

Report on Pilot Offering of

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

Activities at-a-Glance

The design (content and process) of this program was approved by the "Transfer of Learning Advisory Committee", a group comprised of supervisors and program managers, convened by the Northeast Wisconsin Partnership. The committee met on August 16 and October 14, 2002 to discuss the proposed training. The curriculum was piloted (field-tested) in Green Bay, Wisconsin on April 29-30, 2003. The follow-up session was conducted on June 11, 2003. The curriculum design was revised, based on the feedback provided by the supervisors who participated in the pilot (field test) of the two-day training program and the follow-up session.

The program consisted of 12 hours of classroom/group training and one 3-hour follow-up session.

Relationship of this Program to Other Professional Development Activities

This professional development program had been designed in conjunction with the supervisory peer mentoring project that was facilitated by Insoo Kim-Berg and advocated 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 was improved as two pairs of supervisors worked together to accomplish their TOL plans.

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. Therefore, this professional development program had been developed in conjunction with the "*Leadership Seminar on the Transfer of Learning*" training program. This 3-hour seminar was conducted with administrators from the Northeast Wisconsin region on October 15, 2002.

Competencies that the Curriculum Has Been Intended to Enhance

This program had been designed to develop the following 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
- 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

Summary

It is believed that the pilot offering or field-test of this training program was very successful as indicated from the participants' verbal feedback and the written evaluations. (See evaluation summary)

As a result of their feedback, an activity and resource "*Understanding and Addressing Generational Characteristics in the Learning Environment*" was added to the curriculum. This suggestion was offered in response to the activities on adult learning principles and responding to individual preferred styles of learning. Also, the time dedicated to reviewing a resource on Transfer of Learning Formats has been shortened.

Every participant completed the Transfer of Learning Activity, "*A Partnership Approach to Transforming My Learning Back to the Job*" and did so with pride and enthusiasm. They used the resources from the training to guide their efforts. Four participants decided to work with others to complete their plans. This resulted in two pairs of peer mentors. One pair was actually successful in bringing about a change in protocol from the time the training concluded to the date of the follow-up session. They were able to change their county's "Request for Inservice Training" form. The form now includes a section that requires staff to identify how the training will impact their work performance. This relates to the training's activity on writing performance objectives.

One participant acknowledged that she began discussing, with workers returning from training, what they learned and what their action plans are. She added that she began talking more about training needs and expectations during worker performance appraisals.

Examples of other Transfer of Learning Activities that participants sought to achieve include but are not limited to, (see attachment for all the TOL Plans):

- Meeting with the supervisor to educate him about the transfer of learning and the need to support this concept in the agency;
- Explaining TOL at the next team meeting;
- Asking managerial staff for their input on how to accomplish TOL and how to develop indicators of a TOL environment;
- Adding to the voluntary requests for training a section on what worker hopes to gain from a training program and how the worker will use the information;
- Making Action Plans mandatory;
- Developing TOL activities for the Core and Group Home Training Programs;

- Completing the worksheet on *“Assessing the Organizational Culture Relative to Supporting the Transfer of Learning”* with the agency director;
- Sharing the *“Learning Styles Inventory”* with all CPS staff during the unit meeting and asking them to complete it;
- Sharing the *“Learning Styles Inventory”* activity with the management team so that they may consider using it with their staff;
- Sharing all the content with the management team to assist them in knowing if the training is really necessary and relevant, and how to get the most out of the training when the worker returns to work;
- Completing *“Learning Styles Inventories”* with staff;
- Completing five performance standards and supporting the TOL;
- Being more planfull, involved, and curious when administering training activities;
- Dialoging with workers as they prepare for, an think ahead, to training opportunities, as they participate in them and as they return;
- Determining the worker’s predominant learning style;
- Providing educational supervision regarding technological knowledge and discussing common practical scenarios that occur while on the “pager”;
- Assigning the new worker to shadow an experienced worker while performing job assignments;
- Assigning the new worker to the “pager” during daytime work hours so that the supervisor and other experienced workers can be available to answer questions;
- Providing periodic reviews and debriefings of the worker’s pager experiences and decisions;
- Assigning the worker to overnight “page” responsibilities, scheduling a review, and debriefing with the supervisor the next day; and
- Assigning the worker to weekend “pager” responsibilities and continuing to review them periodically with the supervisor.

NEW PARTNERSHIP FOR CHILDREN & FAMILIES

N=9

Supervisory TOL Curriculum Field Pilot

April 29-30, 2003

Green Bay, WI

*Please help us as we work to provide high quality training by giving us candid feedback about this training.
Circle the rating which best reflects your assessment of the following training characteristics:*

My Job is: 1. Social Worker n=0 2. Administrator/Supervisor n=8 3. Other: n=0

I have worked in child welfare for: 14.19 Years /Months Range: 4 year to 31

The Agency I Work for is: 1. Tribal n=0 2. County n=8 3. Private n=0 4. Other: n=0

	Very good	Good	Fair	Poor
Excellent				
5	4	3	2	1

Content

- | | |
|--|------|
| 1. Matched my level of experience | 4.29 |
| 2. Provided information relevant to my work | 4.63 |
| 3. Organization of Content | 4.13 |
| 4. Appropriately addressed issues of diversity | 4.29 |

Presenter: Michael Polowy

- | | |
|---|------|
| 5. Demonstrated a thorough knowledge of content area. | 4.75 |
| 6. Used exercises that facilitated my learning the content. | 4.25 |
| 7. Made content clear & understandable. | 4.63 |
| 8. Created an environment that encouraged me to learn. | 4.38 |
| 9. Answered questions clearly. | 4.50 |
| 10. Used an effective presentation style. | 4.38 |
| 11. Encouraged me to participate actively. | 4.75 |
| 12. Effective use of time | 4.13 |

Outcomes

- | | |
|--|------|
| 13. This workshop increased my practice knowledge. | 4.00 |
| 14. This workshop increased my practice skills. | 4.13 |
| 15. This workshop has changed some of my attitudes/values. | 3.57 |
| 16. I expect to use what I learned on my job. | 4.63 |
| 17. I would recommend this workshop to fellow workers. | 4.57 |
| 18. In summary, How would you rate this training. | 4.50 |

Would you please give us more information about any dissatisfaction and/or any recommendations you would like to make for change. (You are welcome to use the backside of this page for comments.)

General Comments:

1. Don't hold trainings at this location again.
4. Good stuff.
5. No recommendations at this time – program was excellent – presenter terrific
6. Thought it was all very relevant.
7. The facility needs to get their act together! General information could be added to this curriculum.
8. I'm motivated to try some TOL activities back at work!

Please list any training topics you would like to see offered:

NEW PARTNERSHIP FOR CHILDREN & FAMILIES
Supervisory Transfer of Learning Curriculum Peer Mentoring Group

N=8

June 11, 2003

Green Bay, WI

Please help us as we work to provide high quality training by giving us candid feedback about this training.
Circle the rating which best reflects your assessment of the following training characteristics:

My Job is: 1. Social Worker n=0 2. Administrator/Supervisor n=8 3. Other: n=0

I have worked in child welfare for: 14.73 Years /Months Range: 4.083 year to 30

The Agency I Work for is: 1. Tribal n=0 2. County n=8 3. Private n=0 4. Other: n=0

	Very good			
Excellent		Good	Fair	Poor
5	4	3	2	1

Content

Mean

- | | |
|--|------|
| 1. Matched my level of experience | 4.71 |
| 2. Provided information relevant to my work | 5.00 |
| 3. Organization of Content | 4.29 |
| 4. Appropriately addressed issues of diversity | 4.58 |

Presenter: Michael Polowy

- | | |
|---|------|
| 5. Demonstrated a thorough knowledge of content area. | 4.88 |
| 6. Used exercises that facilitated my learning the content. | 4.63 |
| 7. Made content clear & understandable. | 4.75 |
| 8. Created an environment that encouraged me to learn. | 4.63 |
| 9. Answered questions clearly. | 4.88 |
| 10. Used an effective presentation style. | 4.63 |
| 11. Encouraged me to participate actively. | 4.88 |
| 12. Effective use of time | 4.63 |

Outcomes

- | | |
|--|------|
| 13. This workshop increased my practice knowledge. | 4.50 |
| 14. This workshop increased my practice skills. | 4.63 |
| 15. This workshop has changed some of my attitudes/values. | 4.71 |
| 16. I expect to use what I learned on my job. | 4.88 |
| 17. I would recommend this workshop to fellow workers. | 5.00 |
| 18. In summary, How would you rate this training. | 4.75 |

Would you please give us more information about any dissatisfaction and/or any recommendations you would like to make for change. (You are welcome to use the backside of this page for comments.)

General Comments:

3. Thanks for motivating me to do what I need to do for/with my team.
6. Excellent workshop – Recommend it highly.
7. Very good – very helpful.

Please list any training topics you would like to see offered: