



CENTRAL CALIFORNIA TRAINING ACADEMY

**ADVANCED LEADERSHIP
DEVELOPMENT FOR
SUPERVISORS:
Report 4 – Responsibility & Accountability**

March 2011

**Advanced Leadership Development for Supervisors: Responsibility & Accountability
TRAINING EVALUATION REPORT 4**

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 Responsibility & Accountability module.

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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 Responsibility & Accountability module, participants learned the most in the area of understanding the organizational "victim cycle" and how staff manifest this dynamic. In addition, after the training, participants are most knowledgeable defining responsibility and accountability and their linkage in a coaching organization. See Table 1 for more information.

For the open-ended section, two open-ended questions are posed to participants: (1) the key objectives that I focused on in the Responsibility & Accountability module were; and (2) the skills I practiced in the Responsibility & Accountability module were. For the first open-ended questions, participants reported focusing on coaching staff, making individual conferences a priority, and opening up communication. In addition, as provided by the second open-ended questions, participants practiced providing feedback, helping staff understand the department's goals, and coaching. See Table 2 for more information.

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TABLE 1: SELF-ASSESSMENT OF LEARNING

	Mean Score Before Training	Mean Score After Training	Change in Mean Score
I can define responsibility and accountability and their linkage in a coaching organization.	4.00	4.75	0.75
I understand the organizational “victim cycle” and how staff manifest this dynamic.	3.11	4.63	1.52
I can list 4 steps in organizational accountability.	3.63	4.25	0.62
I can self-assess individual skills in organizational accountability continuum.	3.89	4.50	0.61
I understand 3-4 ways to sustain accountability.	3.89	4.38	0.49
I can identify 4 effective ways to “manage up.”	4.00	4.63	0.63
I practice skills to improve organizational accountability thru self and others.	4.22	4.63	0.41

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TABLE 2: OPEN-ENDED PROMPTS – RESPONSIBILITY & ACCOUNTABILITY

The key objectives that I focused on in the Responsibility & Accountability class were:

- Setting an example for staff re: accountability.
- I thought this was the best class yet and I have used these concepts in framing my work and the work I want to inspire from my staff.
- Keeping effective communication between me and my boss and having back plans to address issues.
- The accountability section and the victimization cycle.
- I am taking my conference time with staff very seriously. I make sure that if I am not available, to inform them ahead of time, and re-schedule. We are both making this a priority, and I can see how our communication regarding workload is benefitting from our time together.
- The piece on coaching because it is to me the most effective tool in training in responsibility and being accountable.
- Understanding organizational accountability and ways to sustain accountability
- Steps to accountability and understanding the organizational "victim cycle."

The skills I practiced in the Responsibility & Accountability class were:

- I practice being more direct when giving needed feedback. I personally am working on being more accountable and using less excuses e.g if late for a meeting for whatever reason.
- I am making sure to ask more questions, and watch more body cues, so that our communication is better for both of us. I am also repeating expectations consistently, as it pertains to outcomes we are monitoring.
- Giving effective feedback to staff.
- Coaching on a daily basis.
- I purchased the OZ principle and have found the content inspiring and great individual and organizational framework for success.
- Identifying the victimization cycle with staff and self. I also placed the anybody, everybody, somebody story in my office.
- The above. Coaching and modeling.
- Getting my staff to understand what the department's goals are and identify the things that they can do to help achieve those goals. I also talked to them about taking ownership of their work assignments and what it means to them, the department, and their supervisor.

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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 Responsibility & Accountability module, participants are now supporting staff more by making individual conferences a priority and providing feedback. This has led to these participants giving more effective feedback and being more available to staff on a consistent basis. Ultimately, participants believe that this has led to the growth of their employees and has helped their employees see the bigger picture. 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.

Supervisors are reporting that the participants are meeting more consistently with their staff. By doing so, most of the supervisors have noted that participants are focusing on performance and providing more feedback holding staff accountable and clarifying the job expectations. Please see Table 4 for more information.

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TABLE 3: TRANSFER OF LEARNING SURVEY

By participating in the Responsibility & Accountability 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 Responsibility & Accountability training:

Supporting staff by making individual conferences a priority and providing feedback (7)

- I am more than ever keenly aware of the effects of accountability and responsibility on a coaching milieu. I endeavor to model accountability daily for my staff and pride myself on this practice.
- The above and below the line issues has really resonated with me. I find myself using the language of accountability more and more. I purchased the OZ principle and find this work applicable and sorely needed in the human services field.
- I have now assigned a lead worker of the month to assist in their succession planning and a better understanding of what roles a supervisor must take.
- Explaining my role in supporting my staff to my staff and understanding when they are working above the line from their perspective and what I view as above the line from the training I received and connect them together.
- I am discussing more with staff individually for them to describe their understanding of accountability and responsibility. I am also going to have these discussions as a group, later as we continue to work on this. I am going to use my conference time with each staff member to discuss more about the climate here, and how that affects accountability.
- I have incorporated Responsibility & Accountability as part of my unit meetings and have been discussing with staff what that means in my role, as well as theirs. I am being more explicit about what my expectations are for whatever task is at hand for staff. I have also given staff the responsibility to take on reporting their weekly Safe Measures stats.
- I am giving more effective feedback to my staff--whether for positive or negative performance.

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

Giving effective feedback/Being more available to staff (7)

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- I think giving effective feedback to staff helps them see me as someone who is trying to be helpful and honest about their performance. It helps to develop and maintain a trusting relationship.
- I believe I will have their point of view and understanding of what they believe responsibility and accountability is. I need to know this about each one of them, so that I can assist them as needed, after I understand where they are so I can move them forward.
- I am more available to my staff now that they are taking on reporting their weekly stats. I am also able to hold staff more accountable when they clearly know what is expected of them.
- More open communication in with my staff so they can understand what training I am receiving when I am not available to them.
- By sharing my views on this subject matter and continuing to challenge my staff to strive for above the line behavior and avoid making excuses.
- I am allowing my workers to be empowered in the process and decision making of our unit.
- Because trust is comprised of competence plus character, per The Seven Habits of Highly Effective People, I believe that demonstrating responsibility and accountability, walking the talk, communicates to my staff that I have "character", as well as competence. A good supervisor engenders trust among staff.

By participating in the Responsibility & Accountability 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?

Use of coaching to grow employees (4)

- My newest worker has shown improvement in several areas, especially in court report writing. I see her improvement as a function of my coaching, modeling, and positive reinforcement.
- I think it has done well in showing that I am asking for a higher standard and it coincides with expectations and practice habits that will aid staff in remaining above the line.
- I am taking my time with each staff person more seriously, in that my meetings are purposeful to have these outcomes. I am also being reminded how important it is to know where they are at individually, and that I need to facilitate this discussion in group settings so that we can move forward as a team as well.

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- For one, having staff do their own Safe Measures has made them become more aware of what's being tracked in the system and gives them a mechanism to track their own accountability on their measures. One worker reported that she was glad she has been doing these, as it allowed her to organize her work better - knowing who had been seen and who still needed to be seen.

Understanding the larger picture (3)

- I believe that my staff will better understand the reasons they are requested to do certain things and allow them to think more about the Macro levels of CW.
- More open communication in with my staff so they can understand what training I am receiving when I am not available to them.
- I have explained to my staff the concept of "managing up" and how important that is.

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 Responsibility & Accountability training.

- I think this module was by far and away the most powerful for me and I think it should placed into all levels of human services work. The work we do is so important on so many levels, we should be promoting more accountability and requiring this accountability at all levels of human services.
- This has only been implemented for one month. I will continue this for the next two months and see how the staff is feeling about the roles and responsibilities.
- I think it is important to get a grasp on how to effectively change long time culture of an agency. There are some things that occur here that I cannot believe, like how often and regularly people go out on leave. I have never seen such a thing. Also, how the mentality is "the agency owes me something" instead of "I am here to work, do a job, and get compensation for my job" as it relates to my performance. I know that some of this is generational; I would be interested in more research on this.
- More time with my staff in direct relation to in house meetings.
- It really helps me to have the ALDS training items on our agenda. It is a constant reminder of skills that I need to practice until it becomes habit/best practice. It also allows me to hear how my colleagues are applying skills, so that I can utilize their ideas with my own practice.
- None at this time.

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TABLE 4: SUPERVISOR FOLLOW-UP SURVEY

By participating in the "Responsibility & Accountability" 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 "Responsibility & Accountability" training?

Working more consistently with staff (9)

- The participant has done well at providing staff with their expectations, but has had to work on what the participant's role is. In writing performance evaluation, the participant has begun to incorporate those specific actions that the participant must comply with in order to make their staff successful.
- The participant is meeting frequently with staff and reviewing specific responsibilities with them. Because of the frequency, it allows the participant to follow up with staff on those tasks assigned and provide proper guidance and redirection as needed.
- The participant has implemented a "worker of the month" for this person to gather necessary information from the unit for compliance mandates. The participant is able to follow up with this worker on a weekly basis during their supervisor conference.
- The participant can list 4 steps in organizational accountability and practices skills to improve organizational accountability through others.
- This has already been an area of strength for the participant. I have noticed some additional incorporation of "managing up" techniques as well as the participant has been volunteering to take on additional assignments when they are presented.
- The participant is working more closely with staff on leave time and holding staff accountable to their own performance.
- The participant has taken the next step in holding staff accountable for their performance, or lack of. The participant has given clear expectations, follows through on the given deadline and is now moving on with a performance improvement plan.
- The participant has improved in the area of holding staff accountable for their performance and working with them to address areas for improvement.
- The participant has recognized their own weaknesses in performance and has increased those areas. The participant sees that they must lead by example.

No Change (2)

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- I am not seeing anything different. The participant may have a greater understanding of function and its relationship to the job and organization - but I have not seen a transfer of learned skills applied in the relationship to staff.
- Nothing that I am aware of.

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

Participants are focusing on performance and providing more feedback (9)

- This has allowed the participant to be more focused in the performance of staff and is more organized in the participant's own responsibilities.
- By working with the staff on areas of improvement as well as recognizing their strengths, the participant is able to engage the staff in a discussion and address the issue prior to it reaching corrective discipline.
- It allows the participant to show clear expectations to staff, and staff sees that the participant is holding them accountable to the stated expectations.
- The participant has set the stage of expectations and is now able to follow through with the given expectations.
- The managing up has improved the participant's ability to meet the needs of staff in a more timely manner. In addition, the additional assignments the participant has volunteered for have given the participant added experience in different areas of the agency as well as with policy and procedure development.
- The participant is able to create a culture of accountability among staff and lead through example.
- This has allowed the participant to give staff a responsibility and the participant has held them accountable to the task expectation.
- The participant is recognizing that the participant can not just assume that staff will comply or perform as expected, but continual feedback and redirecting at times is necessary as well. The participant recently experienced staff performing in ways not so becoming of county employees.
- There is recognition that being successful becomes a partnership.

By participating in the "Responsibility & Accountability" 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?

List of outcomes (7)

- Working together as a team has a greater impact on the supervisor's success as well as the agency as a whole.

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- The participant has recognized their own involvement with the perceived attitude and had to do some re-directing and stronger expectations of staff.
- For the participant's unit, there is a greater recognition of the work that needs to be done and the follow through of getting this information reported out.
- The participant is able to demonstrate what was learned to all staff and specifically those that the participant supervises.
- As stated above, the participant is able to obtain more timely results for staff as well as for staff's clients.
- Performance outcomes are expected and if not, there are clear consequences for such.
- Specifically, a huge area of improvement has been completing contact notes and closing cases in a timely manner.

None (3)

- None yet
 - Not yet
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