



CENTRAL CALIFORNIA TRAINING ACADEMY

**ADVANCED LEADERSHIP
DEVELOPMENT FOR
SUPERVISORS:**

Report 1 – Applying Authority

August 2010

**Advanced Leadership Development for Supervisors: Applying Authority
TRAINING EVALUATION REPORT 1**

EVALUATION PROCESS

Training evaluation has a number of purposes: it provides feedback for course improvement, training design, and training structure; it identifies trainee's knowledge, skills, and values; it provides data for individual accountability; and it identifies facilitators or barriers to achieving program goals. Training evaluation does not establish a direct cause and effect relationship between a training program and agency or client outcomes.

To evaluate the Advanced Leadership Development for Supervisors (ALDS) training series, three evaluation levels are being used. These evaluation levels include tracking, knowledge/skill, and transfer of learning.

This document provides information on two evaluation levels: knowledge/skill and transfer of learning for the Applying Authority module.

**Advanced Leadership Development for Supervisors: Applying Authority
TRAINING EVALUATION REPORT 1**

EVALUATION LEVEL: KNOWLEDGE/SKILL ACQUISITION

Evaluation at this level focuses on the changes in the knowledge, skill, or values of the participant as a result of the training. The results from the Level 4 evaluation are used to measure the effectiveness of the training, assess if the competencies and learning objectives were met, and to provide guidance as to where changes to the curriculum should occur.

To measure a participants' knowledge/skill acquisition, a self-assessment of learning form was used. This form asked participants to rate their competency in regards to the topic before and after the module using a 5-point Likert scale, where 5 is the highest rating. The following table provides the mean scores (out of a possible 5.00) and the change between the mean scores.

For the Applying Authority module, participants learned the most in defining the concepts of transfer of learning, developing examples for supporting staff in the application of new knowledge or skills, and the four factors required for change. In addition, after the training, participants are most knowledgeable in the areas of defining the concepts of transfer of learning, understanding and valuing the role of a supervisor in learning, understanding the relationship between change and training, and valuing the need for individual professional development goals. See Table 1 for more information.

The information above is echoed in the qualitative data collected. Two open-ended questions are posed to participants: (1) the key objectives that I focused on in the Applying Authority class were; and (2) the skills I practiced in the Applying Authority class were. For the first open-ended questions, participants spoke of the four factors related to change and understanding the different roles of being a supervisor. In addition, as provided by the second open-ended questions, participants practiced during the day how to mentor and support staff in their staffs' learning of new knowledge/skills. See Table 2 for more information.

Advanced Leadership Development for Supervisors: Applying Authority
TRAINING EVALUATION REPORT 1

TABLE 1: SELF-ASSESSMENT OF LEARNING

	Mean Score Before Training	Mean Score After Training	Change in Mean Score
I can define concepts of “transfer of learning”.	3.60	4.90	1.30
I can develop examples for supporting staff in the application of new knowledge or skills.	3.60	4.60	1.00
I can list the four factors required for change.	3.20	4.10	0.90
I understand the components of a coaching organization.	3.80	4.60	0.80
I can identify parallel process themes in casework discussion and classroom experience.	4.00	4.70	0.70
I can clarify the role of the training in supporting organizational changes.	3.40	4.10	0.70
I understand the relationship between change and training.	4.10	4.80	0.70
I understand and value the role of a supervisor in learning.	4.40	4.90	0.50
I value the need for individual professional development goals.	4.70	4.80	0.10
I can define the four roles of a supervisor.	4.40	4.30	-0.10

Advanced Leadership Development for Supervisors: Applying Authority
TRAINING EVALUATION REPORT 1

TABLE 2: OPEN-ENDED PROMPTS – APPLYING AUTHORITY

The key objectives that I focused on in the Applying Authority class were:

- Four factors required for change. Transfer of Learning.
- Understanding the factors required for change.
- Adjusting to learning something new.
- Coach/mentor.
- When to use the various roles in supervision.
- Establishing rapport and accountability.

The skills I practiced in the Applying Authority class were:

- Foundation phase: establishing clarifying clear expectations.
 - Confronting phase: directly addressing issues and concerns.
 - Confronting negative behavior effectively.
 - Exploring change.
 - Coaching/delegating.
 - Have staff identify whether they need to vent, need direction when they come in.
 - Supporting staff in the application of new knowledge and skill.
-

**Advanced Leadership Development for Supervisors: Applying Authority
TRAINING EVALUATION REPORT 1**

EVALUATION LEVEL: TRANSFER OF LEARNING

Evaluation at this level focuses on the transferability of the knowledge, skills, and values to the workplace. Evaluation at this level attempts to provide information on the relevancy of the training program and what effect did the training have on the trainees' ability to utilize the information. To measure a participant's transfer of learning, follow-up surveys are conducted. These surveys are conducted 2 months after the individual training.

By attending the Applying Authority module, participants are now incorporating transfer of learning for their staff and incorporating additional supervisory tactics with their staff that they weren't using prior to attending this module. This has led to these participants providing better professional development for staff and better communication with staff. Ultimately, participants believe that providing better professional development for their staff and better communication with their staff will lead to more efficiency, accountability, and a higher compliance. Please see Table 3 for more information.

In addition, the participant's supervisors are invited to fill out a follow-up survey. Evaluation at this levels focuses on what someone with an outside perspective is noticing about the transferability of the knowledge, skills, and values of those participating in the program. This perspective helps to validate the self-assessment of the participant.

Most supervisors (8) of the participants have noted that the participants understand what it means to be a supervisor and are applying the roles of being a supervisor. While most of the supervisors (7) note that it is too early to identify whether any outcomes have happened that can be associated to the Applying Authority module, three of the participant supervisors have noted some outcomes. Please see Table 4 for more information.

**Advanced Leadership Development for Supervisors: Applying Authority
TRAINING EVALUATION REPORT 1**

TABLE 3: TRANSFER OF LEARNING SURVEY

By participating in the Applying Authority training and completing your specific TOL Activities, what one or two things are you doing differently now (either incorporating a new skill and/or modifying a previous skill) that you weren't doing prior to the Applying Authority training:

Incorporating Transfer or Learning (5)

- I make sure to ask staff what they've learned from a training they have attended. I do this the day they return from training, and I ask what they can do differently in their practice now that they have this new knowledge. This is to reinforce the transfer of learning. There are many internal changes going on at our Agency currently. I ask staff for their reaction to these changes, and explain to them the possible reactions of others. I also emphasize the vision of what these changes will lead to.
- I make a conscientious effort to discuss immediately after a worker goes to a training what they got out of it. Next, I set many goals with my workers to work up to the ultimate goal.
- Having staff share what they learned in recent training and as a team discussed how this information should or should not change the way we do things in our team.
- I believe that this module of the training really emphasized the role of the supervisor in training staff. More specifically, the act of sending someone to training is not sufficient, in terms of being "trained up." The conversation prior to and afterwards about how this training will be utilized in your daily practice is essential to the professional development of your staff. This really stood out to me and really doing a TOL with my staff is something that I will continue to explore and develop with my staff.
- Working on applying these concepts with my co- supervisor. The two of us also met with our supervisor, the Deputy Director of Social Services, to discuss transfer of learning for us and for our staff.

Using Additional Supervisory Tactics (4)

- Wrote out expectations of staff. Learning the style of learning for my staff.
- Meet weekly, do not skip, go over expectations regularly, and practice.
- Moving toward more effective in counseling and confronting staff about concerns.
- I now ask workers whether they need to vent, get directions, or ask questions. I have been asking workers individually how they would like to be recognized or motivated.

**Advanced Leadership Development for Supervisors: Applying Authority
TRAINING EVALUATION REPORT 1**

How are these one or two things that you are doing differently now helping you to become a better supervisor?

Providing Better Professional Development for Staff (5)

- I am able to directly link training to positive change in staff's practice, and support that change. I am able to have a better understanding and appreciation of the changes occurring at the macro level, and what is needed for these changes to occur.
- I believe both things are empowering the workers and making them feel more part of their own processes of learning.
- Allowing staff to present new information to staff shifts the role of teacher from me reemphasizing the power of learning from your colleagues.
- I believe that the TOL process with staff is making me a better supervisor, in that, the professional development of my staff to work efficiently and autonomously, as well modeling appropriate skills for those who have aspirations to promote.
- I am now even more mindful of the need to follow up with staff after they attend trainings to ascertain what was gleaned from the trainings and how to apply such to the job.

Better Communication with Staff (3)

- This really helps the worker and me to be clear about their need at the time and more efficiently address their need. I'm finding my workers need/want different things and it has helped me be more specific with each worker and they feel better recognized.
- Clear expectations and clear communication. Follow through if something was not completed. Communicate.
- Better communication with staff.

Providing Self-reflection (1)

- Keep me focused and understand where and what I need to work on more.

By participating in the Applying Authority training and completing your specific TOL Activities, how did the training and TOL Activities lead to better outcomes for you and your staff? And what, if any, are these outcomes?

- Better communication with staff, my co-supervisor, and my own supervisor.
- Accountability and better communication lead to better compliance percentage.
- One of the many aspects of my developing practices in supervision is my relationships with my staff. I am very focused on outcome measures and work

**Advanced Leadership Development for Supervisors: Applying Authority
TRAINING EVALUATION REPORT 1**

product and can overlook the more personal aspects of my staff. This TOL process has opened a door that opens a dialogue about practice and analysis of practice that was not being done before.

- This process has assisted me as I implement change within my team
- Because there is a age difference, the expectations assisted in generalizing the roles rather than staff believing things were individualized.
- It provided for two-way learning.
- Keeping up weekly has outcome of completed timely communication on expectations, work is thorough.
- I'm now meeting with my staff for brief meetings at least 2x/week and this has helped in communication as well as getting work done more efficiently. More support among team members as well to get work done.
- It has led to an emphasis on transfer of learning for my staff, and ultimately this will impact their practice and the families and children we serve. I was able to better prepare my staff for the changes coming ahead.
- I believe my staff has a clear understanding of what is required of them and consequences of non compliance.

What, if any, additional support, knowledge, and/or skill development would you need to help you further apply the knowledge, skills, and/or values of the Applying Authority training.

- Trust is a big issue in terms of teams.
- Are there differences in how staff from different generations perceive changes, and if so, how do I support changes considering these differences as a supervisor?
- I'd like someone to be able to give me more feedback on how I'm interacting with staff in order to improve in those interactions.
- Look at it as a team approach, not punitive. When monitoring, I now just factually ask why work is not complete; it's not threatening, this is due to weekly follow-up.
- More time in the day.
- None at this time. It's a process and I am processing.
- Additional time is what I would ask for to allow me to further apply these concepts.
- If I am being overly critical....(constructively, of course) I would like to see more distinct separation away from new sup's training and cater to the more experienced sups, who may require more individual assistance.
- Emphasis on my own power to make a difference with staff and, in turn, empower them.

**Advanced Leadership Development for Supervisors: Applying Authority
TRAINING EVALUATION REPORT 1**

TABLE 4: SUPERVISOR FOLLOW-UP SURVEY

By participating in the "Applying Authority" training and completing the specific TOL Activities, what one or two things are the participants doing differently now (either incorporating a new skill and/or modifying a previous skill) that they weren't doing prior to the "Applying Authority" training?

Understanding the roles of a supervisor (8)

- Grasp of the roles of a supervisor.
- Supporting training in supporting organizational changes.
- Values professional development goals.
- This participant now discusses trainings with their staff to include them in discussing the concepts that this participant is working on and engaging them in sharing and feedback on how this participant is implementing what this participant is doing as a result of the training.
- Identifies parallel process in casework discussion and classroom experience
- Supporting staff in the application of new knowledge.
- This participant, along with the other program's supervisors, has revolutionized this programs structure in our county. This program's staff is now split into two teams who switch off every other week. In addition, they have implemented a [leader] to assist other program staff with their duties.
- Able to define the concept of transfer of learning. Supporting staff in the application of new skills or knowledge.

No Differences Noted (2)

- I am not seeing anything different regarding this participant's interaction with their staff - yet.
- I am not aware of anything that this participant is doing differently - yet.

How are the participants' actions helping these participants become better supervisors?

Applying the roles of being a supervisor (8)

- Helping this participant confront issues/concerns directly.
- This participant stated that these things have allowed this person to engage their workers in a discussion regarding parallel process. In addition, this participant feels that their staff now understands why it is important for the participant to attend these trainings and be out of the office.
- Understanding that it is a process, not just a class.
- This participant has really been focused on solutions. This participant has been working on how to make the participant's team work better together as well as more effectively meet the mission of our agency.

**Advanced Leadership Development for Supervisors: Applying Authority
TRAINING EVALUATION REPORT 1**

- This participant absorbs the information and guidance like a sponge and immediately applies it.
- Themes/discussions in training are coming through with work with staff and many "ah ha" moments.
- This participant is able to prioritize and direct staff based on their identified needs/issues.
- Acknowledgement that what this participant learns needs to be transferred to staff and applied. It provides for more of a full circle.

No results as of now (2)

- I am not seeing any results - yet.
- We're not there yet.

By participating in the "Applying Authority" training and completing the specific TOL Activities, how did the training and TOL activities lead to better outcomes for the participant and the participant's staff? And what, if any, are these outcomes?

None (7)

- None - yet.
- Not tracked yet.
- Still tracking.
- I am not seeing any outcome from my perspective.
- Not yet tracked.
- Not tracked yet.
- Have not tracked the outcomes yet.

List of outcomes (3)

- Although the change in the program's structure has just been implemented, many of the program staff are excited and hopeful about the results. They feel supported and "heard" which is essential to having them perform at their maximum levels of achievement.
- The participant has started to recognize that there is a difference between line staff and supervisors and that it is a delicate balance of relationship and task focused work and feedback.
- The participant is quick to follow through and document results.