Form Effective Learning Partnerships**' is vitally important. Learning happens best when it is a conscious process. Relationship building skills and contracting skills are essential. People learn best from someone they like, trust, and if they have an agreed upon plan. Motivation is important to learning and positive relationships can be motivating.*

*The third component '**The Ability to Complete an Effective Individual Learning Needs Assessment**' requires supervisors to demonstrate assessment skills and the use of critical incidents and hypothetical situations.*

*The fourth component '**The Ability to Mutually Develop an Ongoing Learning Plan**' means that supervisors and workers engage in a mutual assessment process that includes an examination of ongoing progress in accomplishing the professional development plan and revising it as necessary.*

*The last component '**Teaching Skills**' includes the ability to communicate ideas effectively and to use individual and group supervision conferences for teaching purposes.*

C. A Process for Developing and Implementing a Competency-Based, Performance-Driven Professional Development System (30 minutes)

1. Inform participants that another competency essential for supervisors to have in fulfilling their educative role is to understand the process for developing and implementing a competency-based, performance driven professional development system.

Supervisors play an important role in ensuring the achievement of successful outcomes associated with an organization's professional development system. Therefore, it is important to understand that the development and implementation of any professional development program or activity must be done within an organized approach that is competency-based, performance-driven, and systemically orchestrated.

2. Explain how the approach to developing training programs has evolved.

Traditionally training programs have been developed based on two approaches: Topic- Driven and Time-Driven. ***Topic-driven*** *approaches use a "menu approach", meaning agencies circulate a list or menu of topics, e.g., dealing with aggressive behavior, chemical dependency, etc., to staff who fulfill specific job functions (e.g., CPS investigators) Employees are asked to identify which topics are of most interest to them. Training then is designed and delivered around those topics, without really knowing the skill level at which potential participants actually need this information. The designated staff attend the training and no parallel training is offered to other agency personnel (e.g., supervisors, managers, foster care workers, etc.)*

Often training is designed and delivered based on how much ***time*** *it is determined that people will invest in attending it, or how much time is customarily allotted to offer training. This kind of approach does not consider whether the material needed to be learned could be taught in that amount of time. Likewise, there is no parallel training offered to other agency personnel.*

3. Direct attention to the *Resource 6: "A Process for Developing and Implementing a Competency-Based, Performance-Driven Professional Development System*" and state that the Child Welfare League of America follows a systemic approach to designing professional development tools such as classroom training.

4. Expand upon each step by adding examples. Consider using the following information for the steps:

#1 *The desired change in staff performance will not occur within one job function unless staff in all job functions and at every other level has been prepared to work with or support the change.*

NOTE: Refer to other related professional development activities that have been offered, or are planned to be conducted. For example, a leadership seminar should be offered to managers so that they are made aware of the tasks that supervisors need to perform to ensure that workers transfer learning to the job site. Thus, they will be in a better position to support supervisors with this process.

#2 *We need to help employees connect their job outcomes to the mission of the agency.*

#3 *It's vital that all job descriptions are accompanied by performance expectations so that employees know what must be done to accomplish job tasks successfully.*

#4 *Organizations should ensure that employees have the opportunity to progress from a* ***preservice base*** *of knowledge and skills through an inservice or* ***core*** *base of the knowledge and skills to an* ***advanced*** *level of functioning. Also, staff will* *need to demonstrate* ***specialized*** *competencies, determined by the specific nature of their work and job functions (e.g., working with adolescents, conducting CPS investigations, or licensing foster homes, etc.)*

In addition to the hierarchy of competencies that staff need to develop, there is also a progression of learning related to their performance of tasks. This progression consists of four levels of competencies, as defined by the Institute for Human Services ***(5)***

The first level, ***Awareness****, is achieved when staff acquire a conceptual framework for organizing new information. They become aware of why something is important to learn. A competency statement that reflects this desired level would state, for example, "The worker is aware of the human need for connections and attachments." This awareness is critical to being able to understand the effects of separation and loss.*

For the second level of competence, ***Knowledge/Understanding****, workers must have comprehensive, factual information. Using the example of separation and loss, a worker would "know the stages of grieving as related to separation and loss." Understanding is a higher level of knowledge: the ability to integrate knowledge with observed behavior. A worker who understands the stages of grieving would not only know what the stages are, but could interpret a child's behavior as a normal reaction associated with a particular stage.*

The third level of competence, ***Understanding How Knowledge and Skills Apply to the Job****, addresses the issue, "How do I use this skill or information?" A worker who has reached this level of competence "knows how to do something" such as, "knows how to assess a person's movement through the stages of grieving."*

The fourth and highest level of competence is ***Skill Acquisition****. Competency statements including "can do," and "is able to," reflect this level. For example, "the worker can use reflective listening to help a person express his or her feelings in response to being separated from his or her family."*

A progression of learning is essential for successful task performance.

#5 *Consider whether or not employees had sufficient resources, opportunity to perform, effective feedback, etc.*

#6 *Remember that training is not the only solution nor tool used to address performance gaps.*

#7 *Performance tools should be selected based on the level of competencies needing to be developed. Later, we will examine all the performance tools that might be available to develop designated competencies.*

#8 *This training program includes activities intended to enhance your abilities to develop TOL activities based on your working knowledge of adult learning principles and individual preferred styles of leaning.*

#9 *Transfer of Learning activities begin long before the training is even offered. TOL will fail without the administration's support.*

NOTE: If a leadership seminar has been offered or is intended to be conducted, mention that the participants (i.e., agency managers) will have had an opportunity to define their roles and responsibilities related to implementing an effective professional development system that includes a TOL component. They will have been identified as part of the "critical mass."

#10 *This initiative should include an examination of the performance criteria needed by your classroom facilitators and mentors.*

#11 *The goal of all professional development activities should be the assurance that the right people participate in the right professional development activities.*

#12 *Unless an investment of the proper time and energy into completing the previous steps is made, your classroom training and other professional development activities won't achieve the outcomes your agency desires.*

#13 *Supervisors use all four areas of supervision.*

#14 **NOTE: Inform participants that you will focus on the four levels of evaluation later.**

5. Conclude this session by asking for, and responding to, any questions or concerns participants may have about this content.

Footnotes for Session One

(1) Adapted from Blome W., Wright, L., and Polowy M., Building Supervisory Skills: A Curriculum to Prepare Child Welfare Supervisors. (Washington, D.C: Child Welfare League of America, 1998). pp. 58-60 and p. 85.

(2) Adapted from Blome W., Wright, L., and Polowy M., Building Supervisory Skills: A Curriculum to Prepare Child Welfare Supervisors. (Washington, D.C: Child Welfare League of America, 1998). pp. 58-60.

(3) Adapted from Blome W., Wright, L., and Polowy M., Building Supervisory Skills: A Curriculum to Prepare Child Welfare Supervisors. (Washington, D.C: Child Welfare League of America, 1998). p. 86.

(4) Adapted from Blome W., Wright, L., and Polowy M., Building Supervisory Skills: A Curriculum to Prepare Child Welfare Supervisors. (Washington, D.C: Child Welfare League of America, 1998). pp. 61-62..

(5) Adapted from a resource sheet by Judith Rycus, " Sequencing Curriculum." Columbus, OH: Institute for Human Services, 1991.

Permission to use the above material is being requested

Session Two

Competencies

The supervisor:

Knows the factors affecting a worker's performance

Is aware of the variety of performance improvement tools that can be used to enhance staff competency

Can apply principles of adult learning to educational supervision and the transfer of learning

Objectives

The purpose of Session Two is to enable participants to:

1. Assess factors affecting a person's performance;
2. Describe the use of Human Performance Technology (HPT) in a human services agency;
3. Select performance improvement tools to enhance staff competency;
4. Identify barriers to the transfer of learning;
5. Describe the areas most in need of improvement regarding the transfer of learning;
6. Explain the five possible supervisory responses to staff development activities; and
7. Apply principles of adult learning to educational supervision and the transfer of learning.

Materials

1. Trainer's Guide
2. Participant Resource Book
3. Marking Pens
4. Construction paper (one for each participant)
5. Blank paper and pens/pencils for participants' use
6. Easel pad
7. Easel
8. Masking tape
9. Refreshments
10. Resources:

    Resource 7: *"Performance Tools"*

    Resource 8: *"By Various Estimates..."*

    Resource 9: *"The Areas Most in Need of Improvement Regarding the Transfer of Learning"*

    Resource 10: *"Five Possible Supervisory Responses to Staff Development Activities"*

    Resource 11: *"Checking Our Understanding of Adult Learning"*

    Resource12: *"Adult Learning: Principles To Practice"*

    Resource 13: *"The Pursuit Of Learning, Life Experiences, Challenges, And Rewards"*

11. Transparencies:

Transparency D	*"Learning = Job Performance = Results"*
Transparency E	*"Factors Affecting Performance"*
Transparency F	*"Target: Performance"*
Transparency G	*"The Name of the Game ISN'T TRAINING "*
Transparency H	*"Employee Performance Appraisal"*
Transparency I	*"By Various Estimates… "*
Transparency J	*"Andragogy"*
Transparency K	*"How Adults Learn"*
Transparency L	*"Five Basic Assumptions About Adult Learners"*
Transparency M	*"Adult Learning Needs To Be"*

Session Two

Agenda

Part I: **Issues Related to Performance Improvement (1 hour)**

A. The Role of Learning and Other Ingredients in Achieving Results (10 minutes)

B. Introduction to the Factors That Affect Performance (25 minutes)

C. An Introduction to Human Performance Technology (15 minutes)

D. Performance Tools (10 minutes)

Part II: **Part II: Barriers to the Transfer of Learning (25 minutes)**

A. The Greatest Barriers to the Transfer of Learning (15 minutes)

B. Possible Supervisory Responses to Staff Development Activities (10 minutes)

Part III: **Applying Adult Learning Principles To Educative Supervision and the Transfer of Learning (1 hour and 35 minutes, including a 15-minute break)**

A. An Overview of Adult Learning Principles (40 minutes)

B. Applying Adult Learning Principles to Supervisory Practice (40 minutes)

Session Two

Part I: Issues Related to Performance Improvement

Time: **1 hour**

Purpose: **To build an awareness of what professional development activities can and cannot do regarding performance improvement; to provide an understanding of the factors that affect performance; to introduce Human Performance Technology; and to identify an array of performance tools.**

A. The Role of Learning and Other Ingredients in Achieving Results (10 minutes)

1. Display the Transparency D, *"Learning = Job Performance = Results"* **(1)** and provide the following explanation.

   - Have participants focus on the first equation only and make these points.

     There is no guarantee that the people who have learned something will use what they learned in their job performance. Nor, could we assume that their learning would achieve some desired results.

     Therefore, we could say that if we believed in the validity of this equation, we would not have an unrealistic expectation of what one's learning could accomplish.

   - Direct participants' attention to the next equation.

     When someone has learned something, it means that he/she now has the capacity to use what was learned. It doesn't guarantee that the person will apply it to performance, or does it mean that results may occur from this learning experience.

All that can be assumed through "learning' is that a person has developed a competency (knowledge and/or skill) essential for accomplishing a job task.

- Direct participants' attention to the next equation.

  The key ingredient in this equation is "a reinforcing job environment". So often, people participate in training events and develop a competency (a capacity to do). Yet, they do not experience a reinforcing job environment. In other words, they are not provided with an opportunity or tools to apply what they learned. Often, they are prohibited from applying their learning to their jobs. Thus, in order to realize a change in job performance, one must be supported in applying learned competencies to his/her work situation. For example, workers who are prepared to work with foster parents as members of a professional child welfare team must be supported in their efforts to do so.

- Direct participants' attention to the last equation on this resource.

  The other ingredient needed to help ensure that training will accomplish what it is intended to achieve is that it must be relevant to the learner's needs. This is one of the basic assumptions of adult learning.

2. Ask participants what this all means and provide this summary.

   Essentially, we can, and should, provide an opportunity for staff to learn what <u>they need</u> to learn in order to be effective in their roles. With competence, relevance, and a supportive environment, our employees will be more likely to achieve the results or payoff we desire for children and their families.

B. Introduction to the Factors That Affect Performance (25 minutes)

1. Conduct a brief activity **(2)** to help participants understand that being "able" to do a task does not necessarily mean that a person will be motivated to apply that ability.

   - Ask how many participants in the group, as parents or family members, would say that the task of preparing meals is part of their role of job description within their family.

   - Instruct those with their hands up to continue leaving their hand up so long as the answer to your questions remains "yes".

   - Ask how many of them have a basic knowledge of good nutrition and have the ability to prepare healthy meals for themselves and/or their families.

   - Ask how many of them have families who have the expectation that they will be fed this way every single day.

- Ask how many of them meet that performance expectation by preparing good, wholesome nutritious meals for themselves and their families every day.

- Ask why some people don't meet this performance expectation, and allow the group to give you their reasons.

2. Summarize the activity.

   Sure you have the knowledge and the skills to prepare nutritious meals. This is not a training issue. Cooking classes or appointments with a nutritionist will probably not change your behavior. You have pots and pans and a kitchen. You have resources you need. This is not an organizational barrier. Your job performance is affected by willingness or motivation; not a lack of knowledge, skills or resources. Training, such as enrolling you in a cooking class, is NOT the solution.

3. Discuss the issue of "willingness" as a factor affecting one's performance.

   There are a number of common factors that affect willingness and motivation. You identified several of them when I asked you why you didn't cook healthy nutritious meals every single day.

   Perhaps the job doesn't seem <u>important</u> to you. After all, you can order take out pizza and it's relatively healthy. You can always give your children vitamins. The desired or expected performance may lead to <u>undesirable results</u>, such as a messy kitchen. If someone will take you out to dinner when you don't perform well, you may have discovered that it can sometimes be <u>more rewarding not to perform as expected</u>. Perhaps you simply <u>don't have the confidence</u>. Or, maybe there is no meaningful consequence that results from your performance of the task, such as when the family complains that they don't like what you cook.

   Clearly, motivation and willingness to perform a job are important factors in job performance.

4. Display the Transparency E, "*Factors Affecting Performance*" **(3)** and provide the following explanation.

   There are three main categories of factors affecting one's job performance: ability; willingness; and resources/organizational support. At times, there may be a discrepancy between how a task is expected to be performed, and how it is actually performed.

   When a discrepancy exists, an assessment must be made to identify which factors are affecting the employee's performance. It should be determined if the person has the ability (knowledge and skills) to perform the tasks. We should ask "Could Mary could do x, y, or z if her life depended upon doing it?" If the answer is yes, *don't enroll Mary in a training program focused on learning how to do x, y, or z. Instead, determine what other factors (beside competencies) are affecting Mary's performance.*

If she doesn't have the competencies to perform x, y, and/or z, the supervisor should conduct a learning needs assessment to determine what help she may need. The results could lead to the development of a Learning Plan. This plan could encompass a variety of learning methods as shown on this overhead.

If it is determined that the person has the competencies to perform the job tasks, assess the other two main factor categories. It may be determined that a person lacks the willingness to do all, or some part, of the job. The importance or value a person places on the job task may affect motivation. Sometimes, it is punishing to do the job as expected. This is evident when the "good performers" are "rewarded" by being given the toughest assignments.

Agency administrators and supervisors must address the items listed under "Resources/Organizational Support". All these sub-factors need to exist in order for staff to achieve the outcomes desired by the organization. Standards provide people with information to use to determine if they are doing their jobs successfully (as expected). Tools include time available, transportation, community resources, etc. People must be given an opportunity to apply what they learn through their participation in an educational event. They need support and feedback, which is related to their performance against the standards established for their job task.

5. Display the Transparency F, "*Target: Performance*" **(4)** and provide these comments.

   This overhead illustrates what training or, more specifically, what trainers can and cannot do. As you can see, trainers can foster a climate to support the development of staffs' skills and self-confidence. However, trainers, for instance, cannot provide them with an opportunity to perform or a supportive environment after they participate in the training program. In other words, many more people (in addition to trainers) have a role in developing and supporting staff.

   In your role as supervisors you will need to ensure the implementation of the appropriate performance tools to support staff with the transfer of learning activities selected improve performance.

6. Display the Transparency G, "*The Name of the Game ISN'T TRAINING* " and summarize this portion of the seminar.

   As you can see, training has a definite and important role in an organization. It is a part of an intricate system of agency functions that all operate toward achieving the overall mission or goal. All of these functions must work together and toward identified goals and objectives. Developing team member competency is critical *within the organization. Training has an important role, but does not, and cannot do the job alone. Knowing what training can and cannot do, and understanding how training interrelates with other agency functions is an important managerial competency.*

C. An Introduction to Human Performance Technology (15 minutes)

1. Display the Transparency H, *"Employee Performance Appraisal"* and provide the following information.

Another framework used in identifying and solving performance discrepancies is Human Performance Technology (HPT). It involves a set of methods and procedures and a plan for solving performance problems.

This approach begins with a performance appraisal in which the employee's performance is assessed in relation to applicable standards of practice. For example, these standards may be based on the Committee on Accreditation (COA) standards, a selected model of practice, agency rules and procedures, consent decrees, etc. These agency standards are translated into employee standards. For example, the Outcome of Safety should include desired standards of practice for each job function e.g., CPS investigations, family foster care, etc.) The performance gap is the difference between the applicable standards of practice and the employee's actual performance.

Next, the supervisor conducts a performance analysis or cause analysis to identify the factors that contribute to the performance gap. As you can see, these factors have been grouped into three categories: Individual, Systemic, and External **(5)**. *So often solutions to performance discrepancies fail to achieve their desired goals because they are selected to address only the visible symptoms not the underlying causes of the performance gaps. This analysis is the vital link between identifying the performance gap and selecting the appropriate intervention or performance tools.*

2. Seek and respond to questions that participants may have regarding these steps in HPT, including the factors affecting performance.

D. Performance Tools (10 minutes)

1. Ask participants to identify all the tools available to an organization that can be used to improve an employee's performance and record their ideas on the easel pad page.

2. Acknowledge their ideas and direct attention to the <u>*Resource 7: "Performance Tools."*</u>

3. Review the list and give examples of some of the tools. Add the following information.

Training is only one of many tools or interventions that could be used to improve performance. Usually a combination of tools is selected in response to performance gap. The next phase in HPT would involve an evaluation of the effects of the use of the performance tools.

Session Two

Part II: Barriers to the Transfer of Learning

Time: **25 minutes**

Purpose: **To identify the greatest barriers to the transfer of learning and the areas most in need of improvement regarding the transfer of learning; and to familiarize participants with the possible supervisory responses to staff development activities.**

A. The Greatest Barriers to the Transfer of Learning (15 minutes)

1. Begin a discussion on the barriers to transfer of learning.

   Another competency that supervisors need to possess as part of their educative role is to be aware of the barriers to transfer of learning. Based on your experience, what are some of these barriers?

2. Record their ideas on the easel pad page.

3. Acknowledge their ideas and direct attention to the Transparency I, and *Resource 8: "By Various Estimates..."*

   Notice how much learning occurs on the job. This is a very significant percentage. We must realize that classroom training, therefore, should not be viewed as the end of learning, but as the means or framework for learning.

4. Focus on the next part of the Transparency/Resource and state that this program has been designed to assist managers in removing, or at least, reducing these three barriers.

   Based on this research there are three major barriers to transfer of learning. Let's compare them to the list you generated.

5. Direct attention to *Resource 9: "The Areas Most in Need of Improvement Regarding the Transfer of Learning"* and consider adding the following content re each area.

#1 *TOL begins well before a person participates in classroom training or any other professional development activity. We'll examine three types of TOL Performance Objectives later. Also, we'll focus on your role in developing anticipated objectives with the staff whom you supervise.*

#2 *In a later session we will discuss how you can review the performance objectives and the plan after they return from the professional development event.*

#3 *Assess and attempt to remove what ever is hampering TOL.*

#4 *This seldom happens. If it doesn't occur, discussion of application needs to be built into the classroom-training event.*

#5 *The "Buddy System" should be used to support TOL and to foster teamwork. Later, we'll look at other ideas that you may consider to reinforce post-training performance.*

B. Possible Supervisory Responses to Staff Development Activities (10 minutes)

1. Direct attention to the *Resource 10: "Five Possible Supervisory Responses to Staff Development Activities*" and ask participants to reflect on their own experiences regarding where they see themselves and other supervisors in relation to this continuum.

We have identified the three greatest barriers to transfer of learning and the related areas in need of most improvement. Now let's look at a continuum of supervisory responses to professional development activities. As you can see the first three responses relate to the first two barriers listed on the previous resource. Not allowing or not encouraging staff to use new knowledge and skills clearly equate to providing a non-supportive organizational climate and a lack of reinforcement on the job.

In order for TOL to be successful supervisors must assume an "encouraging" and a "requiring" response to staff development activities.

Think about your own positions and reflect on which response seems to fit your practice. If you have said "we can't do that here" or "over my dead body" when a worker wants to apply something he or she has learned in training to the job, then you assumed a ***preventing*** *position.*

If you exclaimed "glad you're back, now get to work" when a worker returns and wants to talk about how to apply what she or he learned, then you have assumed a ***discouraging*** *position.*

If you project an attitude of "Whatever makes you happy as long as you get your work done" then you probably assume a ***neutral*** *position. In this position a supervisor doesn't really object to the worker wanting to try out newly developed* *skills. But, the supervisor barely acknowledges that the worker participated in the professional development event.*

The fourth position is actually comprised of proactive and reactive responses. An ***encouraging*** *supervisor discusses the professional development program with the worker before she or he participates in it. The supervisor attempts to create a readiness to learn and encourages the worker to apply learning upon returning to the job site.*

If you make statements like "Let's roll" and "Now its time to practice what was learned" after a worker completes his or her participation in a professional development activity, then you are functioning in a ***requiring*** *position.*

2. Conclude this part of the session by seeking, and responding to, any questions participants have regarding the barriers to the transfer of learning and the variety of possible supervisory responses to staff development activities.

Session Two

Part III: Applying Adult Learning Principles To Educative Supervision and the Transfer of Learning

Time: **1 hour and 35 minutes, including a 15-minute break**

Purpose: **To explore how adults differ from children in their educational strengths and needs; to promote an understanding of the importance of the supervisor's teaching role; and to develop participants' abilities to apply adult learning principles to their supervisory practice.**

A. An Overview of Adult Learning Principles (40 minutes)

1. Ask participants how the principles of adult learning relate to the transfer of learning process.

2. Acknowledge their ideas and display the Transparency J, *"Andragogy"* and provide the following information.

We need to understand some concepts about how adults learn. Adults do not approach a learning situation in the same way as children. Thus, it is up to us to develop teaching strategies that are appropriate and applicable for adults. Malcolm Knowles conceptualized "Andragogy". On this transparency you will note the concept: "we have finally begun to absorb into our culture the ancient *insight that the heart of education is learning not teaching, and so the focus has to shift from what the facilitator (such as a supervisor) does to what happens with the learners".*

3. Ask participants to explain what this means and to identify a few characteristics of adults as learners.

   From what you may have discussed as part of other supervisory training programs that focused on adult learning, what does this "shift to what is happening with the learner" mean?
   What are a few characteristics of adults as learners that serve as the basis for this shift?

4. Acknowledge their ideas and state that this section of the program will focus on how to apply adult learning principles in their educative role to the transfer of learning.

   In this section of the program we will do more than look at how adults learn and the conditions that best support adult learning. We will have an opportunity to put these principles into practice. Having the knowledge and skills to apply adult learning principles to the transfer of learning process is vital to designing OJT and TOL activities. Later on, we will build on this material and begin to construct transfer of learning activities that are based on adult learning principles and in appreciation of a person's preferred individual style of learning.

5. Direct attention to the <u>*Resource 11: "Checking Our Understanding of Adult Learning"*</u> and inform participants that they will have an opportunity to assess their understanding of adults as learners.

   Please take a few minutes to read, and determine if, the statements on this resource are true or false. After it looks like you all have completed this worksheet, we will be discuss each item in the large group.

6. Read each statement and ask the participants to share their responses and the rationale for choosing them. Provide the following explanation for each answer:

   #1 TRUE - Adults have shorter attention spans than younger learners do. Adults typically have a more difficult time staying focused on learning tasks than youth.

   #2 FALSE - 80% of adult learners prefer straightforward how-to-instruction over theoretical training.

   #3 TRUE - As learners age, their psychomotor skills such as hand writing ability, deteriorate.

#4 *TRUE - Adults are prone to taking errors personally. In fact, many adults view training situations as a proving ground where their professional reputation and personal image are on the line.*

#5 *FALSE - Studies show that work related adult training is most effective when it takes place within two to three weeks of a promotion or change in position.*

#6 *FALSE - You should avoid associating your training programs with an adult's formal education experience. Many adults carry bad memories and negative attitudes toward traditional schooling.*

#7 *TRUE - By using first names, instructors make themselves more accessible to learners which is paramount to effective adult learning.*

#8 *FALSE - In contrast to the dependency of children, adults have a deep psychological need to be self-directing. They resent and resist situations that do not allow for self-direction, and programs in which the trainer and the design shove trainees into the dependent role of children.*

7. Direct attention to the *Resource12: " Adult Learning: Principles To Practice"* and offer the following additional information as you review it with participants. Be sure to provide examples for each principle. **(6)**

Let's examine the principles that are listed on the first page. Afterwards, we will use the second page as a tool for applying these principles to your supervisory practice.

#1 Adults bring a broad base of life experiences to serve as a resource for learning.

Whether your new worker is fresh out of college or has worked in another field for 20 years, he/she brings a wealth of life experiences. Some experiences will directly support new learning others may conflict with it. Nevertheless, the worker's life experience is important.
Adults need to have their past experiences respected by others.
Adults learn best when they can make a connection between the content of the classroom and TOL material and their own life experiences. For example, workers enter a learning activity with experiences of dealing with change or loss. You can help use the experiences of the learner and build on these.

#2 Adults have a deep psychological need to be self-directing.

Most adults like to think of themselves as relatively independent. Being a learner, though, casts people in a more dependent role. In the early stages of learning, the

new worker may feel dependent upon the supervisor and this can interfere with learning.
Workers who are experiencing conflict about their dependence will have difficulty accepting supervision. Typical responses may be to feign independence by acting as though they already know everything, or to pretend total dependence by taking direction from the supervisor in a passive-aggressive manner. Neither reaction supports real learning.
Finding a balance between recognizing the worker's need for dependence and promoting independence in order to enhance learning can be a struggle for supervisors. There are many ways in which you can help the worker become more independent and we will identify them in the next activity and in the next session.

#3 Adults tend to have a problem-centered orientation toward learning rather than a subject-centered approach and want learning to be practical, rather than theoretical.

Adults are interested in knowing how to do something and less interested in the theoretical basis for actions. This is an advantage for the supervisor whose teaching is directly related to practice. The more closely the supervisor can relate learning to the specific duties of the worker, the more meaningful it will be. Present only as much theory as people need in order to do what is required. Always follow a theoretical presentation with practical information that supports learning.

#4 People learn by doing.

In a little while you will see a transparency that offers the phrase "I hear and I forget. I see and I remember. I do and I understand." One may be told many times how to carry out a task, but actually performing the task will result in better understanding and better retention of the learning. Reading how to do a family assessment results in partial learning. Only after workers have done an assessment do they understand what it really involves.
We must always follow theory with application. We will follow this presentation of adult learning theory with an activity designed to have you apply this theory to your supervisory practice.

#5 Adults learn better when anxiety is moderately low.

Mild anxiety is a motivator. If there is no discomfort, there is no need to change. Most workers recognize that they need additional knowledge or skills in order to be successful in their jobs, and this makes them feel anxious. If workers see their deficits as too great in relation to job demands or lack confidence in their ability to learn, they may experience debilitating anxiety.

High anxiety can interfere with the learning process. When learners are concerned about their self-esteem or worried they will somehow fail to perform, their energy is not directed toward learning.
You must make the learning environment safe and comfortable. Help workers manage their anxiety level by presenting challenges when the worker seems complacent and by being supportive or reducing challenges when the worker appears overwhelmed.

#6 Adults learn best when they build on their existing level of knowledge and skills.

If expectations are too low, the worker will become complacent, simply getting by through the use and reuse of existing skills. On the other hand, if beginning expectations are too far beyond what the worker already knows and can do, he or she will have difficulty understanding concepts, making connections, and remaining hopeful that he or she can learn.
Workers have to begin learning "where they are" and professional development programs have to meet them there. Supervisors must elicit enough information from the workers in order to understand where they are in regard to their knowledge and skill in designated topic areas. This is done through discussion and conducting some type of "learning needs assessment."

NOTE: Refer to the learning needs assessment tools and process used in the organization as examples.

#7 Adults retain concepts better than facts and statistics.

Facts become confused and pointless unless they can be organized to support some greater concept. Adults will remember the overall concept and not all the related information.
Glean concepts from specific case situations and focus the worker's attention on the concepts, rather than on one-time situational responses. Even what seems to be clearly factual information, such as policies, can be taught as concepts when the supervisor helps the worker understand the reasons for the policy.

#8 Adult learning proceeds in an uneven course.

Adults tend to learn in unpredictable patterns. Rapid learning is followed by mental holidays. Sometimes people need time to integrate what they have learned into their previous bank of knowledge and into the practical aspects of their lives. Even on a daily basis people may vacillate greatly in their receptiveness to learning. Don't take these ups and downs personally. Know that you cannot engage everyone at all times.

#9 People learn better from someone they like.

A tremendous amount of learning takes place through modeling. Modeling tends to occur most when the person is admired and/or respected. Further, if participants like the classroom facilitator and/or supervisor, they won't waste time and energy on interpersonal concerns. The best way for a supervisor to be liked by workers is to know the job, to have a positive attitude toward workers, and to want workers to develop so they can function independently. Be mindful of establishing rapport with the learner, setting up contractual learning agreements, and using your relationship building skills.

#10 People learn best when they have a clear understanding of the desired outcome(s) of the educational activities in which they are participating and when they know what is expected of them.

If you don't know your destination then it is hard to get there. In addition, unclear expectations tend to create the kind of anxiety that interferes with learning. This is why you need to provide specific instructions for the transfer of learning, beginning with preparation for the event itself. The clearer the expectations are the better the focus for learning will be.

#11 Learning is more effective when it is a conscious process.

If people are made aware of what they are learning while it is taking place, it will support their retention of the learning. Later in this program we will see examples of how to debrief a transfer of learning activity by drawing connections between the activities and the learning objective you are trying to fulfill.

8. Display the Transparency K, "*How Adults Learn*" (7) and describe the relationship between learning methods and the rate of retention.

One of the principles of adult learning we reviewed was that people learn by doing. This resource illustrates the relationship between learning methods and the rate of retention. As you can see people usually remember only 5% of what they hear. When you combine listening and reading with audiovisuals retention increases to 20%. You increase the possibility of retention when you put into practice what was learned. This is why it is so important for supervisors to create opportunities for staff to practice what they learned in class back on the job.

B. Applying Adult Learning Principles to Supervisory Practice (40 minutes)

1. Introduce an activity.

Now you will have an opportunity to apply your understanding of these adult learning principles to your role as an educative supervisor. You will need to work with a partner and I will assign one principle to each dyad. You will be using page two of <u>Resource12: " Adult Learning: Principles To Practice</u>."

2. Conduct an activity. **(8)**

- Direct attention to page two of the <u>*Resource12: " Adult Learning: Principles To Practice*</u>.

- Ask participants to select a partner, preferably someone they have not worked with before, to generate behavioral activities that relate to the principle assigned to them.

- Review the example listed on the top of the page and stress that the participants should generate at least one activity that they could use to develop both new and veteran workers.

- Assign a principle to each dyad so that all are covered.

- Inform the participants that they will have 10 minutes to complete this activity and that they will be informed when two minutes remain.

- Let the group know when two minutes remain and call time as it expires.

3. Ask participants to share with the large group one example for their assigned principle. You may want to share the following information to enhance learning:

#2	*(new)*	*Encourage workers to talk about his/her own impressions.*
	(veteran)	*Help the workers summarize what they already know.*
#3	*(new)*	*Make sure the workers know how to use the new knowledge or skill.*
	(veteran)	*Involve them in problem solving rather than giving them answers.*
#4	*(new)*	*Let workers try new skills when you're there to help –like first interviews.*
	(veteran)	*Same*
#5	*(new)*	*Talk about concerns; reduce anxiety by role playing new skills.*
	(veteran)	*Learn what produces anxiety; talk about ways to reduce reactions.*
#6	*(new)*	*Don't ask workers to testify in court before they have learned to interview.*
	(veteran)	*Encourage workers to learn new skills like interviewing resistant clients.*
#7	*(new)*	*Make sure workers know ideas behind the facts.*
	(veteran)	*Help workers recognize patterns; don't give facts, suggest ideas.*
#8	*(new)*	*Set realistic goals; don't expect them to handle all cases at once.*
	(veteran)	*Give time for integration of learning; jointly set course for new learning.*
#9	*(new)*	*Show interest in workers; recognize dependence/independence needs.*
	(veteran)	*Build on your professional relationship; emphasize role modeling.*

#10 (new) *Assess strengths and needs in a learning needs assessment.*
(veteran) *Same*

#11 (new) *Compare workers' ideas and your impressions; ask workers what they learned after discussing a case.*
(veteran) *Formulate and test theories; verify or reject new hypotheses.*

4. Conclude the activity by stating that later in this program they will have an opportunity to apply these principles to the development of TOL activities.

5. Direct attention to *Resource 13: "The Pursuit Of Learning, Life Experiences, Challenges, And Rewards"* and offer some additional information.

    This resource offers some more information on the importance of life experiences and the challenges and rewards adult learners may encounter.

- Everyone enters a learning situation with a lifetime of experience, regardless of age.

    Whether the person is 20, 40, or 60 years old - it's the person's specific life experience that matters.

- The lifetime experiences of each learner are different form those of others.

    The type of experience will vary in terms of the amount of change, crises, losses, successes, challenges, etc. Also, certain life experiences are experienced specific generations and not by others. These would include war, historic national and world events, the presence of technology as it relates to learning and processing information, etc. These experiences influence members of a specific generation's approach to work and their preferred style of learning. In our next session, we will discuss the characteristics of four different generation sin the workforce and tips for facilitating their learning.

- Lifetime experiences include the ability to perform many skills, misconceptions, biases, and preferences.

    In other words, some of what people think they know to be true - is actually wrong. Also, people have individual preferred styles for learning, and we will examine those in a little while.

- People who are consciously trying to learn something new are vulnerable.

    If it's new, it may be different. They won't be used to it and this can be scary.

- All learners tend to avoid the things that cause them pain or embarrassment.

This relates to the "approach vs. avoidance" issue. People won't want to take risks in the learning environment. You need to establish and maintain a safe, comfortable learning environment.

- All learners feel good about themselves when their learning is recognized or when something good happens to them as a result of their learning progress and successes.

Your job is to reinforce them for their efforts and to provide feedback to them regarding their growth in learning.

6. Display the Transparency L, "*Five Basic Assumptions About Adult Learners*" and describe the relationship between learning methods and the rate of retention.

To summarize the important concepts and principles of adult learning, on which we have focused, let's look briefly at two more resources. As you may recall from looking at "Andragogy", the first resource related to adult learning, Malcolm Knowles' name is most immediately associated with this term used to describe the characteristics of adult learners and a set of assumptions for most effectively teaching adults. Although he didn't coin the term, he popularized it at a time when adult educators were searching for a theory to call their own.

This resource lists the assumptions he presented through his andragogical model in an attempt to distinguish adult learners from children. The first four were published in 1977. In 1984, Knowles added a fifth assumption: adults are more motivated to learn by internal factors, such as increased self-esteem, rather than by external rewards. The information we presented on adult learning is based on these assumptions.

7. Display the Transparency M, "*Adult Learning Needs To Be*" and summarize Knowles' theory of andragogy.

It has been said that throughout his initial publications on adult learning theory, Malcolm Knowles saw andragogy and pedagogy as opposite models. Later, he modified his perspective and offered the quote listed on the bottom of this resource. He added that "the only universal characteristic of adult learners is the quality and quantity of their experience" and that " as adults our main resources for learning are life experiences, not teachers".

8. Conclude this activity and session and transition to the next topic.

The learning activities in this part of the training were intended to provide you with an opportunity to develop a greater and more enriched understanding about some general principles of adult learning. Next, we'll examine how people learn in different ways. Having an understanding of individual preferred styles of learning is important when designing OJT and TOL activities.

Footnotes for Session Two

(1) Adapted from a workshop by Polowy M. "What Training Can and Cannot Accomplish." Buffalo, NY, 1997.

(2) Adapted from a workshop by Polowy M. "What Training Can and Cannot Accomplish." Buffalo, NY, 1997.

(3) Adapted from a workshop by Polowy M. "What Training Can and Cannot Do." Buffalo, NY, 1997.

(4) Adapted from a workshop by Polowy M. "What Training Can and Cannot Do." Buffalo, NY, 1997.

(5) Adapted from a workshop by Polowy M. "Analyzing Performance Gaps." Buffalo, NY, 1997.

(6) Adapted from Blome W., Wright, L., and Polowy M., Building Supervisory Skills: A Curriculum to Prepare Child Welfare Supervisors. (Washington, D.C: Child Welfare League of America, 1998). pp. 257-266.

(7)Malcolm Knowles, The Modern Practice of Adult Education: Andragogy vs. Pedagogy (New York: Association Press, 1970)

(8) Adapted from Blome W., Wright, L., and Polowy M., Building Supervisory Skills: A Curriculum to Prepare Child Welfare Supervisors. (Washington, D.C: Child Welfare League of America, 1998). pp. 261-266.

Permission to use the above material is being sought

Session Three

Session Three

Competencies

The supervisor:

Knows how to accommodate different worker learning styles

Knows how to promote staff independence

Understands the various learning formats available to assist staff with the transfer of learning

Objectives

The purpose of Session Three is to enable participants to:

1. Apply their understanding of individual learning styles to on-the-job activities;
2. List tips for facilitating learning on behalf of four different generations in the workforce.
3. Identify ways to teach for staff independence;
4. List the four domains of OJT and TOL activities;
5. Describe an outline for developing OJT and TOL activities; and
6. Identify the criteria to assess the appropriateness of a particular OJT and TOL activity.

Materials

1. Trainer's Guide
2. Participant Resource Book
3. Marking Pens
4. Construction paper (one for each participant)
5. Blank paper and pens/pencils for participants' use
6. Easel pad
7. Easel
8. Masking tape
9. Refreshments
10. Resources:

    Resource 14: *"Learning Style Inventory"*

    Resource 15: *"Learning Style Characteristics"*

    Resource 16: *"Planning TOL Learning Activities That Are Based on a Worker's Preferred Style of Learning"*

    Resource 17: *"Understanding and Addressing Generational Characteristics in the Learning Environment"*

    Resource 18: *"Sample OJT Training Formats & Transfer of Learning Activities"*

    Resource 19: *"Proposed Organization of an OJT/TOL Guide"*

    Resource 20: *"Assessing the Appropriateness of OJT and TOL Learning Experiences"*

11. Transparencies:

    Transparency N *"Connecting with My Style"*

    Transparency O *"Addressing Styles"*

    Transparency P *"Ways to Promote Independence"*

Session Three

<u>Agenda</u>

Part I: Using an Assessment of Learning Styles to Help Workers Learn (2 hours, including a 15-minute break)

A. An Introduction to the Concept of Individual Learning Preferences (5 minutes)

B. The Learning Style Inventory (1 hour and 25 minutes)

C. Considering Generational Characteristics in the Learning Environment (15 minutes)

Part II: Promoting Independence (20 minutes)

A. An Introduction to the Concept of Promoting Staff Independence (5 minutes)

B. Ways to Promote Independence (15 minutes)

Part III: An Overview of On-the–Job Training Formats and Transfer of Learning Activities (40 minutes)

A. Sample OJT Learning Formats and Transfer of Learning Activities (25 minutes)

B. Assessing the Appropriateness of OJT and TOL Learning Experiences (15 minutes)

Session Three

Part I: Using an Assessment of Learning Styles to Help Workers Learn

Time: **2 hours, including a 15-minute break**

Purpose: **To increase understanding of how people learn in different ways, none of which are "good" or "bad."; to prepare participants to use an assessment of learning styles to help workers learn; and to develop participants' awareness of "generational characteristics in the learning environment**

A. An Introduction to the Concept of Individual Learning Preferences (5 minutes)

1. Introduce the importance of understanding individual preferred styles of learning.

   In addition to applying an understanding of adult learning theory to the educational process, supervisors need to identify the preferred style of learning for the staff they supervise. Although most people learn best by doing, some people prefer other ways to process information such watching/reading, listening, or feeling. This is important for you to understand so that you can select the TOL activities that include methods appealing to the workers' preferred style of learning.

2. Provide an example of how people differ in terms of their preferred way to learn. **(1)**

   You have probably observed different learning preferences. Maybe you have noticed that some people hear information and remember it and they probably prefer television or radio news to the newspaper. In this program we have talked with you to reach those of you who are auditory learners.

   Other people need to see information. They prefer to read about new things and then can move from reading to implementation. For the visual learner we have displayed information on the transparencies and on the resources pages.

   Still others must experience information in order to make it their own. They are likely to want to try to do something. For you we have structured activities to allow you to experience new skills within this program. People differ when it comes to processing information. Most of us like a mixture of auditory, visual, or experiential. No preference is better or worse, just different.

B. The Learning Style Inventory (1 hour and 25 minutes)

1. Direct attention to <u>*Resource 14: "Learning Style Inventory"*</u> **(2)** and suggest that learning preferences are related to learning styles.

   This inventory is designed to assess your preferred learning method. Notice each line contains four words. Assign a number "4" to indicate the word that best characterizes your learning style. A "1" represents the word that is least characteristic of your learning. Be sure to assign a 1, 2, 3, and 4 to a word on each line. When you finish, add each column vertically and put the number at the bottom.

2. Direct attention to <u>*Resource 15: "Learning Style Characteristics"*</u> and discuss the results.

   Your preferred learning style is the one with the highest score. Look at <u>Resource 15: "Learning Style Characteristics."</u> Transfer your scores to the first column. If you are a "CE" you learn best from experience and relying on your feelings. Any "ROs" in the crowd? What learning approach works best for you? How about "AC" and "AEs"?

3. Ask participants how close their scores are to their perceptions of how they best learn.

4. Direct participants to assemble in groups with the CEs in one corner of the room, the ROs in another, the ACs in a third, and the AEs in the last corner.

5. Organize the individuals into groups that include one CE, one RO, one AC, and one AE.

   Note: Most likely the groups will not divide evenly. You may have to assign some participants to certain groups and to ensure the closest "equal distribution" of each style in each group.

6. Display Transparency N, *"Connecting with My Style"* and direct participants to share with their colleagues responses to the three statements listed on it. Allow 15 minutes for this activity.

7. Ask for volunteers to share the ideas discussed in the groups. Note the differences among preferred styles of learning.

8. Suggest that it is important for supervisors to be aware of the learning styles of their workers.

   Now that you can identify your own preferred learning style and you understand something about what encourages and discourages learners with different styles, let's think about your workers. You are going to want to tailor learning to meet the needs of your workers. You might ask workers to complete the learning style *inventory as a first step in developing a plan for professional development of the staff.*

9. Request that participants stay in the same groups of mixed learning styles and tell them that they will have a chance to brainstorm ways they could use what they know about the four learning styles to structure a learning opportunity for their workers.

   I would like you to remain in the same groups so that you can put into practice what you just learned about one's preferred style of learning. Even though we will devote a lot more time and energy to designing transfer of learning activities later in this program, let's take a few minutes to think about ways you could promote a workers' abilities to transfer what they learned in a classroom training program to their job sites.

10. Direct attention to <u>*Resource 16: "Planning TOL Learning Activities That Are Based on a Worker's Preferred Style of Learning*</u>*"* and suggest that the participants choose a scenario and brainstorm ways they could use what they know about the four learning styles to structure a learning opportunity for their workers.

    I would like the members of each group to identify a relatively new agency policy or procedure that workers have been informed about during an orientation program, or as part of any agency professional development activity. After you have identified them, select one. Then, as a group brainstorm ways you could use what you know about the four learning styles to structure a learning opportunity for your workers.

    Think about what you would do to help workers apply what they learned from reading or hearing about this policy to their job tasks. Identify what you would do if your workers are a mix of learning preferences. Work as a group to develop ideas. Be as specific as you can so that you end up with a plan that you could use as the basis for teaching something relevant in your agency.

    Use Resource 16 to document your plans. You may also want to look back at Resource 12: " Adult Learning: Principles To Practice" for examples of behavioral activities that are targeted for adult learning.

11. Inform the participants that they will have 15 minutes to complete this activity and notify them when 2 minutes remain.

12. Call time when it expires and ask a spokesperson from each group to present a synopsis of the "TOL Plan" developed by the group.

13. Compliment the groups for being creative by recognizing the differences in learning styles and blending the reality of policy and practice with a learning plan.

14. Display Transparency O, *"Addressing Styles"* and lead a large group discussion by having participants respond to the four questions:

- Which style would be most difficult to address? Why?
- Which style would you be most effective in addressing? Why?
- Which styles seem to be preferred by most people you supervise?
- How might your style influence how you interact?

C. Considering Generational Characteristics in the Learning Environment (15 minutes)

1. Introduce the concept of "Generational Characteristics in the Learning Environment."

   In addition to addressing the preferred individual styles of learning that adults bring to a learning environment, supervisors need to be aware that adults may have preferred styles for learning based on the generation with which they most identify. More than likely you will be responsible for providing a learning environment that is comprised of staff that is more age-diverse than in the past. Each generation brings its own view of the work situation. Shared generational values, worldly experiences, technology, etc influence this view of work.

2. Ask participants to share their observations of any generational differences they have noticed in terms of learning style preferences.

3. Direct attention to <u>*Resource 17: "Understanding and Addressing Generational Characteristics in the Learning Environment*</u> *and review it briefly."*

   This resource may assist you in understanding four generations in the workforce in terms of their characteristics and the professional development tools that suite them. It also includes tips for facilitating their learning.
   As you can see the four generations are: Veterans; Boomers; GenXers; and Nexters.

4. Summarize the importance of maintaining an emphasis on learning activities.

   Learning is rarely a straight line. It is apt to be followed by a plateau and then another spurt of new learning. When presented with new information, your workers may prioritize their energy. They will look to you, as their supervisor, for guidance. If you put attention on the new policy, they will pay attention. If you say it is important, they are likely to make efforts to meet the requirement. Likewise, if you tell them the policy is silly or ill conceived, or that there is no time to comply with it, they will have no incentive to comply.

   There is a lot to keep in mind when you are designing TOL activities. Not only must you know the content to be taught, but you must be able to combine general adult learning principles with an assessment of the individual learning *preferences of your staff. You'll need to be flexible and creative. But, helping your staff gain new skills is also rewarding.*

Session Three

Part II: Promoting Independence

Time: **20 minutes**

Purpose: **To increase understanding of how teaching for independence is a goal of their educative supervision; and to identify ways that supervisors can influence worker independence.**

A. An Introduction to the Concept of Promoting Staff Independence (5 minutes)

1. Introduce the concept of promoting staff independence. **(3)**

As a supervisor, one of your main tasks is to make yourself dispensable. You should do what you can to move your workers from needing you at every turn, for every decision, to working fairly independently, to being as competent as you were as a worker. Remember from our discussion of adult learning theory that healthy adults like to be independent. In fact, keeping workers dependent is likely to breed hostility, even if there is part of them that wants to be dependent upon you. If you are ever going to get on with other supervisory tasks, you need to assist staff in needing you less.

2. Ask participants to explain how promoting staff independence is related to the Transfer of Learning process.

The purpose of this professional development program is to increase your ability and willingness to assist staff with the transfer of their learning from an educational event to their work back on the job. What connection do you think there is between promoting staff independence and the TOL process?

3. Acknowledge their ideas and ensure that they understand the following connection.

Assisting staff with the transfer of learning is the means used to arrive at the end. The end or goal is an independently working staff member. Helping a workers to apply what they learned in a professional development activity to their job functions requires the supervisor to employ TOL tasks that are designed to promote independent thinking and performance.

B. Ways to Promote Independence (15 minutes)

1. Ask participants to share their methods for helping workers to need them less or to promote their workers' independence. Record their ideas on the easel pad page.

2. Acknowledge their ideas and display the Transparency P, "*Ways to Promote Independence.*" Expand on each method.

   - Teach concepts rather than answers.

     Teaching concepts means rising above a particular incidence and gleaning generalities that can be applied to other situations. It means using case material to establish a knowledge base for practice rather than approaching each case as an entirely new and unique situation.

     Although it may be tempting for the extremely busy supervisor to give a quick answer to a worker's question of what to do in a particular case situation, this is not very helpful in the long run. Quickie solutions are often given before time was taken to fully explore the problem. Even if the solution was correct, the supervisor would have taken the decision –making responsibility away from the worker.

     When you debrief a TOL Activity with a worker you will need to assist the worker in thinking about how to apply the concept being promoted by a particular TOL activity to other cases or job task situations.

   - Model problem solving and decision making.

     If workers are to move toward independence they must not only learn concepts but also learn how to use those concepts in the problem-solving process. Almost every supervisory conference can be an opportunity for the worker to practice this process of stating the problem; gathering or presenting information; generating, alternatives; evaluating alternatives; and suggesting a solution.

     As part of OJT and as a TOL activity you can encourage workers to employ the problem-solving process to a situation that they learned about during their participation in a professional development activity.

   - Teach self-evaluation.

     Learning to critique one's own work is the ultimate in independence. Although we should never be completely independent, no one is so objective that he or she cannot use external evaluation. You, the supervisor, are the main source of evaluation for the beginning worker. But from your very first contacts with a worker you should be moving the worker toward self-evaluation.

     You can give workers the tools for self-evaluation when you teach concepts, decision making, and self-awareness. These enable workers to monitor whether *or not they have applied concepts, followed the decision-making process, and have been objective. You give workers permission for self-evaluation when you model it as a professional value and show that admitting one's own errors is the beginning of personal and professional growth.*

How does this relate to the focus of this program? Well, when you debrief an OJT or a TOL activity with workers it will be vital for you to ask them reflect upon and identify their strengths and needs for support in relationship to the skills the OJT or TOL activity is intended to promote.

- Make learning a conscious process.

  We have already identified this idea as one of the adult learning principles. The more conscious workers are of what they know and don't know and how they learn, the more independently they can function.

  In debriefing an OJT or TOL activity you can help make learning a conscious process by having them verbalize what they learned, their strengths and needs, and have them recognize signs of their progress and own responses to learning.

3. Conclude this part of the program by asking for, and responding to, any questions participants may have bout promoting staff independence.

Session Three

Part III: An Overview of On-the–Job Training Formats and Transfer of Learning Activities

Time: **40 minutes**

Purpose: **To promote an understanding of the various learning formats available to assist staff with the transfer of learning; to provide an outline for designing OJT and TOL activities; and to develop an understanding of how to assess the appropriateness of OJT and TOL learning experiences.**

A. Sample OJT Learning Formats and Transfer of Learning Activities (25 minutes)

1. Direct attention to the <u>*Resource 18: "Sample OJT Training Formats & Transfer of Learning Activities*</u>" **(4)** and explain how to understand the grid for the first three pages.

   This illustrates the four domains of OJT and TOL activities. Employees can learn by reading documents, interviewing someone, observing an interaction, and by practicing what they learned.

   This was developed by the Child Welfare League of America and American Humane Association to familiarize Illinois DCFS supervisors with the activities designed to assist them with helping workers transfer learning to the job site. The check marks identify the type of activity they could use to reinforce learning gained through participating in each module of new worker training. It is not intended to show supervisors that they must use all these activities or check off each one as they use them.

   NOTE: This information, which is presented in a matrix format, is intended to serve as a quick reference for supervisors. Take the time necessary to explain that it is not a list that supervisors would have to enter check marks. Otherwise, this tool may be perceived as another overwhelming documentation requirement.

2. Explain Page 4 of <u>*Resource 18*</u>.

   Page 4 (Module 1C: Child and Adult Development) was taken from a document that lists all the competencies and learning objectives for the Illinois Department of Children and Family Services "Common Core Training" for new workers. It illustrates how competencies can be developed in the classroom and via OJT and TOL activities. The middle column lists the classroom learning objectives. These learning objectives were used to design the activities used to develop the two competencies listed in the first column.
   The third column lists three related learning objectives that were used to design OJT activities. The activity for the first OJT learning objective is described on pages 5 through 7 of this resource.

3. Describe the information on pages 5 though 12 of <u>*Resource 18*</u>.

   The two samples of OJT activities (pages 5-12) are intended to show the steps involved in a TOL activity. These examples were included in an OJT guide for supervisors and are offered as examples of what a supervisor could do to promote TOL.

   Objective 1 is the same one that is listed in the third column on the previous page. Following the objective, an OJT activity in this resource will have four sections. The "Purpose" section offers a brief statement of the goal of the activity and the method that will be used to accomplish it. The method used in this activity will be <u>observation</u>. As you may recall, <u>observation</u> is one of the four OJT or TOL Domains listed on the previous pages of this resource.

The "Materials" section identifies the resources that will be needed to complete the OJT activity. These two resources were used in the classroom training. The worksheet is included as page 7 of this resource.

The next section provides a step-by-step description of what the supervisor is supposed to do. For this activity the supervisor would complete eight tasks. As you can see the first task is to select an experienced worker who has a good understanding of child development. Directions for what the experienced worker is supposed to do are listed also. The next few tasks involve the supervisor in explaining the TOL or OJT activity to the new worker.

Tasks 5 through 7 describe what the supervisor should say and do during the de-briefing meeting. The suggested questions listed for the sixth task are intended to make learning a conscious process and to promote independence. These were two important concepts we discussed earlier in this program. The next task includes suggestions for how to summarize the activity. The last task is the completion of the LOG Sheet.

4. Describe the next OJT sample.

Beginning on Page 8 of this resource you can see another example of an OJT activity. The objective for this activity is to *promote the worker's ability to determine the developmental level of an adult client. Note that the learning format for this activity is Reading. In this activity the worker will be required to read a case record to determine the developmental level of an adult client. After the "Purpose" and "Materials" sections, you will see the eight tasks that need to be completed. Page 10 contains the worksheet that was used in classroom training and for this OJT/TOL activity.*

Pages 11 and 12 are examples of an OJT LOG Sheet. It begins with a listing of the activities and the dates of their completion. We looked at Activities 1A and 4A only. A "Worker's Section" and a "Supervisor's Section" follow this section. The worker identifies his or her learning and continued learning needs related to the desired competency. The supervisor records his or her impressions of the worker's strengths and identifies other areas for worker growth.
Your agency would have to decide if an "OJT Log" will be used.

5. Describe briefly the next sample OJT activity.

There is one more sample of an OJT activity. Pages 13 and 14 of this resource **(5)** *describe an OJT activity in which a new worker observes an experienced worker conducting an interview with a client. You will see similar tasks that need to be accomplished. The new worker is required to record his or her observations using pages 15 and 16. This activity is built upon the skills developed during the classroom training on interviewing.*

6. Direct attention to _Resource 19: "Proposed Organization of an OJT/TOL Guide_" and explain its use.

Should you decide to design OJT or TOL activities to assist staff with transferring what they learned during classroom training back to their job sites, you may want to consider using this resource as an outline for developing activities. As you can see, it reflects the same structure of the samples we just reviewed.

7. Conclude this section by emphasizing the reason for describing these formats.

It is not an expectation that as a result of participating in this program that every supervisor would have to develop an outline like these examples.
The primary reason for reviewing these samples has been to show that classroom-training can, and must, be followed by related TOL experiences.

B. Assessing the Appropriateness of OJT and TOL Experiences (15 minutes)

1. Introduce the next resource by proving a rationale for using a tool to assess Transfer of Learning activities developed by oneself or when considering the use of OJT activities that were developed by someone else.

In addition to using an outline to guide your development of transfer of learning activities and all OJT activities, it is strongly suggested that you consider criteria to assess the appropriateness of a particular OJT or TOL activity. You need to be sure that an activity has not been developed merely to provide staff with "things to do" that will enable them to increase their general work experience. Learning will occur best when the activities are designed in consideration of specific criteria.

2. Direct attention to _Resource 20: "Assessing the Appropriateness of OJT and TOL Learning Experiences_" and explain its use.

This resource contains criteria you may want to use in assessing the appropriateness of an OJT or TOL activity. Whether you develop your own activities or are interested in using OJT activities developed by someone else, assess their value by answering the seven questions listed on this resource.

3. Review the resource by adding the following information.

- Are they designed to achieve the level of the identified competency?

The level of the desired competency should dictate the use of a particular learning format. For example, if the targeted competency level is "Awareness" or "Knowledge/Understanding", reading a case record is an appropriate format to *achieve this level. Having a worker engage in a role-play of simulation would not be necessary.*

- Do they provide the worker with an opportunity to perform the kind of behavior and activities implied by the objectives?

  Objectives "drive" the methods. They are statements of outcomes of the activities. They indicate what a person should either know, feel, or do as a result of engaging in the activity. Consider them as three types of learning objectives: cognitive, affective, and operative. If the learning objective is for a worker to be able to perform a skill or task (operative) a role-play, simulation, or some form of application of information would be useful OJT or TOL activities. Reading a policy or practice manual would not achieve an operative objective.

- Is the worker capable of performing them?

  To be effective the person would have to have the physical, intellectual, and emotional capacity to perform the OJT and TOL task(s). Also, the person would have to the prerequisite knowledge and skills, along with knowing how to use any essential performance tools.

- Do they consider individual learning styles?

  Remember from a previous section of this program, everyone does not have the same preferred style of learning. Some people like to learn by watching, others by listening, and others by doing. OJT and TOL activities that appeal to a person's preferred style of learning will be more effective than those that do not.

- Do they build on past experiences?

  Being able to draw upon one's past experiences facilitates the acquisition of new or refined skills. You may recall that one of the principles of adult learning is that adults bring a broad base of life experiences to serve as a ;resource for learning. Be sure to try and design OJT and TOL activities that build on one's past experiences.

- Are they interesting and do they permit the learner to obtain satisfaction from carrying out the kind of behaviors and activities required?

  We can't teach motivation. But, learning new information and skills in an appealing format can be motivating. The OJT or TOL activity must foster a continued degree of willingness to "keep at it." If the learner perceives the activity as punishing, he or she won't want to proceed with the attention required to perform it.

- Are they achievable within the available time?

OJT and TOL activities should not overwhelm the learner. Workers are challenged constantly in having to accomplish all their work tasks and this can be stressful. A learning activity should not add to one's frustration in meeting time frames.

4. Conclude this part of the program by seeking and responding to any questions participants have about the sample OJT and TOL formats or the criteria for assessing the appropriateness of them.

Footnotes for Session Three

(1) Adapted from Blome W., Wright, L., and Polowy M., Building Supervisory Skills: A Curriculum to Prepare Child Welfare Supervisors. (Washington, D.C: Child Welfare League of America, 1998). p. 240.

(2) Adapted from Blome W., Wright, L., and Polowy M., Building Supervisory Skills: A Curriculum to Prepare Child Welfare Supervisors. (Washington, D.C: Child Welfare League of America, 1998). p. 240-242 and p. 267.

(3)Adapted from Child Welfare League of America. "Child Welfare Supervisor Training Developed by Lois Abramcyzk for CWLA; unpublished.

(4) Adapted from Child Welfare League of America, OJT Training Exercises

(5) Adapted from Child Welfare League of America, OJT Training Exercises

Permission to use the above material is being sought

Session Four

Session Four

Competencies

The supervisor:

Is able to design on-the-job learning activities for staff under their supervision

Knows the ways to build an agency climate to support continued learning

Knows how to use the peer mentoring process to design and implement OJT and TOL activities

Objectives

The purpose of Session Four is to enable participants to:

1. Describe ways to prepare workers for their participation in a professional development activity;
2. Identify what a supervisor can do to support workers' learning while they are engaged in a professional development event;
3. Describe what a supervisor can do to prepare for a worker's return from participation in a professional development event;
4. Select any of the four domains of OJT or TOL activities to assist workers with the transfer of learning from a professional development event to their jobs;
5. Develop an outline to use to guide their development of OJT or TOL activities;
6. Determine if the OJT and TOL activities that they design meet the criteria for effective TOL experiences;
7. Provide examples for the three types of OJT and TOL performance objectives;
8. Develop a TOL Plan with a worker that identifies each other's tasks related to pre and post worker participation in a professional development event;
9. Assess their degree of "supporting a learning climate";
10. Select ways to build an agency climate to support continued learning; and
11. Use the peer mentoring process to design and implement OJT and TOL activities.

Materials

1. Trainer's Guide
2. Participant Resource Book
3. Marking Pens
4. Construction paper (one for each participant)
5. Blank paper and pens/pencils for participants' use
6. Easel pad
7. Easel
8. Masking tape
9. Refreshments
10. Resources:

    Resource 21: *"Ensuring That Everyone Will Reap the Benefits of the Training Investment"*

    Resource 22: *"Supporting the Transfer of Learning"*

    Resource 23: *"A Potpourri of Competencies"*

    Resource 24: *"Planning and Implementing TOL and OJT Performance Objectives"*

    Resource 25: *"Systemic Changes in the Supervisory Function"*

    Resource 26: *"Ways to Build an Agency Climate to Support Continued Learning"*

    Resource 27: *"Here Today, There Tomorrow: My Role in Working with Others to Enhance the Organization's Support of a Learning Environment and a Transfer of learning Initiative"*

    Resource 28: *"A Partnership Approach to Transferring My Learning Back to the Job"*

    Resource 29: *"Evaluation"*

11. Transparencies:

Transparency Q	*"Transfer of Learning Performance Objectives"*
Transparency R	*"Competencies"*
Transparency S	*"The Social Worker is Able to Conduct Interviews with Children"*
Transparency T	*"Competency:"*
Transparency U	*"Connecting Supervisory Functions with Professional Development"*
Transparency V	*"Four Levels of Evaluation"*

Session Four

Agenda

Part I: The Transfer of Learning Process (35 minutes)

A. The Transfer of Learning Performance Objectives (10 minutes)

B. The Four Phases in the Transfer of Learning Process (10 minutes)

C. The Relationship Between the Competency, Learning Objectives and Learning Activities (15 minutes)

Part II: Designing Transfer of Learning Activities (45 minutes)

A. An Introduction to the Activity on Supporting the Transfer of Learning (5 minutes)

B. Designing Transfer of Learning and On-The-Job Activities (40 minutes)

Part III: **Building and Agency Climate to Support Continued Learning (1 hour and 5minutes, including a 15-minute break)**

A. Connecting Supervisory Functions with Professional Development (15 minutes)

B. Ways to Build an Agency Climate to Support Continued Learning (35 minutes)

Part IV: **Transferring Learning from This Program Back to the Job (25 minutes)**

A. Evaluating the Impact of Professional Development Activities (5 minutes)

B. Transferring Learning From this Program to the Agency (20 minutes)

Part V: **Closing Remarks (10 minutes)**

A. Summary of the Program (5minutes)

B. Evaluation and Closing Comments (5 minutes)

Session Four

Part I: The Transfer of Learning Process

Time: **35 minutes**

Purpose: **To encourage the use of the three types of transfer of learning performance objectives; to develop an understanding of the supervisory tasks related to the four phases in the transfer of learning process; and to illustrate the relationship between the competency, learning objectives and learning activities.**

A. The Transfer of Learning Performance Objectives (10 minutes)

1. Introduce the concept of "Transfer of Learning Performance Objectives" by describing the shortcomings of the traditional use of post-training action planning.

> *Often classroom training programs conclude with an activity in which the learners are asked to write an "action plan" that includes tasks that they would like to perform or goals they would want to accomplish as a result of their participation in the training program. Sometimes copies are made of these plans*

and, after a designated time period, they are sent to the participant as a follow-up to check on the progress toward their established goals.

The are several reasons for doing this. Some have to do with evaluating the success of the professional development program. However, the findings of whether or not a person did what he or she identified at the conclusion of the training can be interpreted in different ways. As we established very early in this program, performance is affected by many variables.

There are several shortcomings related having people write their performance objectives at the end of a professional development activity.
First, this act assumes falsely that the transfer of learning process begins after the classroom training ends. The TOL process should begin as soon as it is determined that a person will engage in a professional development activity.

Another problem with having a learner identify only what he or she would like to do is that it assumes that all it takes is a willingness to accomplish one's objective. This act neglects the importance of identifying possible obstacles and the needed supports to overcome them.
The other shortcoming of this approach is that it assumes that the responsibility for achieving the performance objectives in the action plan rests with the learner, and only the learner. This practice discounts the importance of viewing the TOL process as a partnership with others, especially the supervisor.

2. Display the Transparency Q, "*Transfer of Learning Performance Objectives*" and inform the group that there are three types of performance objectives that should be established prior to a worker's participation in a professional development program or activity. Provide examples for each type of objective. Consider using these three examples:

    #1 (participant-initiated) "*Given a Safety Plan, I will execute the plan and assure the safety of the child.*"

    #2 (supervisor-initiated for worker)"*Workers will determine the nature and extent of threats to the child's safety.*"

    #3 (supervisor-initiated for what supervisor will do)"*During case conferencing, I will ask the workers questions to make learning a conscious process and to teach self-evaluation.*"

3. Stress the importance of developing the Supervisor-initiated objectives to demonstrate a partnership and support of TOL.

B. The Four Phases in the Transfer of Learning Process (10 minutes)

1. Direct attention to the *Resource 21: "Ensuring that Everyone Will Reap the Benefits of the Training Investment*" and state that the transfer of learning process involves four main

phases. Give examples for the tasks in each of the four phases and consider adding the following comments:

> *The first phase of "**getting them ready**" includes the establishment of the three TOL/OJT performance objectives and demonstrating your support of their participation in the professional development program.*
>
> *There are three important tasks to attend to "**during the training.**" Ensuring that there are no distractions means that they will not be called or given competing tasks or assignments. If they are enrolled in a multi-day program, check in with them and try to stimulate their thinking of how they will apply what they are learning. If possible, attend some of the training. This demonstrates your belief in its importance and shows that you want to know what the are learning.*
>
> *There are five tasks associated with "**preparing for their return.**" Be aware of how the workers will know what is expected of them. Do whatever is possible to foster the application of learning. You may want to encourage workers to work with each other or to present to the rest of the unit on what was learned. Grant them permission to use what they learned and provide the essential performance tools. Start thinking about how you will support their transfer of learning. Use the three types of performance objectives to guide your planning. Decide how you will respond favorably when people perform competently. Will you do it verbally, in writing , or both? How about writing a short note to the Training Department and Administration regarding the results you have observed?*
>
> *The primary task to perform "**after they return from training**" is to arrange for their newly acquired competencies to be put into action.*
>
> *The last page of this resource lists on going activities "**to improve performance.**" Many of these tasks are important in addressing systemic barriers to TOL. For example, often staff cannot devote their full attention to learning when they are distracted by competing needs (paperwork due) and calls made to them. Later, we will examine ways to remove barriers and to create a system that supports learning.*

2. Respond to any questions or concerns the participants might raise regarding the phases in the transfer of learning process.

C. The Relationship Between the Competency, Learning Objectives and Learning Activities (15 minutes)

1. Display the Transparency R, "*Competencies*" and inform the group that you will walk them through a quick process to demonstrate how to relate learning objectives an activities to specific competencies.

In preparation for an activity in which you will have an opportunity to design a transfer of learning activity I would like to show you how the learning objectives and activities are derived from the level of a particular competency. Looking at the information on this transparency you can see that there are three competency statements. They are all written at a "skill acquisition" level because they include the action verbs of "is able" and "can." The arrow is pointing to the third competency (the social worker is able to conduct interviews with children) because this is the one that I would like your assistance in developing.

2. Display the Transparency S, "*The Social Worker is Able to Conduct Interviews with Children*" and have the group read the four objectives.

3. Ask participants to identify which one(s) would be more relevant to TOL and OJT.

4. Acknowledge their responses and ensure that they understand that the last two are more suitable for OJT.

   Workers could learn about when interviews with children are used and the methods that can help the child feel comfortable during an interview by reading related material or through their participation in a classroom- training program. However the last two objectives are more likely to be achieved through structured TOL or OJT activities. The verbs "applies" and "demonstrates" indicate that these objectives are to be met outside the classroom with children. That is, of course, assuming that no children are being brought into the training program so that these skills can be used with them.

5. Display the Transparency T, "*Competency:*" and review the first two parts (Possible Learning Objectives and OJT Objective), keeping the last part covered from view.

6. Ask the group to brainstorm possible TOL or OJT learning activities.

7. Acknowledge their ideas and then show the group the four listed under the bottom part of the transparency.

8. Remind the group of the four domains that were listed on a previous resource and connect the four learning activities to them.

9. Conclude this part of the program by responding to any questions participants have about this process.

Session Four

Part II: Designing Transfer of Learning Activities

Time: **45 minutes**

Purpose: **To develop the participants' capacity to design transfer of learning and on-the-job training activities; and to provide a framework for implementing them.**

A. An Introduction to the Activity on Supporting the Transfer of Learning (5 minutes)

1. Direct attention to *Resource 22: "Supporting the Transfer of Learning*" and describe its purpose.

   This resource can be used to provide a structure for outlining a TOL activity. It requires less information than the resource we reviewed earlier that illustrated how to construct an OJT or TOL Guide. It is being introduced here to serve as a worksheet for an activity.

   In a few minutes I will direct your attention to the next resource that lists a number of competencies. You will be asked to select one competency and you will write the competency statement on the top portion of this resource. Then, you will have an opportunity to create a few classroom learning objectives that you think might be addressed in that setting.

   The next step is for you to create a few OJT or TOL Objectives that you think would be appropriate given the competency you selected.

   The last task you will need to accomplish is to create an TOL Learning Activity that would help the learner achieve the TOL Objective.

2. Suggest that this resource could be used to outline a transfer of learning activity to support existing classroom training.

B. Designing Transfer of Learning and On-The-Job Activities (40 minutes)

NOTE: You may want to use competencies that relate to specific job functions in your organization. If so, substitute them for the ones listed on the following resource.

1. Direct attention to *Resource 23: "A Potpourri of Competencies*" and describe its use.

This resource has four groups of competencies that relate to their respective job functions. In a minute I will ask that you work with a partner and select one of these competencies. Then, design a TOL activity using Resource 22, the previous resource, to record your ideas. If none of these competencies are familiar nor relate to the knowledge and skills needed by staff you supervise, you can develop another competency statement to address.

2. Conduct an activity.

   - Request that participants select a partner to work together during this activity.
   - Review the instructions again, as written above.
   - Tell the group to decide on who will report to the lager group after they have completed the activity.
   - State that they will have 20 minutes to complete their work.
   - Inform participants when 2 minutes remain, and call time as it expires.

3. Ask for several volunteers to share what they developed as teams.

4. Ask the group, in general, to identify any challenges they faced in completing this assignment.

5. Acknowledge their disclosures, thank them for sharing their ideas and experiences in developing the TOL activities, and let them know that they will have an opportunity to work with a peer mentor after this two-day program has been completed.

   Thanks for sharing your ideas and experiences. I want to remind you that, as was stated at the onset of this program, you will have an opportunity to transfer your own learning from this program back to your job sites. One of the last activities of this two-day program involves your development of a TOL Plan. You will be encouraged to identify a partner or peer mentor with whom you can work. When we meet again on the third, and final, day of this program, you will be asked to report to the large group on your experiences with your TOL Activities.

6. Direct attention to <u>*Resource 24: "Planning and Implementing TOL Performance Objectives*</u>" and describe its use.

   You might want to consider using this tool to document the agreement made between workers and yourselves. It is structured according to both job functions and provides a place to record what each of you will do before and after the worker participates in a professional development program.

In looking at the "Worker's Plan" that is to be completed before he or she participates in the program, you will see that the statements are intended to focus the worker on reflecting on the need for this program, its anticipated impact, how to prepare for participation and on establishing a participant-initiated performance objective. The "After the Training" section should be used as an action plan. Note that there is an acknowledgement that the worker may face barriers and a place for the person to identify supports and resources needed to assist him or her in transferring learning.

The "Supervisor's Plan" section provides places to record supervisor-initiated performance objectives for the worker and supervisor-initiated performance objectives for the supervisor.

7. Conclude this part of the program by responding to any questions or concerns participants may express about designing TOL activities.

Session Four

Part III: Building an Agency Climate to Support Continued Learning

Time: **1 hour and 5 minutes, including a 15-minute break**

Purpose: **To increase awareness of possible systemic changes in the supervisory function related to professional development; to examine ways to build an agency climate to support continued learning; and to provide an opportunity to assess the organizational culture relative to supporting the transfer of learning.**

A. Connecting Supervisory Functions with Professional Development (15 minutes)

1. Introduce the notion of "systemic changes in the supervisory function."

We have covered a lot of information related to your role in promoting workers' professional development. Perhaps, some of the tasks we identified related to

TOL, OJT, and supporting staff's ongoing professional development, in general, may require a slight shift in your supervisory practice.

Therefore, let's take a few minutes to examine three beliefs related to the connection between supervisory functions and professional development and examine how we could meet potential challenges that could arise in response to any changes in our supervisory functions.

2. Display the Transparency U, "*Connecting Supervisory Functions with Professional Development*" and explain that these three beliefs serve as the framework for an activity in which they will participate.

3. Direct attention to the *Resource 25: "Systemic Changes in the Supervisory Function*" and describe it briefly.

   This resource lists three major statements that reflect the belief statements shown on the transparency. Under each statement you will see that a change might be in order if your supervisory practice (written in italicized print) is different from the practice conveyed in the bold print. Following the practice statements, you can see that there are spaces to list your ideas for how your practice might change and what help you may need to implement changes.

4. Suggest that participants consider this resource as one tool they could use as part of their own transfer of learning plan.

   In a little, while we will focus on two resources that will serve as recording tools for transferring the learning you gained through your participation in this program back to your job sites. You may want to refer back to Resource 25: "Systemic Changes in the Supervisory Function" and think about using it to guide your discussions with fellow supervisors in your organization.

5. Seek, and respond to, any questions participants have regarding the use of this resource.

B. Ways to Build an Agency Climate to Support Continued Learning (35 minutes)

1. Direct attention to the *Resource 26: "Ways To Build An Agency Climate To Support Continued Learning*" and review each suggestion listed on it.

   We have just discussed the possible need for changes to occur at the supervisory level in order to realize desired outcomes of a system that supports continued learning and professional development. However, systemic support must exist in order to realize these outcomes. If this support is not evident, you may need to consider ways to help build an agency climate that does support continued learning.

At the onset of this program we identified the four areas of supervision that relate to promoting the transfer of learning. This resource lists ways to build the desired agency climate and include tasks related to the administrative, educative, supportive, and leadership areas.

Note the importance of supervisors encouraging staff to work together on TOL activities as indicated by the #6, #7, #8, and #9 suggestions.

Also, look at the suggestions that have implications for managerial staff. They are indicated by the #17, #19, #20 #21, and #23 suggestions.

2. Conduct a small group activity.

   - Ask participants to form small groups with no more than five people per group.
   - Inform the groups that you would like them to review the suggestions listed on <u>Resource 26: "Ways To Build An Agency Climate To Support Continued Learning</u>" for a few minutes.
   - State that after they have looked at the list, they should select one that they think they would be able, willing, and ready to have established in their agencies within the next three months.
   - Ask participants to identify their personal strengths and organizational strengths that could be used to implement these expectations.
   - Request that they share their thoughts with other members of their respective groups and tell them that they will have 15 minutes to do so.
   - Call time as it expires.

3. Ask for several people to share their "plans" with the large group.

4. Acknowledge their willingness to share their ideas and inform them that they can use the information they discussed in developing their own transfer of learning plans at the conclusion of this session.

Session Four

Part IV: Transferring Learning from This Program Back to the Job

Time: **25 minutes**

Purpose: **To increase the possibility that the learning gained through participation in this program will be transferred back to the participant's organization.**

A. Evaluating the Impact of Professional Development Activities (5 minutes)

1. Introduce the concept of evaluation as a means to stimulate participants' thinking about assessing the impact of their participation on their work and the agency's organizational culture relative to supporting the transfer of learning.

   The primary purpose of this program and the administration of other related programs such as the Leadership Seminar on the Transfer of Learning is to create an agency climate that supports the transfer of learning and continued professional development. It is not only important that you, hopefully, liked and learned something by participating in this program. It is critical that you apply what you learned and that this transfer of learning results in an improved capacity of your organization to support the transfer of learning. Let's look briefly at four levels of evaluation.

2. Display the Transparency V, *"Four Levels of Evaluation*" and explain each level, giving examples of the types of evaluation tools used to obtain information at these levels.

   The framework used to assess the training programs' effectiveness originates with Donald Kirkpatrick's four-level model that focuses on measuring:

   Level 1: Reaction — *Did the participants like the program? Did they like the content, the trainers, the process and the overall atmosphere of the training?*

   This information is generally obtained by having participants complete a feedback form at the close of the program.

   Level 2: Learning — *Did they understand the content, and do they know how to use the skills and knowledge presented in the program?*

   This information can be acquired by comparing pre and post cognitive learning or by having people rate their degree of learning and writing what they think they learned.

Level 3: Behavior — *How well are the participants applying what they learned in the program to their jobs?*

This information can be gathered by conducting a follow-up survey to assess participants' progress in meeting the performance objectives that they established for themselves when they developed their action plans.

Level 4: Results — *What is the impact of the program on achieving the agency's mission?*

This information has to be collected as part of a follow-up assessment. Outcome indicators would need to identified.

3. Inform participants that they will complete a level one and level two-evaluation form at the close of this session and that the next two resources can be used to obtain information related to levels three and four.

4. Recommend that participants confer with their organization's professional development personnel to ensure that evaluation tools and processes are developed to assess levels three and four for all their training programs.

5. State that the information obtained from levels 3 and 4 can identify barriers to the transfer of learning.

B. Transferring Learning From this Program to the Agency (20 minutes)

1. Inform participants that they will have an opportunity to transfer learning gained from this program back to their organizations.

2. Direct attention to the *Resource 27: "Here Today, There Tomorrow: My Role in Working with Others to Enhance the Organization's Support of a Learning Environment and a Transfer of Learning Initiative*" and review it briefly.

3. Ask participants to begin to complete this form. Tell them that they will have 10 minutes to do so, and that they should complete it entirely within a couple of workdays.

   NOTE: Remind the group of some of the topics and resources covered during this program such as: the supervisor-initiated objective for activities the supervisors will perform; the barriers to TOL; systemic changes in the supervisory function; ways to build an agency climate to support continued learning, etc.

4. Ask for some volunteers to share their partially completed plans with the entire group.

5. Thank the volunteers for sharing their ideas and state that this resource should be used as their personal TOL contract.

6. Direct attention to the *Resource 28: "A Partnership Approach to Transferring My Learning Back to the Job"* and review it briefly.

> *This resource combined with Resource 27 will constitute your Transfer of Learning Plan. Take the time needed to complete it and return it to the person listed on this easel pad page by the date listed below the address.*

NOTE: Be sure to write the name and address (both postal and e-mail) of the person to whom this completed resource should be returned on the easel pad page. Also, determine ahead of time when you would like to have these plans returned. This deadline should be determined by the amount of time scheduled between this two-day program and the follow-up event.

> *Please keep a copy of it. You can use the information to guide the work you will do between now and the next time we meet. When we reconvene for our follow-up session, we will have copies of each plan available for all participants.*

7. Discuss the process for selecting and working with peer mentors to complete the TOL activity.

> *You are encouraged to use the "parallel process" in accomplishing your TOL Plans. What this means is that not only should we promote the idea of staff working together to accomplish their TOL and OJT goals, supervisors can work together also. As you recall from looking at the suggestions listed on Resource 26: "Ways To Build An Agency Climate To Support Continued Learning there are four suggestions (#6, #7, #8, and #9) related to staff working together.*
>
> *It is hoped that through a peer mentoring approach you will find support, share ideas, and contribute to each other's professional development.*

NOTE: Be prepared to describe a reasonable and doable plan for having participants work together on the development and implementation of their TOL Plans.
Share the information that you have regarding time frames, how to contact others and yourself, etc. Distribute a list of participants and their "contact information."

8. Explain the intended agenda for the follow-up session.

> *When we return for our follow-up session on______ you will have an opportunity to describe your progress in transferring what you learned during this program back to you job sites. If you choose to work with another member of this group as a "peer mentor" the two of you can share the presentation. Each participant will have copies of your TOL Plans.*

Session Four

Part V: Closing Remarks

Time: **10 minutes**

Purpose: **To end this professional development program.**

A. Summary of the Program (5minutes)

1. Ask participants to identify the most important points they learned in this program.

   We covered a lot of information and you worked very hard during the time we were together. Can anyone identify something they found especially interesting or helpful to your role in promoting the transfer of learning and creating an environment that supports continued professional development?

2. Acknowledge their responses and thank them for sharing them.

B. Evaluation and Closing Comments (5 minutes)

1. Direct attention to the *Resource 29: "Evaluation*" and request that participants complete it.

   NOTE: Use the required tool used by your organization to evaluate professional development events.

2. Seek and respond to any questions that participants raise.

3. Thank the group for demonstrating a commitment to learn how they can support the TOL initiative.

4. Say good-bye and share your enthusiasm for getting back together during the follow-up session.

Follow-up Session

Follow-up Session

Competency

Knows how to use the peer mentoring process to design and implement OJT and TOL activities

Objectives

The purpose of this Follow-up Session is to enable participants to:

1. Select any of the four domains of OJT or TOL activities to assist workers with the transfer of learning from a professional development event to their jobs;
2. Develop an outline to use to guide their development of OJT or TOL activities;
3. Determine if the OJT and TOL activities that they design meet the criteria for effective TOL experiences;
4. Provide examples for the three types of OJT and TOL performance objectives;
5. Develop a TOL Plan with a worker that identifies each other's tasks related to pre and post worker participation in a professional development event;
6. Assess their degree of "supporting a learning climate";
7. Select ways to build an agency climate to support continued learning; and
8. Use the peer mentoring process to design and implement OJT and TOL activities.

Materials

1. Trainer's Guide
2. Participant Resource Book
3. Marking Pens
4. Construction paper (one for each participant)
5. Blank paper and pens/pencils for participants' use
6. Easel pad
7. Easel
8. Masking tape
9. Refreshments
10. Resources:

    Ensure that, at least, three copies of the Participant Resource Books (from the two-day program) are available. Participants may want to refer to specific resources as they make their presentations.

    Enough copies of each participant's (or partnering team) completed Resource 28: "A Partnership Approach to Transferring My Learning Back to the Job"

    Resource 29: "Evaluation" (adapted to obtain feedback regarding the use of the TOL activity and follow-up session)

11. Transparencies:

Transparency Q	*"Transfer of Learning Performance Objectives"*
Transparency V	*"Four Levels of Evaluation"*

Follow-up Session

Agenda

A. **Welcome and Outline of the Agenda (10 minutes)**

B. **Participant Presentations and Discussion of Them (15-20 minutes per presentation and 5-10 minutes per group response)**

C. **Conclusion of Program (20 minutes)**

Follow-up Session

Time: **The amount of time will vary depending upon the number of presentations that will be made by participants. Allow 15-20 minutes per presentation, followed by group responses and questions.**

Purpose: **To provide an opportunity for participants to share their experiences in transferring their own learning to their job sites.**

A. Welcome and Outline of the Agenda (10 minutes)

1. Welcome back participants. Thank the group for taking the time to participate in this session. Share your enthusiasm for wanting to hear about their experiences in transferring their learning back to the job sites.

2. Explain that each participant, or partnering team, will have 15 to 20 minutes to describe their TOL Plan and their progress toward implementing it. Tell the group that they will have an opportunity to comment and ask questions about the implementation of the plans.

B. Participant Presentations and Discussion of Them (15-20 minutes per presentation and 5-10 minutes per group response)

1. Ask for volunteers to begin the process of sharing their work.

2. Distribute copies of each participant's completed TOL Plan *(Resource 28: "A Partnership Approach to Transferring My Learning Back to the Job") before the presentation.*

3. Facilitate the delivery and discussion of each participant presentation and group reaction.

C. Conclusion of Program (20 minutes)

1. Thank the participants for their involvement in this program.

2. Seek, and respond to, questions or concerns participants have about the overall TOL professional development program.

3. Encourage participants to stay in touch with each other beyond this program in order to capitalize on the peer mentorship relationships they have established.

4. Say good-bye.

Developing the Supervisor's Capacity to Assist Staff in Transforming Learning Into Practice

Participant Resources

Resource 1: "Competencies and Objectives."

Resource 2: "Activities I Perform"

Resource 3: "Four Major Supervisory Roles"

Resource 4: "How My Activities Major Supervisory Roles"

Resource 5: "Standards of Practice For Educational Supervision"

Resource 6: "A Process for Developing and Implementing a Competency-Based, Performance-Driven Professional Development System"

Resource 7: "Performance Tools"

Resource 8: "By Various Estimates..."

Resource 9: "The Areas Most in Need of Improvement Regarding the Transfer of Learning"

Resource 10: "Five Possible Supervisory Responses to Staff Development Activities"

Resource 11: "Checking Our Understanding of Adult Learning"

Resource12: "Adult Learning: Principles To Practice"

Resource 13: "The Pursuit Of Learning, Life Experiences, Challenges, And Rewards"

Resource 14: "Learning Style Inventory"

Resource 15: "Learning Style Characteristics"

Resource 16: "Planning TOL Learning Activities That Are Based on a Worker's Preferred Style of Learning"

Resource 17: "Understanding and Addressing Generational Characteristics in the Learning Environment"

Resource 18: "Sample OJT Formats & Transfer of Learning Activities"

Resource 19: "Proposed Organization of an OJT/TOL Guide"

Resource 20: "Assessing the Appropriateness of OJT and TOL Learning Experiences"

Resource 21: "Ensuring That Everyone Will Reap the Benefits of the Training Investment"

Resource 22: "Supporting the Transfer of Learning"

Resource 23: "A Potpourri of Competencies"

Resource 24: "Planning and Implementing TOL and OJT Performance Objectives"

Resource 25: "Systemic Changes in the Supervisory Function"

Resource 26: "Ways to Build an Agency Climate to Support Continued Learning"

Resource 27: "Here Today, There Tomorrow: My Role in Working with Others to Enhance the Organization's Support of a Learning Environment and a Transfer of learning Initiative"

Resource 28: "A Partnership Approach to Transferring My Learning Back to the Job"

Resource 29: "Evaluation"

Resource 1

Competencies and Objectives

Competencies

The supervisor:

Knows the four areas of supervision that relate to the Transfer of Learning (TOL);

Understands the process for developing a competency-based, performance-driven staff development system

Knows the factors affecting a worker's performance

Is aware of the variety of performance improvement tools that can be used to enhance staff competency

Can apply principles of adult learning to educational supervision and the transfer of learning

Knows how to promote staff independence

Knows how to accommodate different worker learning styles

Understands the various learning formats available to assist staff with the transfer of learning

support is able to design on-the-job learning activities for staff under their supervision

Knows the ways to build an agency climate to continued learning

Knows how to use the peer mentoring process to design and implement OJT and TOL activities

Objectives:

Through their participation in this professional development program, participants will be enabled to:

2. Get acquainted with the facilitator(s) and each other;

2. Describe the relationship between this two-day program and any other related initiatives or professional development activities that promote and support an organizational culture that supports the transfer of learning and a "learning environment."

3. Describe the four areas of supervision, which relate to the Transfer of Learning (TOL);

4. Describe the standards of practice for educational supervision;

5. Examine the components of educational supervision;

6. Develop a working knowledge of a competency-based, performance-driven staff development system;

7. Assess factors affecting a person's performance;

8. Describe the use of Human Performance Technology (HPT) in a human services agency;

9. Select performance improvement tools to enhance staff competency;

10. Identify barriers to the transfer of learning;

11. Describe the areas most in need of improvement regarding the transfer of learning;

12. Explain the five possible supervisory responses to staff development activities;

13. Apply principles of adult learning to educational supervision and the transfer of learning;

14. Apply their understanding of individual learning styles to on-the-job activities;

15. List tips for facilitating learning on behalf of four different generations in the workforce;

16. Identify ways to teach for staff independence;

16. List the four domains of OJT and TOL activities;

17. Describe an outline for developing OJT and TOL activities;

18. Identify the criteria to assess the appropriateness of a particular OJT and TOL activity;

19. Describe ways to prepare workers for their participation in a professional development activity;

20. Identify what a supervisor can do to support workers' learning while they are engaged in a professional development event;

21. Describe what a supervisor can do to prepare for a worker's return from participation in a professional development event;

22. Select any of the four domains of OJT or TOL activities to assist workers with the transfer of learning from a professional development event to their jobs;

23. Develop an outline to use to guide their development of OJT or TOL activities;

24. Determine if the OJT and TOL activities that they design meet the criteria for effective TOL experiences;

25. Provide examples for the three types of OJT and TOL performance objectives;

26. Develop a TOL Plan with a worker that identifies each other's tasks related to pre and post worker participation in a professional development event;

27. Assess their degree of "supporting a learning climate";

28. Select ways to build an agency climate to support continued learning; and

29. Use the peer mentoring process to design and implement OJT and TOL activities.

Resource 2

☺ Activities I Perform ☺

10 activities I perform as a supervisor include:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

FOUR MAJOR SUPERVISORY ROLES

Administrative

Purpose: To implement the agency's objectives and to ensure that tasks performed by staff meet the organization's standards and that the agency's programs, mandates and policies are translated in quality services.

Activities:

- ✓ evaluating worker performance
- ✓ insisting on full completion of assessments, service plans, tracking tools, and other required forms
- ✓ monitoring process and progress toward meeting case objectives
- ✓ participating in program planning activities
- ✓ scheduling and assigning activities
- ✓ establishing time management expectations

Educative

Purpose: To help staff learn what they need to know to carry out their jobs.

Activities:

- ✓ orienting new workers
- ✓ assessing the learning needs and preferred learning styles of staff
- ✓ building on the existing knowledge and skill base of the workers
- ✓ applying an understanding of adult learning principles and individual learning styles to the teaching/mentoring process
- ✓ developing learning plans with staff
- ✓ promoting independence
- ✓ conducting regular individual and group conferences

- ✓ preparing staff for participation in training programs
- ✓ helping staff transfer learning from the training program to the job

Supportive

Purpose: To provide a psychological and physical environment that enables workers to use their energies efficiently and effectively in contributing to the agency's productivity.

Activities:

- ✓ motivating staff
- ✓ helping staff manage tension and handle conflict
- ✓ promoting cultural and self awareness
- ✓ conveying an understanding of the challenges faced by staff
- ✓ supporting the worker's process in ethical decision making
- ✓ validating the worker's attempts to use new skills

Leadership

Purpose: To provide a vision of the agency's mission to staff and to foster an atmosphere of responsibility and teamwork.

Activities:

- ✓ participating in advocacy activities
- ✓ establishing an effective relationship with staff and administrators
- ✓ creating an effective team with workers and among other agencies
- ✓ advocating for clients and staff
- ✓ influencing community involvement

Resource 4

HOW MY ACTIVITIES RELATE TO THE FOUR MAJOR SUPERVISORY ROLES

Refer to the list you compiled earlier when asked to identify the activities you perform as a supervisor.

Enter the **number** of each activity under the role to which it belongs.

Administrative	**Educative**	**Supportive**	**Leadership**
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________

STANDARDS OF PRACTICE FOR EDUCATIONAL SUPERVISION*

1. PROVIDE/ASSURE ORIENTATION FOR NEW STAFF.

Orientation provides information about the employee's role in the agency and the agency's role in the community. This helps to reduce the anxiety new staff experience, creates a sense of belonging to the agency, and promotes the development of staff competence.

a. Assess the knowledge, skills, and learning style of new staff.

b. Develop a plan for orientation of new staff that builds on existing agency orientation and resources in the community.

c. Promote the use of agency policy and practice manuals.

d. Set reasonable goals and provide clear expectations for new workers.

2. PROMOTE TRANSFER AND INTEGRATION OF KNOWLEDGE AND SKILLS PROVIDED BY AGENCY PROFESSIONAL DEVELOPMENT ACTIVITIES.

Supervisors play a critical role in assuring transfer of learning by helping workers apply what was learned through their participation in classroom training and other professional development activities directly to on the job experiences.

a. Familiarize self with the content and process of staff professional development activities.

b. Model a positive attitude toward professional development.

c. Design learning situations that will assist staff in integrating the training content and practice.

3. ASSESS LEARNING NEEDS OF STAFF AND DEVELOP A PROFESSIONAL DEVELOPMENT PLAN.

a. Conduct ongoing assessments with staff to identify their strengths and needs.

b. Examine alternatives with staff to meet their developmental and training needs.

c. Develop an individualized performance plan with staff to meet their needs.

d. Provide or arrange for ongoing professional development regarding agency policy, procedures, and practice to enhance the workers' knowledge and skills.

e. Conduct periodic reviews of the plan with staff and make adjustments as needed.

4. ENCOURAGE PERSONAL AND PROFESSIONAL GROWTH AND ADVANCEMENT.

Personal and professional growth helps staff achieve a sense of accomplishment and esteem that affects performance positively.

a. Establish a climate that promotes excellence and learning.

b. Encourage staff to evaluate and achieve their personal and professional goals.

c. Promote independence and autonomy in practice.

d. Assist staff in finding educational opportunities.

Adapted from *Standards for Supervision in Child Welfare.* Co: Department of Human Services and Me: National Child Welfare Resource Center for Management and Supervision and from *Standards for Child Welfare Practice.* LA: Louisiana Office of Community Services

Resource 6

A Process for Developing and Implementing a Competency-Based, Performance–Driven Professional Development System

1. Determine Who Participates in Related Professional Development Activities

- Identify the level of competency to be achieved for each job function.

2. Define the Mission of the Job

- Define the outcomes that result from this job.
- Describe how these outcomes contribute to the goals of the organization.
- Identify the job tasks that must be performed to achieve the desired outcomes.
- Conduct a prescriptive task analysis.

3. Define Performance Standards for Each Major Outcome

- Develop performance expectations and behavioral indicators.

4. Develop Competency Statements Based on the Knowledge and Skills Needed to Perform the Job Tasks Successfully

- Arrange competencies in sequence according to **when** they need to be learned.
- Organize competencies by **levels of depth** of knowledge/skills involved.

5. Identify Known Barriers to Achieving Performance Standards

- Assess what has prevented people from achieving the standards in the past.
- Determine critical barriers to overcome for greatest performance improvement.

6. Determine Which Barriers Will Best be Overcome by Professional Development Activities

- Identify **specific activities** that will best overcome barriers to performance.

- Identify non-training responses to performance barriers.

7. Use the Total Compilation of Competencies as the Framework for Designing the Professional Development System

- Use them as the assessment criteria for developing an Individual Learning Needs Assessment Tool (ILNA) or a Family Development Plan (FDP).

- Use them as the basis for designing and/or choosing appropriate performance tools (including curricula and professional development activities).

8. Select, Modify, and/or Design Performance Tools, Classroom Training and Other Professional Development Activities

- Develop content to address the knowledge and skills identified in the competency statements.

- Design learning methodologies considerate of adult learning principles and individual preferred learning styles.

9. Construct, and Begin to Implement, a Plan for the Transfer of Learning

- Secure Administrative support.

- Define roles and responsibilities.

- Seek a "critical mass".

10. Recruit, Prepare, and Approve "Performance Technologists"

- Establish performance criteria for classroom trainers, job coaches, and mentors.

- Prepare, assess, and approve (certify) them to implement the professional development activities.

11. Design a Professional Development Plan

- Conduct Individual Learning Needs Assessments with designated personnel to identify learning needs and other factors affecting their performance.

- Use the information gained from the assessment to identify the system's most important professional development needs.

- Schedule classroom training.
- Design other professional development activities to address learning needs.
- Distribute calendar of professional development activities planned for all job functions.

12. Implement Professional Development Activities

- Deliver classroom training.
- Conduct other professional development activities.

13. Implement Transfer of Learning Activities

- Promote the transfer of learning through the educative, supportive, administrative, and leadership supervisory functions.

14. Evaluate the Effectiveness of the Professional Development Activities

- Obtain participants' reactions.
- Test participants to assess increase in learning.
- Identify application of learning to job activities.
- Assess the impact of the application of knowledge and skills and job performance on achieving the agency's outcomes.
- Use evaluation data to maintain or modify professional development activities.

Resource 7

ϒ Performance Tools ϒ

1. Appraisal System
2. Career Development
3. Coaching
4. Culture Change
5. Compensation
6. Consequences
7. Documentation
8. Environment
9. Feedback
10. Health/Wellness
11. Information/Information Systems
12. Job Aids
13. Job/Workplace Design
14. Leadership
15. Organizational Structure
16. Permission or Authority to Perform
17. Staffing
18. Supervision
19. Team-Building
20. Training

By various estimates more than 80% of critical job-related <u>learning</u> happens <u>on the job</u>.

Based on the ADDIE Group research, the 3 greatest *barriers* to transfer of learning are:

- Non-supportive organizational climate
- Lack of reinforcement on the job
- Interference from the immediate work environment

The Areas Most in Need of Improvement Regarding the Transfer of Learning *

1. Learners need to discuss anticipated objectives with their manager prior to attending professional development activities.

2. Learners need to discuss progress toward achieving objectives with the manager after training.

3. Managers need to identify and remove obstacles to transfer.

4. Learners should meet with trainers to discuss post-training performance.

5. Learners should be paired together to reinforce post-training performance.

* Garavaglia, Paul. Managers as Transfer Agents. *Performance Improvement*, vol.37, p.15, March 1998

Resource 10

FIVE POSSIBLE SUPERVISORY RESPONSES TO STAFF DEVELOPMENT ACTIVITES

1. **Preventing**

   Supervisor does not allow staff to use new knowledge and skills.

2. **Discouraging**

   Supervisor does not encourage new training behaviors.

3. **Neutral**

   Supervisor does not acknowledge training program and has no objection to new behaviors as long as the job gets done.

4. **Encouraging**

   Supervisor encourages the staff member to learn and apply new knowledge and skills on the job. Prior to the training program, the supervisor has discussed the program with staff and how he/she can help transfer the learning.

5. **Requiring**

   Supervisor knows what the staff member learns and makes sure that the learning transfers to the job.

✓ CHECKING OUR UNDERSTANDING OF ADULT LEARNING *

True False

____ ____ 1. Adults have shorter attention spans than younger learners.

____ ____ 2. Most adults prefer to learn about theories and concepts that allow them to "see the big picture" rather than direct applications to specific topics.

____ ____ 3. Adults need more time to perform learning activities than youths.

____ ____ 4. Adults are more sensitive to learning failure than youths.

____ ____ 5. Adults who have been recently promoted or appointed to a new work position are not as receptive to training as other professionals.

____ ____ 6. It's usually a great idea to relate the material you're presenting to an adult's past learning experiences in high school or college.

____ ____ 7. In the adult learning environment, instructors should ask to be called by their first names and should use the first names of participants <u>whenever possible</u>.

____ ____ 8. Adults tend to be more comfortable when the training design is guided by the presenter's expertise and authority, requiring participants to be more dependent on the presenter for direction and achievement of the program's objectives.

ADULT LEARNING: PRINCIPLES TO PRACTICE

1. Adults bring a broad base of life experiences to serve as a resource for learning.

2. Adults have a deep psychological need to be self-directing.

3. Adults tend to have a problem-centered orientation toward learning rather than a subject-centered approach and want learning to be practical, rather than theoretical.

4. People learn by doing.

5. Adults learn better when anxiety is moderately low.

6. Adults learn best when they build on their existing level of knowledge and skills.

7. Adults retain concepts better than facts and statistics.

8. Adult learning proceeds in an uneven course.

9. People learn better from someone they like.

10. People learn best when they have a clear understanding of the desired outcome(s) of the educational activities in which they are participating and when they know what is expected of them.

11. Learning is most effective when it is a conscious process.

WAYS to APPLY ADULT LEARNING PRINCIPLES in EDUCATIVE SUPERVISION

(Example)

ADULT LEARNING PRINCIPLE:

1. Adults bring a broad base of life experiences to serve as a resource for learning.

A. To Develop and Support New Workers I Will

Ask about their past experiences (in dealing with loss, change, crises, etc.)

B. To Develop and Support Veteran Workers I Will

Remind them of their successes with past clients as they helped them deal with (loss, change, etc.)

ADULT LEARNING PRINCIPLE:

A. To Develop and Support New Workers I Will

B. To Develop and support Veteran Workers I will

THE PURSUIT OF LEARNING: LIFE EXPERIENCES, CHALLENGES, AND REWARDS

⇒ Everyone enters a learning situation with a lifetime of experience, regardless of age.

⇒ The lifetime experiences of each learner are different from those of others.

⇒ Lifetime experiences include the ability to perform many skills, misconceptions, biases, and preferences.

⇒ People who are consciously trying to learn something new are vulnerable.

⇒ All learners tend to avoid the things that cause them pain or embarrassment.

⇒ All learners feel good about themselves when their learning is recognized or when something good happens to them as a result of their learning progress and successes.

* Adapted from R. Mager, What Every Manager Should Know About Training, 1992

Learning-Style Inventory

1. When I learn:	___ I like to deal with my feelings.	___ I like to watch and listen.	___ I like to think about ideas.	___ I like to be doing things.
2. I learn best when:	___ I trust my hunches and feelings.	___ I listen and watch carefully.	___ I rely on logical thinking.	___ I work hard to get things done.
3. When I am learning:	___ I have strong feelings and reactions.	___ I am quiet and reserved.	___ I tend to reason things out.	___ I am responsible about things.
4. I learn by:	___ feeling.	___ watching.	___ thinking.	___ doing.
5. When I learn:	___ I am open to new experiences.	___ I look at all sides of issues.	___ I like to analyze things, break them down into their parts.	___ I like to try things out.
6. When I am learning:	___ I am an intuitive person.	___ I am an observing person.	___ I am a logical person.	___ I am an active person.
7. I learn best from:	___ personal relationships.	___ observation.	___ rational theories.	___ a chance to try out and practice.
8. When I learn:	___ I feel personally involved in things.	___ I take my time before acting.	___ I like ideas and theories.	___ I like to see results from my work.
9. I learn best when:	___ I rely on my feelings.	___ I rely on my observations.	___ I rely on my ideas.	___ I can try things out for myself.
10. When I am learning:	___ I am an accepting person.	___ I am a reserved person.	___ I am a rational person.	___ I am a responsible person.
11. When I learn:	___ I get involved.	___ I like to observe.	___ I evaluate things.	___ I like to be active.
12. I learn best when:	___ I am receptive and open-minded.	___ I am careful.	___ I analyze ideas.	___ I am practical.

TOTAL the scores from each column:	☐ Column 1 CE	☐ Column 2 RO	☐ Column 3 AC	☐ Column 4 AE

LEARNING STYLE CHARACTERISTICS*

People tend to prefer one learning style. Note your score in the appropriate box. Does the row with the highest score sound like your learning style?

SCORES	LEARNING STYLE	APPROACH TO LEARNING	RELYING HEAVILY ON	LEARN BEST FROM
	CE (Concrete Experience)	__ receptive __ experience-based	__ judgment based on feelings	__ specific examples __ involvement __ discussions
	RO (Reflective Observation)	__ tentative __ impartial __ reflective	__ observation	__ impartial observation
	AC (Abstract Conceptualization)	__ analytical __ conceptual	__ logical thinking __ rational evaluation	__ direction from authority __ theory presentations __ impersonal learning situations
	AE (Active Experimentation)	__ active __ doing	__ experimenting	__ projects __ homework __ discussions

* D. Kolb, I. Ruben, & J. McIntyre, Organizational Psychology (4th ed.) (Englewood Cliffs, NJ: Prentice-Hall, 1984).

Planning TOL Learning Activities That Are Based on a Worker's Preferred Style of Learning

Identify a relatively new agency policy or procedure that workers have been informed about during an orientation program, or as part of any agency professional development activity. After you have identified it, work with your colleagues to devise a plan for what you would do to help workers apply what they learned from reading or hearing about this policy to their job tasks. Brainstorm ways you could use what you know about the four learning styles to structure a learning opportunity for your workers.

Identify what you would do if your workers are a mix of learning preferences. Be as specific as you can so that you end up with a plan that you could use as the basis for teaching something relevant in your agency.

1. To help **CE** learners I might:

2. To help **RO** learners I might:

3. To help **AC** learners I might:

4. To help **AE** learners I might:

5. Assuming my staff includes a mixture of all learning styles, I could best present the policy and practice changes by emphasizing:

6. Knowing that I will have to follow up, I might reinforce the policy and practice changes by:

Understanding and Addressing Generational Characteristics in the Learning Environment

*

Please be advised of potential overgeneralizations. A person's age, like, gender, race, ethnicity, and ability, is just one factor to consider in a learning environment. Members of the same generation are no more "all alike" than are members of the same race or sex.

Veterans (1922 to 1943)

Characteristics:

* Are classic "keepers of the grail", an irreplaceable repository of lore and wisdom
* Prefer a learning environment that is stable, orderly and risk-free
* Tend to be conformers
* Appreciate consistency, logic, and discipline
* Prefer content to be anchored in precedent or related to a tried-and-true practice
* Prefer facilitators with a conservative style who establish ground rules early
* Tend to dislike too much familiarity and overly casual dress and speech
* Are respectful of authority and will likely view their facilitator as such
* Are least likely of all learners to take you on face to face if they disagree with you
* Are motivated to learn when the professional development program is tied to the overall good of the organization, its mission, and long-term objectives
* Are turned off by anecdotes, examples and stories that are "too personal"

Professional Development Tools that Suit Them:

- Materials that are organized in summary form (think *Reader's Digest* and Executive Book Summaries)
- Activities that are the straightforward presentation of information
- Opportunities to build skills privately
- A traditional "training room", set classroom-style

Tips for Facilitating their Learning:

* Don't rush things and provide an atmosphere as free of stress as possible.
* Establish rapport by acknowledging their background and experience.
* Ask permission to coach and coach tactfully and with respect.
* Be careful to build rapport, especially if you are younger.
* Don't assume all Veterans are technophobes. Many older employees do fine with technology. It's just not their preferred milieu.
* Approach them respectfully during a break if you want to find out what they think of the professional development program.
* Avoid calling on your oldest learners or doing anything that might make them feel they're being put on the spot in front of their peers and younger colleagues.

<u>Boomers (1943-1960)</u>

Characteristics:

* Invented "Thank God, it's Monday!" and the 60-hour workweek
* Passionately concerned about participation in the workplace, about bringing heart and humanity to the office, and about creating a fair and level playing field for all
* Prefer an interactive and non-authoritarian learning environment
* Often have good people skills and enjoy the freedom to form relationships
* Respond well to the traditional "classroom" as long as there are opportunities for interaction, networking, and teamwork
* Have a strong need to prove their worthiness that has created a work ethic that can be dedicated, or even driven
* Have been the major market for self-help books and audiotapes for the last two decades
* Tend to be optimistic, attracted to the concept of working in teams, and are fascinated by the role of spirit in their lives, even their professional lives
* Respond best to facilitators who come across as equals
* Don't usually like the military-style directions received in childhood, and still resent shows of power
* Prefer friendly, collegial facilitators who give personal examples and share their own vulnerability
* Motivated to learn if they believe the knowledge and skills acquired will give them new ways to win-to be a star on the job

Professional Development Tools that Suit Them:

- Interactive activities (icebreakers, team activities, and discussion)
- Cringe at the very thought of the role-play
- Skill practice is crucial, though they don't like to demonstrate their shortcomings publicly
- Materials that are organized in a way that makes information readily accessible

Tips for Facilitating their Learning:

* *Watch for the Boomer with an "I know all that" chip on the shoulder. Many do, in fact, know a lot in a "textbook way." But they're often not doing it.*
* Focus on personal challenges. Boomers want to solve problems and turn things around.
* Provide them with developmental experiences such as assignments that allow them to earn kudos, while you help them develop skills.
* Approaches like Harrison Owens' open-space meetings which assume that the necessary expertise lies within the group itself and that learners should plan and implement every aspect of a professional development activity themselves are in keeping with their preference for non-authoritarian learning.

<u>Gen Xers (1961 to 1980)</u>

Characteristics:

* Not nearly attracted to "classroom interaction" as the generations before them
* Prefer a self-directed learning environment
* Have a nontraditional orientation to time and space, believing instead that as long as the job gets done, it's not important where or when it gets done
* Don't like "line of sight" managing or the facilitator who requires them to show up for days on end at precisely the same time
* Respond best to facilitators who get right into the material and demonstrate their expertise
* Are highly motivated learners, with many of them thinking of themselves as free agents
* Understand that knowledge and skills will increase their market ability
* Are motivated to learn when it's fun as they put "fun" right near the top of their list of work priorities

Professional Development Tools that Suit Them:

- Activities that give them an opportunity to sample and learn by doing
- Role-plays as they want to get involved with what they're learning, experiment with it and get feedback
- Opportunities to jump in and try something even at the cost of looking clumsy in front of others. They aren't worried about "putting their ego on the line."
- Materials with fewer words than those designed for older generations
- Attracted to pages that provide lots of visual stimulation –headlines, subheads, quotes, graphics, and lists (Take a look at magazines like *Spin* and *Fast Company* as examples.)

Tips for Facilitating their Learning:

* Ensure plenty of time for questions and answers because they tend to ask a lot of questions.
* Consider giving them a list of who to call for more information on the subject being covered.
* Give them plenty of elbowroom. Be there when they need help but err on the side of freedom.
* Back off and let them figure things out for themselves.
* Add games and fun activities to professional development programs pitched at Xers
* Don't expect them to respect you just because you're the facilitator of their learning. You'll have to earn their respect through your knowledge of the subject.

Nexters (1980-to the present)

Characteristics:

* Offer the can-do attitude of the Veterans with the teamwork ethic of the Boomers
* Possess the technological savvy of the Xers
* Prefer a learning environment that combines teamwork and technology
* Grew up with technology and it is as natural as air
* Feel an affinity to their WW II-era grandparents and subscribe to a stricter moral code, care about manners, and believe in civic action
* Will need more supervision and structure than their Xer predecessors
* Will be looking for more attention and structure from the authority figure
* Are motivated to learn skills and information that will help make their working lives less stressful and that will increase their marketability
* Puts a higher priority on making money than any previous generation so professional development objectives need to be tied clearly to economic impact

Professional Development Tools that Suit Them:

- Training that teaches them to overcome objections and deal with difficult people
- Training activities that are entertaining
- Highly interactive professional development activities
- Technology that is the state of the art and facilitators who know their stuff inside out
- Limited stand-up talking
- Creative activities that use music, art, and games
- Activities that are lively and varied
- Printed materials with the same multiple focal points as the materials targeted at Xers.
- Reprints of articles and written backup information to meet their need for reading

Tips for Facilitating their Learning:

* Provide activities that incorporate interaction with their colleagues.
* Be sensitive to conflict when Xers and Nexters work side by side. The gap between these two generations may end up making the one between the Boomers and Xers look tame.
* Establish mentor programs and consider matching young employees with the most seasoned people, with whom they say they resonate. They particularly admire members of the Veteran generation.
* In a professional development program with lots of Nexters, give everyone a task. When a few have completed it, encourage them to walk around the room and help others.

All in One Room

What if you have members of all these generations in one professional development event or your unit? How do you proceed?

Learn all you can about them, work to meet specific needs, and serve them according to their preferences. Make a real effort to accommodate personal scheduling needs, work-life balance issues, and learning styles.

It's helpful to understand the sociology of each of the four generations. That way, you can acknowledge and use their icons, language, and precepts. Also try to use examples that include people from a variety of generations.

SAMPLE OJT FORMATS
& TRANSFER OF LEARNING ACTIVITIES

Common Core On-theJob (OJT) Training Formats*

Module	READ		INTERVIEW				OBSERVE		PRACTICE				
	Case Record	DCFS Policy, Resource Material	Client	DCFS Worker	DCFS Supervisor	Other Colleagues	Client	DCFS Worker with Client	Visit Service Site	Plan Contracts/ Make Referrals	Use DCFS Instrument	Use Training Material	Self-Reflect
IA. Foundations													
1. Apply tenets	✓			✓								✓	
IB. Casework Process													
1. Identify tasks within stages	✓											✓	
IC. Child & Adult Development													
1. Identify indicators of development							✓					✓	
2. Describe delay types						✓	✓					✓	
3. Impact of disabilities			✓										
4. Determine adult level	✓											✓	
IIA. Family Systems													
1. Describe strengths & stressors	✓												
2A. Identify where casework reflected family systems	✓												
2B. Identify where family systems could have altered	✓												
IIB. Understanding Abuse & Neglect													
1. Identify types, factors & response	✓			✓									✓
IIIA. Cultural Competence													
1A. Identify populations					✓								

*Adapted from Child Welfare League of America, Supervisor OJT: Training Activities

Module	READ		INTERVIEW				OBSERVE		PRACTICE				
	Case Record	DCFS Policy, Resource Material	Client	DCFS Worker	DCFS Supervisor	Other Colleagues	Client	DCFS Worker with Client	Visit Service Site	Plan Contracts/ Make Referrals	Use DCFS Instrument	Use Training Material	Self-Reflect
1B. Identify helping mechanism				✓									✓
2. Visit an Institution									✓				✓
3. Describe feelings			✓	✓								✓	✓
IIIB. Caseworker-Client Relationship													
1A. Identify principles				✓								✓	
1B. Identify operationalized principles	✓												✓
2. Interpret verbal & non-verbal responses								✓				✓	✓
3. Identify dual roles	✓							✓					✓
IVA. Effective Interviewing													
1. Identify stages								✓				✓	
2. Interpret verbal & non-verbal responses								✓				✓	
3. Identify techniques								✓				✓	
4. Demonstrate techniques	✓		✓ *									✓	✓
5. Document issues of interview location												✓	✓
6. Demonstrate interview limited English skills			✓		✓							✓	✓
IVB. Decision-Making													
1A. Demonstrate observation skills	✓							✓				✓	✓
1B. Identify key decisions	✓											✓	

* Observed by supervisors

Module	READ		INTERVIEW				OBSERVE		PRACTICE				
	Case Record	DCFS Policy, Resource Material	Client	DCFS Worker	DCFS Supervisor	Other Colleagues	Client	DCFS Worker with Client	Visit Service Site	Plan Contracts/ Make Referrals	Use DCFS Instrument	Use Training Material	Self-Reflect
VA. Family-Focused Assessment													
1. List client strengths	✓												
2. Reframe problems into strengths	✓											✓	
3A. Practice use of ecomaps			✓									✓	
3B. Practice use of genograms			✓									✓	
3C. Practice use of strengths/needs assessment			✓									✓	
4. List informal resources		✓		✓		✓						✓	
5. Identify feelings						✓						✓	
6. Perform referrals										✓		✓	
VB. Risk Assessment													
1. Identify risks & strengths				✓				✓			✓		✓
2. Identify conditions of safety											✓		✓
VIA. Separation and Placement													
1A. Interview parents				✓		✓							✓
1B. Observe removal								✓					✓
2. Describe policy		✓											
3A. Plan contacts										✓			
3B. Plan an individual visit										✓			✓

Module	READ		INTERVIEW				OBSERVE		PRACTICE				
	Case Record	DCFS Policy, Resource Material	Client	DCFS Worker	DCFS Supervisor	Other Colleagues	Client	DCFS Worker with Client	Visit Service Site	Plan Contracts/ Make Referrals	Use DCFS Instrument	Use Training Material	Self-Reflect
VIB. Crisis intervention													
1. Describe impact family crisis				✓									

Module IC: Child and Adult Development

COMTETENCIES	CLASSROOM TRAINING LEARNING OBJECTIVES	OJT LEARNING OBJECTIVES
1. Workers understand the stages, processes, and milestones of normal physical, cognitive, and social/emotional development of children and youth.	* Describe the process of development and the concept of "normal development." * Define developmental stage. * Discuss the importance of understanding the stages of child development for the casework process. * Identify the stages of child development. * Discuss the tasks and milestones of children at each stage of development. * Describe developmental theories and apply them to a life example. * List the needs of children at each stage of development.	* Determine the physical, emotional/social, and cognitive/intellectual state of the child.
2. Workers recognize delays or abnormalities in child and adolescent development.	* Describe the types of developmental disabilities in children. * Identify common physical and behavioral indicators of delay in children at each state of development. *Identify case situations requiring referral for a developmental evaluation.	* Describe the characteristics of several types of developmental delays/disabilities. * Describe the impact of disabilities on youth and adults

OBJECTIVE 1: The worker will be able to determine the physical, emotional/social, and cognitive/ intellectual state of the child.

Activity A

Purpose Through observation of children during home visits, the trainee will identify -the physical and behavioral indicators of the children's physical, emotional/social, and cognitive/intellectual development.

Materials Handout 1 A-a: SUMMARY OF STAGES OF CHILD GROWTH AND DEVELOPMENT (Handout IC.1-i from the Common Core Curriculum, Module IC, Session 1, Activity B)

Worksheet IA-b: INDICATORS OF THE STAGE OF CHILD DEVELOPMENT

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1. Select an experienced worker who you feel has a good understanding of child development. Ask the worker to select three cases--one with an infant, one with a toddler, and one with a school-aged child. Ask the worker to base his/her selection on the family's receptiveness/openness to allowing the trainee to observe their child(ren).

2. Explain to the trainee that he/she will be observing children during a home visit to identify the physical and behavioral indicators of the child's physical, emotional/social, and cognitive/intellectual development. Tell the trainee that he/she will be observing an infant, a toddler, and a school-aged child.

3. Make a copy of Handout IA-a: SUMMARY OF STAGES OF CHILD GROWTH AND DEVELOPMENT and three copies of Worksheet IA-b: INDICATORS OF THE STATE OF CHILD DEVELOPMENT. Give the trainee the copies and remind the trainee that the Summary of Stages of Child Growth and Development was a handout used in the training on Child and Adult Development. Explain that after observing each child he/she will record the observations on Worksheet 1 A-b and then identify whether the child's physical, emotional/social, and cognitive/intellectual development is consistent with the child's chronological age. Explain that if the child's stage of development is not consistent with his/her chronological age, then the trainee should identify the factors in the family which may have contributed to the delay(s).

4. Tell the trainee to meet with you after he/she has observed the three children and completed the worksheets for each child. You should review the trainee worksheets prior to meeting with him/her.

5. Begin the meeting with the trainee by discussing the infant observed. Begin the discussion with #2 on the worksheet. Give the worker feedback on the quality of his/her observations. Then, discuss why the trainee believes the physical and behavioral indicators are consistent or not consistent with the child's chronological age. Focus on #4 and discuss at what points in the casework process this information is most significant and why.

6. Continue the discussion by asking the following questions:

- What did you learn from your observations of the three children?
- Why do you think it is important to observe and identify the physical and behavioral indicators of the child's physical, emotional/social, and cognitive/intellectual development?
- How would these observations be used at each stage of the casework process?
- What strengths will you bring to identifying the physical and behavioral indicators of the child's age/stage of development?
- What are your potential areas for growth related to identifying the physical and behavioral indicators of the child's age/stage of development?

7. Summarize the activity by highlighting the following points:

- You can best understand child development by looking at the stages of development along three dimensions--physical, emotional/social, and cognitive/intellectual.
- We assess development by identifying the physical and behavioral indicators in the child and comparing them to the developmental milestones.
- Our assessments help us identify the child's strengths and needs and help us make effective decisions at all stages of the casework process.

8. Ask the trainee to complete the relevant portions of the LOG SHEET.

WORKSHEET 1 A-b:

INDICATORS OF THE STAGE OF CHILD DEVELOPMENT

1. Child's chronological age ______________________ .

2. List the physical and behavioral indicators- of the child's physical, emotional/social, and cognitive development in the space below.

PHYSICAL	EMOTIONAL/ SOCIAL	COGNITIVE/ INTELLECTUAL

3. Is the child's physical, emotion/social, and cognitive/intellectual development consistent with the child's chronological age? If the child's stage of development is not consistent with his/her chronological age, then identify the factors in the family which may have contributed to the delay(s).

4. At what points in the casework process is this information significant?

SAMPLE

OBJECTIVE 4: The worker will be able to determine the developmental level of an adult client.

Activity A

Purpose	Through reviewing a social history in a case record, the trainee will determine the developmental level of an adult client.	
Materials	Handout 4A-a:	STAGES OF MIDDLE ADULTHOOD (Handout IC-4-b from Module IC, Session 4)
	Handout 4A-b:	THE FAMILY LIFE CYCLE (Handout IC-4-c from Module IC, Session 4)
	Worksheet 4A-c:	DETERMINING THE DEVELOPMENT AL LEVEL OF AN ADULT

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1. *Select a case record that has a comprehensive social history on the parent(s) and a detailed narrative.*

2. Explain to the trainee that he/she will be reviewing a social history in a case to determine the stage of development of the parent(s).

3. Make a copy of the following handouts: Handout 4A-a: STAGES OF MIDDLE ADULTHOOD; Handout 4A-b: THE FAMILY LIFE CYCLE; and Worksheet 4A-c: DETERMINING THE DEVELOPMENTAL LEVEL OF AN ADULT. Remind the trainee that Handout 4A-a and Handout 4A-b are taken from the training on CHILD AND ADULT DEVELOPMENT. Give the Trainee the case record and instruct him/her to review the social history and the case narrative to determine the developmental level of the parent(s). Explain that the trainee should use Handout IC-4-b and Handout IC-4-c as he/she assesses the developmental level of the parent(s). Explain that the trainee will complete Worksheet 4A-c after reviewing the case record.

4. Tell the trainee to meet with you when he/she has reviewed the record and completed the worksheet(s). You should review the new trainee's worksheet(s) prior to meeting with him/her.

5. Begin the meeting with the worker by giving the worker feedback on the accuracy and thoroughness of the worksheet. Then, continue the discussion by asking the following questions:

    - How do you think the stage of development the parent is in is affecting his/her parenting?
    - How does the stage of family life cycle impact on parenting in the family?
    - At what points in the casework process would information on adult development and the family life cycle be most significant?

6. Summarize the activity by stating like us, our clients are engaged in real life tasks, coupled with ever changing families. These factors impact on all facets of our lives.

7. Ask the trainee to complete the relevant portions of the LOG SHEET.

8. Complete the supervisor portions of the OJT LOG SHEET and discuss your assessment of the trainee's strengths and areas for growth with him/her.

WORKSHEET 4A-c:
DETERMINING THE DEVELOPMENTAL

LEVEL OF AN ADULT

1. *What is the stage of development of the parent(s)?*

2. What behaviors, conditions, statements support your determination?

3. *What is the stage of family life cycle that seems appropriate for this family?*

4. What emotional transitions and changes in status support your determination?

OJT LOG SHEET

Name

Activities	Date Completed
Activity 1A	
Activity 2A	
Activity 3A	
Activity 4A	

Worker's Section

Please complete the following statements.

1. *What I learned during Activities 1 A through 4A is...*

2. What I still need to learn about child and adult development, and the family life cycle is...

Supervisor's Section

Please complete the following statements.

1. The strengths the worker has demonstrated related to child and adult development, and the family life cycle include...

2. Areas for worker growth related to application of child and adult development and the family life

SAMPLE TRAINING MATERIAL-
INTERVIEWING STAGES

SAMPLETRAINING MATERIAL *

This worksheet reviews the stages, ted1niques, and skills needed for beginning-level interviewing. Remember that the interview is a fluid process and the worker uses the skills and ted1niques listed throughout the session. For example, even though reflection *of* con- Resource m.3-c tent and feeling is listed in the Initiation Stage as part of listening and attending to the client, the worker should be aware that these skills are used in the direction and conclusion stages also.

Preparation Stage

- think about your reactions to the client
- prepare setting
- review materials
- establish tentative goals
- determine strategies

Initiation Stage

- explain purpose *of* meeting; promote clarity
- establish rapport
- use titles with names
- listen, listen, listen
- attend to client's concerns
- separate fact from inference
- remember content, context
- reflect content
  - -paraphrase
  - -summarize
- reflect feeling
- limit self-disclosure

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*Adapted from Child Welfare League *of* America, OJT Training Exercises.

Direction Stage

- use minimal encouragers
- use silence
- limit interpretation
- solicit information through questions
  - open-ended questions
  - closed-ended questions
  - statement questions
  - reflective questions
- avoid double/multiple questions
- avoid why questions
- avoid loaded questions
- avoid bombarding questions
- avoid leading questions
- observe and use nonverbal cues
  - body language -gestures
  - facial expressions
  - environmental language .attend to vocal cues

Conclusion Stage

- summarize agreements
- provide written reminders
- deflect new topics
- defuse intense emotions
- practice tasks

OJT ACTIVITIES TO

SUPPORT LEARNING

The following *is* a sample of OJT activities that could support worker learning. As a supervisor, you will want to consider similar exercises to complement the training that is offered to your workers. *

OBJECTIVE 1: The worker will be able to identify the stages of the interview process through observation of an experienced worker.

Purpose: By observing an interview conducted by an experienced worker, the trainee will identify the stages of an interview and the implications if stages are omitted or combined.

Activities

1. Select an experienced worker you have observed conducting good interviews. Tell the worker the trainee will be observing a client interview for the purpose of observing the stages of an interview: preparation, initiation, direction, and conclusion.

2. Explain to the trainee that he/she will be observing an in-home or office interview to see how the stages of an interview are blended together in an actual client interaction. Remind the trainee that the stages of an interview and the techniques and skills used in each stage were presented in the training.

3. Refer the trainee to appropriate resources from the training. Suggest the trainee review the skills and ted1niques. Answer any questions the trainee may have regarding how to identify stages within an interview.

*Adapted from Child Welfare. League of America, OJT Training exercises.

4. Make a copy of Resource 11I-3-e: **"Sample Training Material- Identifying the Stages of an Interview"** for the trainee to use to guide observations. Tell the trainee to put a check after the stages and techniques observed in the interview conducted by the experienced worker.

5. Tell the trainee to look for the effects on an interview if the worker eliminates stages. If the experienced worker, for example, overlooks the preparation stage, what effect does it have on the rest of the interview? If the initiation stage is ignored, how do the direction and conclusion stages suffer?

6. Tell the trainee you will meet with him/her after the observed interview. Review the completed worksheets prior to the meeting.

7. Begin the meeting by encouraging the trainee to be honest about what he/she observed. He/she must feel safe to critique the skills of the experienced worker without fear of reprisal. Give the trainee feedback on. the quality of his/her observations.

8. Continue the discussion by asking the following questions.

- What did you learn from observing this interview?
- Is paying attention to the stages of an interview important? Why?
- What are the consequences of ignoring stages of an interview?

9. Summarize the activity by highlighting several points.

- Ignoring the stages of an interview will result in a poor inter- view.
- Poor interviews cost the worker and the client time and damage the relationship developing between the client and the worker.
- Even experienced workers sometimes forget the basics of interviewing and casework practice and must refocus their attention on quality services.

SAMPLE TRAINING MATERIAL-
IDENTIFYING THE STAGES
OF AN INTERVIEW

Listen carefully as the experienced worker conducts an interview with a client. If it will not distract the client, take notes on the topic areas covered in the interview. If you decide not to take notes during the interview, write down topic areas as soon as the interview is completed. After-the interview, answer the following questions.*

1. List the topics of the interview vertically in the space provided. Then put a "I" where the Initiation Stage starts, a "II" where the Direction Stage begins, and a "III" at the point of the Conclusion Stage. Use a bracket like this: } to show the span of each stage.

2. Are any of the stages missing or abbreviated? Which ones?

*Adapted from Child Welfare League of America, OJT Training Exercises.

3. What effect did missing a step have on the interview?

4. What do you anticipate would be the effect on the client-caseworker relationship of an interview that skips or eliminates the:

Preparation Stage

Initiation Stage

Direction Stage

Conclusion Stage

5. What do you anticipate as the cost in time today and in the future of a poorly conducted interview?

6. What is the benefit of 8 well-conducted interview?

Proposed Organization of an OJT/TOL Guide

Part One - The Supervisor's Guide

Learning Objectives

Purpose of Activity

Materials

Instructions

- Pre-OJT/TOL Activities
- Directions to Trainee
- Questions to Ask Trainee
- Summary

Part Two – OJT/TOL Resources and Worksheets

Classroom Resources

Worksheets

Part Three – OJT/TOL Log Sheets

Trainee's Log Sheets

Assessing the Appropriateness of OJT and TOL Learning Experiences

1. Are they designed to achieve the level of the identified competency?

2. Do they provide the worker with an opportunity to perform the kind of behavior and activities implied by the objective?

3. Is the worker capable of performing them?

4. Do they consider the individual's preferred style of learning?

5. Do they build on past experiences?

6. Are they interesting, and do they permit the learner to obtain satisfaction from carrying out the kind of behaviors and activities required?

7. Are they achievable within the available time?

ENSURING THAT EVERYONE WILL REAP THE BENEFITS OF THE "TRAINING INVESTMENT" *

I. Getting Them Ready

☛ Conduct a pre-training conference with trainees designed to focus on the three categories of OJT performance objectives.

☛ Convey training as a priority.

II. During the Training

☛ Ensure that there are no distractions.

☛ Discuss training and application with trainees between sessions, if it is a multi-day program.

☛ Attend the training.

III. Preparing For Their Return

☛ Determine how you will know that trainees understand what they will be expected to accomplish as a result of their participation in the training.

☛ Create the opportunities for trainees to exercise their new skills within a week or two after returning.

☛ Ensure they will have the tools, authority and time to use the skills they just learned.

☛ Establish the process for checking that new skills are being applied to your satisfaction.

☛ Decide how you will respond favorably when people perform competently.

IV. After They Return From Training

- ☛ Ask for a list of competencies developed in the training.
- ☛ Arrange for the competencies to be applied.

V. To Improve Performance

- ☛ Eliminate barriers to performance.
- ☛ Eliminate upside-down consequences.
- ☛ Provide feedback based on standards.
- ☛ Recognize/reward desired performance.

Resource 22

Supporting the Transfer of Learning

Competency:

Possible Classroom Learning Objectives:

OJT/TOL Objective:

OJT/TOL Learning Activities:

Resource 23

A POTPOURRI OF COMPETENCIES

A. SOCIAL WORKER[1]

1. Is able to develop a helping relationship with the client

2. Can conduct an effective interview with a client

3. Is able to determine whether the child is safe in his or her home

4. Is able to plan and conduct removal and placement of a child to minimize trauma to the child and family

5. Is able to lead a multi-agency meeting

6. Is able to select, in conjunction with the client, services which are relevant to the strengths and needs of the family and family culture

7. Can develop a case plan with a client

8. Is able to make effective referrals to service providers

9. Understands how one's own cultural and family background influences the worker-client relationship

10. Is able to use crisis intervention techniques effectively

B. CHILD AND YOUTH CARE WORKER[2]

1. Is able to create a therapeutic milieu, including the physical environment, to protect and nurture children and youths

2. Can use specific techniques to help youth mange their anger and the related aggressive behaviors

3. Can select activities based on a child's personal skills and ability to interact cooperatively with others

4. Is able to distinguish, in recording and reporting, between observations and interpretations, impressions, value judgments or inferences

C. FOSTER PARENT[3]

1. Can use discipline techniques to promote positive behavior

2. Can work with and help the child's birth family

3. Knows how to strengthen an maintain marital, parent-child, and sibling relationships while fostering

4. Can use a variety of individual and group methods to help youths gain the competencies essential for interdependent living.

D. SUPERVISOR[4]

1. Knows how to help staff manage their time effectively

2. Can assess staff learning needs and can develop plans to address identified learning needs

3. Knows how to analyze performance problems, prepare for, and conduct an evaluation conference

4. Recognizes the cultural norms of populations served by the agency and can use this knowledge to help workers develop culturally competent casework practice.

[1] Source: "Common Core" for Illinois Department of Children and Family Services; developed by the Child Welfare League of America, 1993

[2] Source: New York City Training Consortium "Foundation Training for Child Care Workers"; developed by the Child Welfare League of America under a contract with the New York State Department of Social Services, 1995

[3] Source: PRIDE Model for Developing and Supporting Resource Families; Illinois Department of Child and Family Services; developed by the Child Welfare League of America; 1993

[4] Source: "Building Supervisory Skills" developed by the Child welfare League of America; 1998

Resource 24

Planning and Implementing TOL and OJT Performance Objectives
*

Worker: **Supervisor:**

Date: **Date:**

Training Program:

-------WORKER'S PLAN-----

BEFORE THE TRAINING

1. This training is necessary because I need to learn

2. This learning will help me do a better job of

3. I intend to get ready for participating in this program by

4. From the information I have I believe reasonable objectives (**Participant-initiated**) for what I intend to apply are

AFTER THE TRAINING

1. The ideas, information and skills I learned that I will apply to my work are

2. The outcomes I expect to achieve through the application of what I learned include

3. Barriers/problems I might face in trying to apply what I learned to my job include

4. The supports and resources which could help me apply what I learned to my job include

5. The indicators of performance outcomes which will help me determine if I have been successful in applying what I learned to my job include

------SUPERVISOR'S PLAN-----

BEFORE THE TRAINING

1. Based on the information I have about this training program I believe reasonable objectives (**supervisor-initiated <u>for</u> trainee**) for this worker's behaviors which I intend to ensure are

2. I will prepare the worker for participation in this program by

3. Tasks I will perform to prepare for this worker's return include

AFTER THE TRAINING

1. My objectives (**supervisor-initiated** **activities I will perform**) for promoting the application of learning by this worker include

2. The indicators of performance outcomes which will help me determine if I have been successful in promoting the worker's application of what he/she learned to the job include

Resource 25

The Systemic Changes in Supervisory Function

Change 1

Training programs must be used as a key tool in preparing workers to perform their job responsibilities, tasks, and expectations.

This may constitute a change in your supervisory role:

If you have viewed preparing a worker to perform the job as the sole responsibility of the supervisor or you have assumed that training has little to offer the employee in terms of real job preparation.

a. In what concrete ways would this change your supervisory practice?

b. What do you need to help you to implement this change?

Change 2

There is a connection between job performance and learning needs, and supervision provides the forum to establish this connection.

This may constitute a change in your supervisory role:

If you have traditionally dealt with job performance only at the time of employee evaluations, or if you have not valued the impact that learning can have on the ability to carry out one's job function.

a. In what ways would this change your supervisory practice?

b. What do you need to help you to implement this change?

Change 3

The supervisor guides learning needs assessment process with the worker to determine the worker's ongoing professional development plan.

This may constitute a change in your supervisory role:

If you have viewed ongoing professional development as an area that workers need to plan and initiate on their own, or if you have not assisted your staff in identifying their needs.

a. In what concrete ways would this change your supervisory practice?

b. What do you need to help you to implement this change?

Resource 26

WAYS TO BUILD AN AGENCY CLIMATE TO SUPPORT CONTINUED LEARNING *

1. Act as a role model in providing leadership that promotes an expectation for continued learning, and that supports continued learning and on the job training.

2. Guide a learning needs assessment process with staff to determine their ongoing professional development needs and to develop professional development plans.

3. Conduct a pre-training conference with learners designed to focus on the three categories of Transfer of Learning (TOL) Performance Objectives.

4. Ensure that staff has no distractions while they participate in professional development activities.

5. Discuss training and application with staff between sessions, if it is a multi-day program.

6. Promote transfer of learning in the unit meetings so staff members, as a group, understand the concept and will support each other's efforts.

7. Design OJT activities that involve pairs or groups of workers, thus using peer relationships to enhance learning

8. Encourage staff to help one another in designing and implementing OJT and TOL opportunities.

9. Enroll the entire unit in a training program and lets them develop their own plans for transferring what they learned in training to the job situation and works with them as a group to implement the plans.

10. Identify and spend time with key peer leaders to engage them in realizing the importance of OJT and TOL activities

11. Become familiar with the training staff attends so that their learning can be reinforced.

12. Create and maintain a climate in the unit that encourages on the job learning.

13. Ensure that staff has the tools, authority, and time to use the skills learned during the professional development activity.

14. Recognize and reward desired performance attributable to learning gained through participation in professional development activities.

15. Lead the unit in developing team activities to forward on the job learning.

16. Provide group supervision focused on specific learning objectives.

17. Model to the managerial staff a commitment to continued learning in the workplace.

18. Use supervisory sessions to discuss the importance of transfer of learning.

19. Educate the administrative level of the agency about transfer of learning and the need to support this concept in the agency.

20. Suggest that an agency task force be established to evaluate the degree to which transfer of learning occurs and to identify ways to improve this process.

21. Try to initiate an agency plan to coordinate OJT and TOL activities.

22. Use mentors/coaches to assist learners with the skill application.

23. Use agency administrative meetings to identify ways supervisors and managers can work together toward creating and implementing a climate that supports continued learning in the workplace.

Resource 27

Here Today, There Tomorrow: My Role in Working with Others to Enhance the Organization's Support of a Learning Environment and a Transfer of Learning Initiative

I. **Administrative** Tasks involve those activities that are directed toward implementing organizational objectives and ensuring that the quality and quantity of work meets agency standards.

A. The administrative <u>tasks I can perform</u> to help ensure a Learning Environment and the successful implementation of Transfer of Learning are:

B. Potential <u>Barriers</u> I May Encounter:

C. <u>Support</u> that I May Need to Overcome any Barriers:

II. **Educational** Tasks involve activities that are directed primarily toward helping others learn what they need to know and be able to do to carry out their jobs.

A. The ways in which I can ensure that others have the knowledge and skills to perform their jobs related to the Transfer of Learning include:

B. Potential <u>Barriers</u> I may encounter:

C. <u>Support</u> I may need to overcome any barriers:

III. Supportive Tasks involve those activities that are directed toward providing members of the professional child welfare team with the kind of psychological and physical environment that enables them to use their energies in productive ways.

A. Examples of how I can provide support to members of our professional child welfare team so they will be more able to achieve the Transfer of Learning:

B. Potential <u>Barriers</u> I May Encounter:

C. <u>Support</u> that I May Need to Overcome any Barriers:

IV. Leadership involves those activities (and qualities) that inspire and vitalize others.

A. Examples of leadership behaviors I can use to facilitate the development of a Learning Environment and the successful implementation of the Transfer of Learning Initiative:

B. Potential <u>Barriers</u> I May Encounter:

C. <u>Support</u> that I May Need to Overcome any Barriers:

A Partnership Approach to Transferring My Learning Back to the Job

Name: **Date:**

County:

1. The ideas, information and skills I learned that I will apply to my work are

2. Specific tasks I will attempt to accomplish to demonstrate a transfer of learning include (***consider four areas of supervision – Resource 27; Supervisory Performance Indicators – Resource 26; and suggestions on Resources 24 and 25)***

3. The outcomes I expect to achieve through the application of what I learned include

4. Barriers/problems I might face in trying to apply what I learned to my job include

5. The supports and resources which could help me apply what I learned to my job include (***include reference to peer mentor and how you plan on securing your supervisor's support)***

6. The indicators of performance outcomes that will help me determine if I have been successful in applying what I learned to my job include

Resource 29

Evaluation

(To be added by the organization)

Developing the Supervisor's Capacity to Assist Staff in Transforming Learning Into Practice

Transparencies

Transparencies

Transparency A	*"Overview of the Transfer of Learning Professional Development Program"*
Transparency B	*"Strengths and Challenges as a Transfer of Learning Agent"*
Transparency C	*"Components of Educational Supervision"*
Transparency D	*"Learning = Job Performance = Results"*
Transparency E	*"Factors Affecting Performance"*
Transparency F	*"Target: Performance"*
Transparency G	*"The Name of the Game ISN'T TRAINING "*
Transparency H	*"Employee Performance Appraisal"*
Transparency I	*"By Various Estimates... "*
Transparency J	*"Andragogy"*
Transparency K	*"How Adults Learn"*
Transparency L	*"Five Basic Assumptions About Adult Learners"*
Transparency M	*"Adult Learning Needs To Be"*
Transparency N	*"Connecting with My Style"*
Transparency O	*"Addressing Styles"*
Transparency P	*"Ways to Promote Independence"*
Transparency Q	*"Transfer of Learning Performance Objectives"*
Transparency R	*"Competencies"*
Transparency S	*"The Social Worker is Able to Conduct Interviews with Children"*
Transparency T	*"Competency:"*
Transparency U	*"Connecting Supervisory Functions with Professional Development"*
Transparency V	*"Four Levels of Evaluation"*

Overview of the Transfer of Learning Professional Development Program

- Components of Educational Supervision
- Competency-Based, Performance Driven Staff Development System
- Factors Affecting Performance
- Barriers to Transfer of Learning, HPT, and Performance Tools
- Applying Principles of Adult Learning and Individual Preferred Styles of Learning to TOL
- Promoting Staff Independence and Supporting Learning
- Designing OJT and TOL Activities
- Ways to Create an Agency Culture that Supports a Learning Climate
- Partnering to Transfer Learning

Strengths and Challenges as a Transfer of Learning Agent

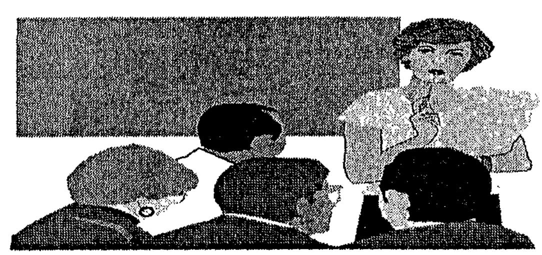
A strength I have to help staff apply what they have learned in a training program back on the job is…

What I find most challenging about helping staff to apply what they learned in a training program to their jobs is…

COMPONENTS OF EDUCATIONAL SUPERVISION

- General Preparation for the Supervisory Role
- An Ability to Form Effective Learning Partnerships

- The Ability to Conduct an Effective Individual Learning Needs Assessment
- The Ability to Mutually Develop an Ongoing Learning Plan
- Teaching Skills



Learning = Job Performance = Results

(naive faith in a simplistic equation)

Learning = Capacity To Do

↓

Capacity To Do + a Reinforcing Job Environment = Changes in Job Performance

↓

Changes in Job Performance + Relevance to Real Needs + Favorable Conditions = Results/Payoff

PERFORMANCE EXPECTATION: ______________________________

HOW IS TASK PERFORMED: ______________________________

(FACTORS AFFECTING PERFORMANCE)

ABILITY

- Knowledge
- Skills

WILLINGNESS

- Doesn't Matter
- Doesn't Value
- Punishing
- Rewarding if done differently

RESOURCES/ORGANIZATIONAL SUPPOR

- Standards
- Tools
- Opportunity
- Role Clarity
- Supervisory Support
- Feedback
- Other Supports

Does person have?

No → ITNA/FDP → LEARNING PLAN

Yes → Assess Willingness and/or Resources/Organizational → PERFORMANCE PLAN

LEARNING PLAN → (Part of) → PERFORMANCE PLAN FDP

LEARNING PLAN

- Inservice Training
- O.J.T.
- Self-Instructional
- JOB Aids

PERFORMANCE PLAN
FDP

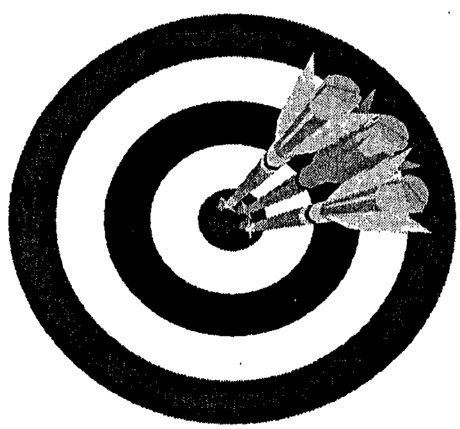
- Tasks to be accomplished
- Support to be provided

Target: PERFORMANCE

Skills

➔ **Developed by Trainers**

Self-confidence



Opportunity to perform

➔ **Provided by Managers & Other Staff**

Supportive environment

The NAME Of The Game <u>ISN'T TRAINING</u>

Rules of the Game

1. **Training is appropriate only when two conditions are present.**

- People don't know how to do something.
- They need to be able to do it.

2. **If they already know, more training won't help.**

3. **Skill alone is not enough to guarantee performance.**

4. **You can't store training.**

5. **Trainers can guarantee skill, but they can't guarantee on-the-job performance.**

6. **Only managers, not trainers, can be held accountable for on-the-job performance.**

<u>PERFORMANCE</u> is the <u>TARGET</u>

EMPLOYEE PERFORMANCE APPRAISAL

[ASSESSMENT OF EMPLOYEE PERFORMANCE IN RELATION TO APPLICABLE STANDARDS OF PRACTICE; IDENTIFICATION AND PRIORITIZATION OF PERFORMANCE GAPS]

PERFORMANCE ANALYSIS

[ANALYSIS OF GAPS BETWEEN CURRENT AND DESIRED PERFORMANCE TO IDENTIFY INDIVIDUAL, SYSTEMIC & EXTERNAL BARRIERS TO TARGETED PERFORMANCE]

<u>INDIVIDUAL FACTORS</u>

CAPACITY TO DO THE WORK
KNOWLEDGE AND SKILL (COMPETENCIES)
MOTIVATION, WILLINGNESS, ATTITUDE, WORK ETHIC, SELF-ESTEEM
JOB SATISFACTION
SHARED AGENCY VISION, PROFESSIONAL VALUES
PERCEIVED INCENTIVES, REWARDS, CONSEQUENCES
EDUCATIONAL BACKGROUND, PROFESSIONAL EXPERIENCE
LIFE EXPERIENCES, BIASES, ASSUMPTIONS & EXPECTATIONS
PERSONAL ISSUES (PERSONAL SAFETY, HEALTH, STRESS,
FAMILY DEMANDS)

<u>SYSTEMIC FACTORS</u>

STAFF COVERAGE
ADMINISTRATIVE SUPPORT / AGENCY CULTURE
AGENCY ORGANIZATIONAL STRUCTURE
CASELOAD SIZE, EQUITY, COMPLEXITY, DISTRIBUTION
PERSONNEL / LABOR RELATIONS (RECRUITMENT, SELECT
RETENTION, PROMOTION, DEPLOYMENT, DISCIPLIN
INTEGRATION OF PROGRAMS, SERVICES, INITIATIVES,
RULES & PROCEDURES, ETC.
JOB AIDES, PROFESSIONAL TOOLS, EQUIPMENT
ORGANIZATIONAL REWARDS, INCENTIVES, CONSEQUENC
PERFORMANCE DATA REPORTS (ACCURACY, RELIABILITY
RELEVANCE OF FEEDBACK)
OPPORTUNITY TO PERFORM

<u>EXTERNAL FACTORS</u>

PERSONAL ON-THE-JOB SAFETY
LOCAL COURT PRACTICES AND PROTOCOLS
CLIENT SERVICES AND RESOURCES
INTERAGENCY RELATIONSHIPS
COMMUNITY ATTITUDES, EXPECTATIONS,
SUPPORTS & DEMANDS

By various estimates more than 80% of critical job-related <u>learning</u> happens <u>on the job</u>.

Based on the ADDIE Group research, the 3 greatest *barriers* to transfer of learning are:

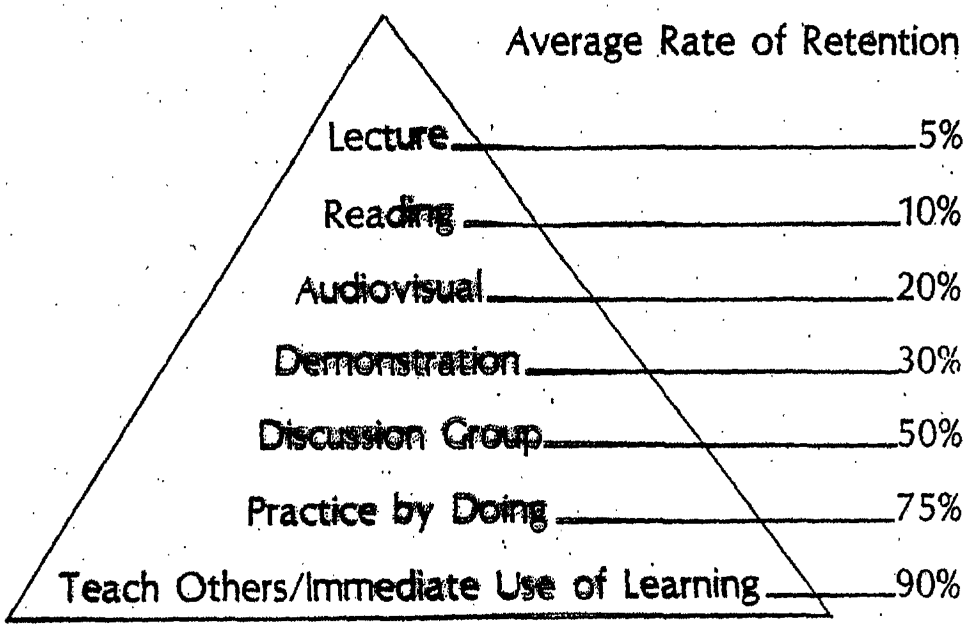
- Non-supportive organizational climate
- Lack of reinforcement on the job
- Interference from the immediate work environment

ANDRAGOGY

We have finally begun to absorb into our culture the ancient insight that the heart of education is learning not teaching, and so the focus has to shift from what the trainer does to what happens to the learners.

Conceptualized by Malcolm Knowles

HOW ADULTS LEARN



Illustrated here is the fact that the more involved the trainee becomes, the greater the rate of retention. As we train, we need to emphasize those methods that lead to quality learning with maximum retention.

I hear and I forget
I see and I remember
I do and I understand
Confucius

Malcolm Knowles, The Modern Practice of Adult Education: Andragogy vs. Pedagogy (New York: Association Press, 1970).

FIVE BASIC ASSUMPTIONS ABOUT ADULT LEARNERS

SELF-CONCEPT

In contrast to the dependency of children, adults have a deep psychological need to be self- directing.

EXPERIENCE

Adults have accumulated a reservoir of experience that serves as a resource for learning, as well as a broad base to which to relate new learning.

READINESS TO LEARN

Adults become ready to learn things that they need to know or to be able to do in order to fulfill their role in society.

ORIENTATION TO LEARNING

Children have a subject-centered orientation; adults tend to have a problem-centered orientation.

MOTIVATION

Adults are motivated to learn by internal factors, such as increased self-esteem, than they are by external rewards like pay raises and promotions.

ADULT LEARNING NEEDS TO BE: *

- **LIFE**-Centered

- **TASK**-Centered

- **PROBLEM**-Centered

* Children have just as much need for learning to be life, task, and problem-centered. It's just that the nature of their tasks, problems and lives is different

Connecting with My Style

1. **If you want me to learn you should …**

2. **I am most likely to want to learn if the request is presented …**

3. **I am most likely to put up obstacles to learning if …**

Addressing Styles

- **Which style would be most difficult to address? Why?**

- **Which style would you be most effective in addressing? Why?**

- **Which styles seem to be preferred by most people you supervise?**

- **How might your style influence how you interact?**

WAYS to PROMOTE INDEPENDENCE

Teach concepts rather than answers.

Model problem solving and decision making.

Teach self-evaluation.

Make learning a conscious process.

TRANSFER OF LEARNING PERFORMANCE OBJECTIVES

❶ **Participant-initiated objectives for behaviors the trainee intends to apply**

❷ **Supervisor-initiated objectives for trainee behaviors the supervisor intends to ensure**

❸ **Supervisor-initiated objectives for activities the supervisor will perform to promote the application of learning by trainees**

COMPETENCIES

The social worker can identify indicators of physical abuse

The social worker is able to make appropriate referrals to service providers

⇨ **The social worker is able to conduct interviews with children**

THE SOCIAL WORKER IS ABLE TO CONDUCT INTERVIEWS WITH CHILDREN

Possible Learning Objectives:

identifies when interviews with children are used

describes methods to help the child feel comfortable during the interview

applies an understanding of how children use and respond to language according to their developmental level

demonstrates the use of art work in communicating with children

COMPETENCY:

Knows strategies to engage clients in constructive helping relationships and can use these relationships to promote joint case planning and service delivery

POSSIBLE LEARNING OBJECTIVES:

- **explain the nature and importance of the helping relationship**

- **describe the role and responsibility of the social worker in developing a productive working relationship with clients**

OJT OBJECTIVE:

able to describe the process an experienced worker uses to develop a helping relationship

OJT LEARNING ACTIVITIES:

- **interviewing experienced workers**
- **"shadowing" an experienced worker**
- **reading case records**
- **interviewing a family about what their social worker did to facilitate a helping relationship**

Connecting Supervisory Functions with Professional Development

1. Professional development activities are vital to preparing staff to perform their job responsibilities.

2. Supervision provides the forum for connecting job performance and learning needs.

3. The supervisor guides a mutual learning needs assessment with the worker to determine the person's ongoing professional development and performance plan.

Four Levels of Evaluation *

1. REACTION

2. LEARNING

3. BEHAVIOR

4. RESULTS

* Donald Kirkpatrick's four–level evaluation model

Session Two