

Objectives

- Understand the role of supervisors in promoting workplace learning
- Understand the unique attributes of adult learners
- Understand the four learning styles found within a diverse learning group

Educational Supervision

“...teaching the worker what he or she needs to know to do the job and helping him or her learn it.”

Kadushin and Harkness, 2002, p. 129

Supervision for Performance

- Everything should be focused on improving and maintaining the performance standard required for the job and creating learning opportunities
- Standards for educational supervision:
 - National Association for Social Workers
 - Council on Accreditation
 - Child Welfare League of America
 - Public Children Services Association of Ohio

Supervision...

... is an ongoing process designed to help workers gain greater competence and overcome barriers to improving performance.

- Supervisory strategies can be applied during individual work conferences, unit meetings, and case staffing to improve performance of staff...
- Or at any naturally occurring opportunity
 - Spontaneous "teachable moments"

Creating a Learning Environment

The supervisor is responsible for creating a culture for learning in the work environment

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graph TD; A((Permissive Environment)) --- B((Rich Learning Environment)); B --- C((Everyone is Learning - Ongoing self-Improvement)); B --- D((Share a common vision)); B --- E((Team Effort Combined Talent));
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Adult vs. Childhood Learners

- List the differences between adult learners and childhood learners on the flip chart
- Share the list with the group

Differences in Learning

Adult s	Children
<ul style="list-style-type: none">• Are problem centered and time focused• Are capable of self-direction• Have a lifetime of experience• Focus of learning: role competence• Need to know why they should learn something	<ul style="list-style-type: none">• Learning is directed by others• Learning is their primary responsibility• Limited experience• Learn Quickly

Levels of Learning

- Level I • Awareness
- Level II • Knowledge
• Understanding
- Level III • Application to the job
• Strategies/ Knows how to
- Level IV • Skill Acquisition
• Can/is able to

Group Activity

- Identify supervisory interventions for helping staff advance from one level of learning to the next
- Share your suggestions

Awareness Level

- Supervisors should:
 - Use the ITNA and other assessment tools to help staff identify their learning gaps
 - Express and show support of staff as they address their learning needs
 - Help staff recognize learning needs
 - Help staff identify their strengths
 - Assure that the work environment is permissive

Knowledge and Understanding Level

- Supervisors should:
 - Show support to staff for engaging in learning activities
 - Offer staff the opportunity to develop their own plan for addressing their learning needs
 - Select both classroom and on-the-job interventions to address learning needs
 - Support staff while they are in the classroom
 - Use a coach for on-the-job training

Application Level

- Supervisors should:
 - Encourage staff to share their action plans when they return from training
 - Offer support and opportunities for post-training application on the job
 - Reward when appropriate
 - Assign a coach if possible
 - Make post-training implementation part of performance review expectations

Skill Acquisition Level

- Supervisors should:
 - Provide ongoing support to ensure sustainment of new skills
 - Apply transfer-of-learning strategies that allow staff to try their new skills in the workplace

Group Activity

- Brainstorm all examples of diversity that your group has encountered in the workplace
- Report out on your lists
- Share examples of times when you learned from others who were different from you

Individual Activity

- Write down three things you are going to do immediately to support staff learning in your unit

Directions:

Learning Styles Inventory

- Complete each of the 12 sentences using the scale 1=least and 4=best for each ending provided
- Each ending should have only one response, marked 1, 2, 3, or 4 (The sum total of the 4 should equal 10)
- When all 12 sentences have been answered total each column, top to bottom (The sum total of all 4 columns should be 120)
- Identify the column with the highest score

Four Corners

- Once the inventory is complete, go to the corner of the room that matches your results

Diversity of Learners

- Supervisors must understand the different learning styles and how these impact a person's work
- A person's likelihood of learning new knowledge and skills depends upon his/her learning style
- Supervisors must learn to adapt their educational supervision interventions to the learning preferences of staff

Group Activity

- Using the assigned supervisory function, discuss how the function can serve as a learning opportunity
- Identify how each of the following can be used to enhance learning in the workplace:
 - Strengths-based supervision
 - Learning preferences
 - Adult learning theory

Section 3

Supporting Staff Learning

Objectives

- Understand the staff development process
- Learn to identify staff learning needs

Developmental Process

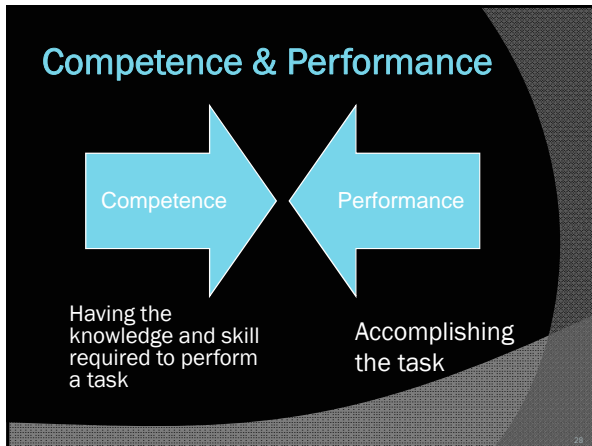
- Beginning Stage**
 - 2 years or less
 - Needs higher level of instruction, support
 - Highly inquisitive
- Middle Stage**
 - Staff often make decisions about their careers here
 - Confidence and comfort with job tasks grow
 - Makes decisions based on knowledge and experience
- Personal Mastery**
 - Skills consolidated to achieve mastery
 - Flexible in conducting work

Learning in the Workplace

- Should be appropriate for the professional development stage of staff
- Needs differ based on stage of professional development
- Should be tailored to the needs of the staff

Consider this...

- Think about the staff member you identified in the pre-training assignment for Module 4, one who has some deficit of knowledge and skills that negatively impacts his or her performance or productivity. Where does he/she fit in each of the following categories?
 - Developmental stage
 - Learning style
 - Level of learning



Competence & Performance cont.

Task: Providing proper documentation in investigations of alleged child abuse

Competency Statements: The worker knows the indicators of child abuse and can recognize indicators of abuse	Behavioral Measure of Performance: The worker's documentation includes specific information regarding the indicators of child abuse
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Give it a try...

You have 5 minutes to:

1. Review one section of the Caseworker and Supervisor Topics and Skill Sets
2. Using the staff member from the previous activity, place a check mark next to the knowledge and skill deficits you identify for that person

Individual Training Needs Assessment (ITNA)

- Helps supervisors evaluate the learning needs of staff
- Measures mastery of knowledge or skill and importance of each
- All facets of the system have a role in the process

21

How will the data be used?

- Regional Training Centers (RTCs) will use the *needs assessment* data to plan quarterly training for child welfare staff
- Workers and supervisors will use *all* the data to develop the worker's Individual Development Plan (IDP)

22

Regional Training Centers (RTCs)

- Training needs assessment
- Schedules workshops to meet priority needs
- Quarterly training calendars
- Agency-specific training
- Library of training resources
- Regional training coordinators to counties
- IDP data
- Key informant and site visits

23

About the ITNA

- Must consider if performance is a result of knowledge discrepancy or execution discrepancy
- Should be conducted jointly by supervisors and staff
- Should NEVER be used to punish staff
- Supervisors should also complete their own ITNA with their manager or director

A Collaborative Effort

- The ITNA should not be a self-assessment done solely by the staff person
- The staff person and supervisor should work together in determining the staff person's training needs
- Supervisor feedback is important for both the staff persons development and the training system

Individual Training Needs Assessment

The ITNA groups competencies into three areas:

- Core Knowledge and Skills
- Related Knowledge and Skills
- Specialized Knowledge and Skills

Core Knowledge and Skills

- ◉ Fundamental and Important for all staff person
- ◉ "Very Important to Your Job"
- ◉ Common philosophy and approach to services
- ◉ Example: Caseworker Core Module 4 Case Planning and Family-Centered Casework

Specialized Knowledge and Skills	Related Knowledge and Skills
<ul style="list-style-type: none">◉ Specific areas of child welfare work, or specific client populations◉ Specialized knowledge and skills include:<ul style="list-style-type: none">• Adoption and foster care• Sexual abuse• Services to adolescents	<ul style="list-style-type: none">◉ Related disciplines that staff member's need to do their jobs effectively include:<ul style="list-style-type: none">• Treatment strategies and interventions• Casework with children• Cultural competence• Substance abuse

ITNA Activity

- ◉ Using the employee from the previous activity, complete an ITNA,* using only one section on a single topic area
- ◉ Share your results with a partner and exchange insight about the training needs of staff members

** Remember, the ITNA is a collaborative and ongoing process, but for this activity you will use the tool and conduct it alone.*

Other Methods to Assess Competence

- Observing of staff behavior on the job
- Observing of staff interaction with clients
- Reviewing work products, such as CAPMIS documentation, court reports, case notes
- Assessing critical-thinking skills in one-on-one conferences

Supervisor Core Module 5
Day Two

Section 4:
Embracing Learning Opportunities

Objectives

- Identify the various types of learning opportunities available to child welfare staff
- Match staff learning needs with learning opportunities
- Learn how to assist staff in recognizing the benefits of addressing learning needs and establishing individual development plans



What components must be considered when assessing training needs?

Selection of Learning Opportunities

- Must identify available learning opportunities
- Consider staff member's developmental stage and desired level of learning
- Must be able to direct staff to the learning opportunities most appropriate for their development

Learning Opportunities

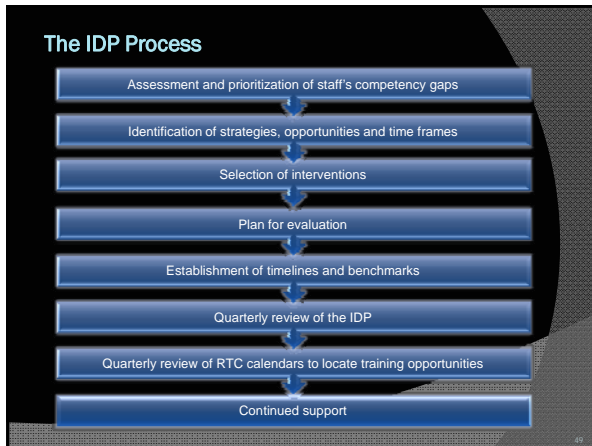
- Formal classroom training
- Learning labs
- Coaching
- Shadowing
- Mentoring
- Self-directed learning
- On-the-job training

Skill-Building Interventions

- On-the-job interventions
(coaching, mentoring)
- Self-directed learning
(Web-based, Field Guide, journals, videos)
- Shadowing
- Learning labs

Individual Development Plan (IDP)

- Developed based on ITNA and other methods for assessing staff training needs
- Formal documents that contain interventions for skill and knowledge gaps
- Should be individualized to each staff member and should be a collaborative effort
- Supervisors must ensure these are developed, implemented, monitored, and evaluated for each staff member



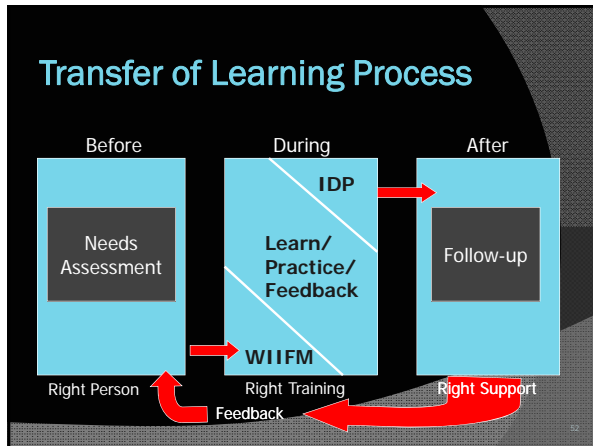
Creating the IDP

- Using the IDP Model handout, transfer the information from previous application activities worksheets on your staff member to the IDP handout
- Take 15 minutes to develop the IDP
- Use your consultants
- Report back

** Remember this should be a collaborative process*

Transfer of Learning (TOL)

- TOL – the transfer of information into practice
- TOL is crucial because:
 - What good are learning interventions if you don't use what you have learned?
 - Learning that is not utilized is a waste of your time and agency resources.
 - It helps develop skills on the job.



- ### Supervisor 's Role - Before Training
- (Potter & Brittain, 2009)
- Treat training as a priority
 - Discuss with staff what they hope to learn from the training
 - Help staff develop action plans for implementing the new knowledge and skill
 - Identify if any of the staff's cases will need agency intervention and plan for that intervention

- ### Supervisor's Role - During Training
- (Potter & Brittain, 2009)
- Avoid competing for the staff's time
 - Avoid calling staff out of training to respond to cases
 - Encourage staff to turn off cell phones and pagers
 - Provide only one training opportunity per staff at a time
 - Handle case issues while the staff is at training

Supervisor 's Role - After Training
(Potter & Brittain, 2009)

- Create opportunities for staff to share what they have learned
- Discuss how skills and knowledge can be applied and develop an action plan to implement this
- Give staff the opportunity to practice new skills in a "safe" environment

Small-Group Activity

- Identify TOL strategies that are currently in place in your agency or unit
- Identify additional TOL strategies you could implement to strengthen training transfer
- Prepare a flip chart with your responses
- Share your responses with the large group

Section 5
Supervisor As Coach

Objectives

- Identify stages in the coaching process
- Understand the utility of coaching staff as a developmental tool

Three Types of Coaching

- Skills Coaching
- Performance Coaching
- Development Coaching

Individual Activity

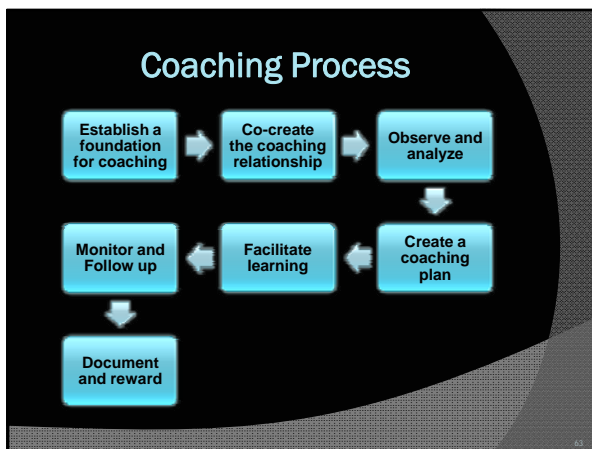
- On a piece of paper, list all staff in your unit
- Next to their names, list their stage of professional development
 - Beginning
 - Middle
 - Personal Mastery
- List the type of coaching that could be useful for each staff member's professional growth

Mind-Mapping Activity

- In the center of the flip chart, write "Supervisor as Coach"
- Each person should use a different-colored marker and write all characteristics associated with the supervisor as coach on the paper
- In your group, collaboratively identify themes of these characteristics
- Draw lines to connect related characteristics
- Display the map

Supervisor as Coach

- Supervisors must motivate, build confidence in, and teach skills to staff
- A "culture" of coaching must be established to help staff feel supported
- Conversations must be strengths based
- Must be able to determine when someone else would be better suited to conduct the coaching



Effective Feedback Activity

- Consider a time when you have been the giver and/or receiver of feedback. Share with your group the following insights:
 - How did it feel to give feedback?
 - How did it feel to receive feedback?
 - How was the feedback process handled?
 - What could have been done differently?

The Individual Coaching Plan

- Scope of the intervention
- Intended level of learning
- Competencies
- Goals of intervention
- Roles of involved parties
- Responsibilities of both parties
- Plan for accountability of both parties
- Time frame for intervention
- Monitoring

Individual Coaching Plan Activity

- Using the same staff member, develop an individual coaching plan for this person, using the handout provided
- Share this with a partner
- Be sure to give feedback that is strengths based

Small-Group Activity

- In groups of three, practice a brief coaching interaction with the staff person you have been using throughout the workshop. Use the coaching plan you created and other information gathered throughout the two days
- Each person should take a turn at being the coach, the employee, and the observer

Answer the Following Questions:

- How did it feel to be the staff member in the coaching relationship?
- How did it feel to be the supervisor or coach in the relationship?
- Would this be a useful tool in addressing the training needs of staff members?
- How would you use this tool in your unit?

Section 6:
Closing

Objectives

- Use the ITNA process to identify additional learning needs regarding educational supervision and coaching

70

Mentoring Plan

- Identify someone with whom you can mentor at your agency
- Develop an action plan for this mentoring relationship. Be sure to include:
 - Goals of the relationship
 - Activities to achieve these goals

71

Individual Activity

- Consider your personal learning needs and create your own individual development plan
- Identify strategies for ensuring that you implement your own plan

72