Supervisor as Trainer

Division of Aging and Adult Services

Adult Protective Services

DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

F a c i l i t a t o r   G u i d e

Course Code 3-B

Table of Contents

*Facilitator version of "Design a Training" in begins on Page 58 of the Guide

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Note: *Supervisor as Trainer* is a training program that is part of the National APS Supervisor Core Curriculum.

It is one of four training modules focused on supporting core competency in Teambuilding and Individual Development. These modules include:

- Building and Managing Effective APS Teams (Module 3A)
- Supervisor as Trainer (Module 3B)
- Onboarding New Staff (Module 3C)
- Coaching and Mentoring (Module 3D)

While one is not a pre-requisite for another, it is recommended that the modules be completed in the order listed.

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Click for Animations	Discussion
Group Activity	Participant Guide
Timing	Video
Written Exercise	Policy
Board or Chart	Demonstration

VIRTUAL SETUP

- ❑ Internet connection/Laptop computer
- ❑ Connection to virtual platform (Zoom)

INSTRUCTOR AND PARTICIPANT SUPPLIES

- ❑ Supervisor as Trainer Facilitator Guide
- ❑ Supervisor as Trainer PowerPoint Slides
- ❑ Supervisor as Trainer Participant Guide
  - o Links to Articles About Learning and Training
  - o Examples of Multi-Sensory Learning Activities
  - o Characteristics of Training Techniques
  - o Links to National Training Resources
  - o Small Group Activity – Developing a Training Activity
  - o Phases of Learning – Learner Characteristics and Suggested Activities
  - o Roadblock Group Activity
  - o Sample Transfer of Learning Tool
  - o Transfer of Learning Follow-up Assignment

COURSE/ LESSON GOAL

The goal of this course is to provide APS supervisors with an understanding of their role as trainers/facilitators, principles of adult learning, training settings and techniques, and ways to assess transfer of learning.

LEARNING OBJECTIVES

By the end of this course, participants should be able to:

1. Describe adult learning principles and how adults learn.
2. List six characteristics of adult learners.
3. Name the settings and techniques used to train staff.
4. List the four phases of learning and describe how to support staff in each phase
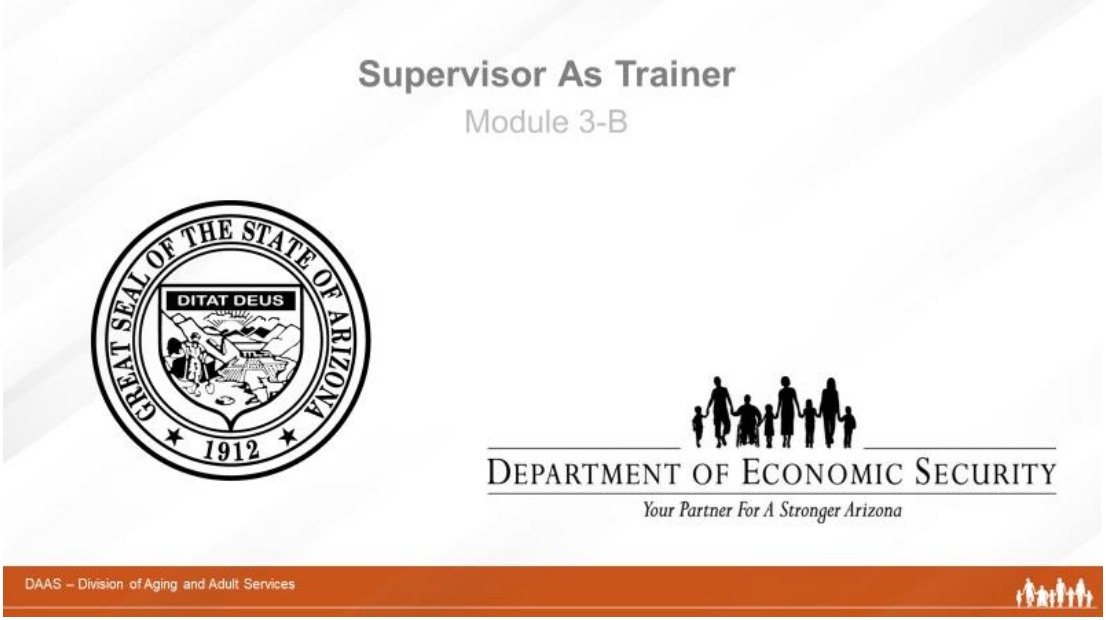5. Evaluate the effectiveness of training.

TARGET AUDIENCE

The target audience for this training is APS supervisors.

COURSE/ LESSON LENGTH

This training is presented in 4 sections with a total training time of 3 hours. The course could also be offered in smaller segments by presenting each section individually.

FOR FACILITATORS

This *Facilitator Guide* provides the structured content, activities, and PowerPoint slides to present a 3-hour training. Facilitators are encouraged to review the Guide and to add any state-specific information and/or examples from their professional experiences as appropriate. The accompanying *Participant Guide* contains the PowerPoint slides and additional resources materials that will be referenced during the training. Facilitators are encouraged to review the Participant Guide ahead of trainings and be prepared to describe the content and use.

	Introduction
Slide 1

Supervisor As Trainer
Module 3-B

DEPARTMENT OF ECONOMIC SECURITY
Your Partner For A Stronger Arizona

DAAS – Division of Aging and Adult Services |
| | *Producer:*

Welcome, everyone, to today's module on **Supervisor as Trainer.** *(Introduces self and role in overseeing technology and managing questions and group activities.)* |

Slide 2	Virtual Housekeeping Using Technology Features VIDEO CAMERA MUTE/UNMUTE CHAT BOX EMOJIS AND ICONS IF YOU NEED TO STEP AWAY POTENTIAL TECHNICAL GLITCHES DAAS – Division of Aging and Adult Services
	Producer: Before we get started, let's review some virtual housekeeping details to be sure we're familiar with the technology features we'll be using to communicate with each other. Some of you may be more familiar than others navigating through a virtual learning course. So we will briefly review the various functions of the virtual environment: • **Video Camera:** Find the camera icon; when you do, please turn the camera off and on. During the session, please keep the video camera on since this is an interactive course.

	• **Mute/Unmute:** Now, please locate the microphone. When you do, practice muting and unmuting yourself.
	• **Chat box:** Find the chat icon. We will be using the chat function to communicate throughout the session.
	• **Emoji and Icons**: These differ within the different virtual platforms

There will be a ten-minute break approximately 60 minutes into the training. And while participants are expected to attend the entire training, if you need to step away please let the facilitator know by private chat. And just a word about technical glitches. They are inevitable - on our end and your end! So please be patient and forgiving as we all navigate this virtual platform together.

Slide 3	
	Producer: Now, let me introduce our facilitator for today's session. (Introduces with short bio.)
Slide 4	

	Facilitator: **Say:** Thank you! I'm very pleased to join you all to facilitate this module on the role of Supervisor as Trainer. *(May want to add a little more about professional background.)* As APS supervisors, you all know the many different responsibilities that are part of your job. So I'd like to take a minute and ask you to use your chat button to share a few of the tasks that you carry out as part of your job. *(Producer monitors responses and reports.)*
Slide 5	**Supervisor as Trainer** A Multi-Faceted Role • Case Supervision • Managing Personnel Issues • Community Representation • Back-Up Coverage to Staff • Ensuring Compliance • Role Modeling • Training *(an essential part of supervision)* DAAS – Division of Aging and Adult Services
	Facilitator: **Say:** Great responses! Let's continue building a list on the screen. *Mention each task ending with training as an essential part of the job.)*

It looks like the hardest job in the agency!

Given these multiple tasks, we know it can be very challenging to dedicate the time to training new and experienced staff and you may even hold the belief that this is the responsibility of agency trainers.

However, it's important to recognize that your role as a supervisor and your role as a trainer are interchangeable. You are always training your staff – not only in formal ways - but in the way you model professional behaviors and attitudes.

Explain:

Your role as trainer may take many forms that we will talk about in this module. For example, you may be the sole trainer for your unit. Or training may look like coaching in individual supervision or in a team meeting. It may take the form of integrating activities after staff attend formal training in order to support the transfer of learning from the classroom into the field.

Whether you are a new or seasoned supervisor, you already have knowledge, experience and skills that will serve you well in training your staff. This session will focus on providing you with additional information and

	techniques that can enhance your abilities and build your comfort level in carrying out your role as trainer.
Slide 6	
	We will cover: • How the adult brain learns • The various settings in which training can take place and different training techniques • We'll look at the four phases of learning and their implications for training • And we'll finish with evaluating the effectiveness of training – how will you know if it is successful? We'll also share some tips for new supervisors. And you will become familiar with additional materials and resources in your Participant Guide. Are there any questions?

	<u>**Section 1– Learning & The Adult Brain**</u>
Slide 7	
	Say: Let's start by first talking about how adults learn. While there are numerous theories, most share some common principles.
Slide 8	

Explain:

- We build new knowledge on top of what we already know. We are always making connections between new and existing information. Learning is not only about gaining knowledge, but being able to make sense of it and use it.

- Learning is a lifelong process of building knowledge, skills and attitudes. We are continually taking in new information and adapting to changes and needs as they arise during our lives.

Learners have their own experiences, limits, and ways that help them learn. Some learners benefit from having visual information while other might prefer listening and discussing information with others.

Let's look more closely now at how our brain functions as we are exposed to new experiences and information.

Slide 9	
	Say:
	We have billions of brain cells called "neurons" and our brain forms connections between neurons to form networks or pathways.
	Explain:
	When we are exposed to new information or experiences, the brain's networks can reorganize and grow. This ability is called "plasticity." Young brains have the greatest plasticity. As we age, we lose some of this plasticity so making new networks or pathways may not happen as quickly or easily. However, as long as our brains are stimulated, they remain capable of connecting new information to existing neurons – and continue to grow and adapt.

	We are all lifelong learners. And as trainers, we can apply what we understand about adult learning and brain function as we support staff at all levels in developing their knowledge, skills and attitudes. Before we move on, are there any questions or comments?
Slide 10	Supervisor as Trainer *How Adults Learn* DAAS – Division of Aging and Adult Services
	Say: Although every learner is different, most adults share similarities in how they learn. Educators refer to the study of how adults learn as "adragogy." In 1980, an American adult educator named Malcolm Knowles, proposed principles of andragogy to the world of adult education.

	In the video clip we're about to see, you'll become familiar with six of these principles and the way they relate to adult learning. Let's watch. (Play video clip)
Slide 11	 Supervisor as Trainer Video: Principles of Andragogy "How Adults Learn DAAS – Division of Aging and Adult Services
Slide 12	Supervisor as Trainer *Adult Learning Principles* • Seeing the relevance (How and why will this help me?) • Taking ownership and making choices • Building on prior knowledge and experiences • Accepting the need to grow and change • Utilizing problem-solving approaches • Wanting to be successful learners *And benefitting from repetition and practice!* DAAS – Division of Aging and Adult Services

	Say: So let's recap for a moment what we just watched about the way adult learn by: • Understanding the relevance of new learning. (How will it help me?) • Taking ownership and making choices about how they learn new material. • Using their prior knowledge and experiences • Accepting the need to grow and change. • Preferring problem-solving approaches that can help them with the challenges of their work • Wanting to succeed and use new learning to solve real-life problems. And we've added one more principle to the list: • Understanding the benefits of **repetition** and **practice** and their direct relationship to training.

Slide 13	
	Say:
	Adults build new knowledge on what they already know. But what if learners have little prior knowledge of or experience with the new material to be learned? Their ability to fully understand and remember after one training is limited.
	Explain:
	Repetition of key concepts – especially as they apply in different areas of practice builds and reinforces connections in the brain and learning becomes more meaningful and permanent. Repetition combined with opportunities to practice help build good work habits as well. We'll revisit this as we talk about supporting staff in different phases of learning.

Supervisor as Trainer

Repetition and Practice . . .

When training content is new to the learner, there may not be prior knowledge or experience to connect with in the brain. The initial learning is often superficial and may not be retained very long.
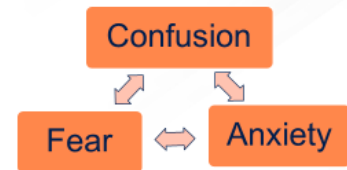
Frequent **repetition** and **practice** allow learners to build connections and reinforce new brain pathways. Training content gradually becomes more meaningful and permanent.

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	We've recognized that adults share similarities in how they learn. Now we want to briefly mention a few of the barriers that impact learning.
Slide 14	
	Let's start by having you use your CHAT to share your ideas of what you think could be barriers to learning. *Producer: Acknowledges responses as they are offered.* Facilitator: Thank you, everyone! Good responses. Now let's compare them to the screen.

Slide 15	**Supervisor as Trainer** *Common Barriers* • Fear of making mistakes • Not understanding the relevance • Resistance to change • Not enough training time allotted • Overly-formal atmosphere • Others? Confusion Fear ⇔ Anxiety DAAS – Division of Aging and Adult Services
	Say: Learning is a catalyst for change and learners need to be challenged – taken out of their "comfort zones." **Explain:** But fear, anxiety and confusion can interfere with the learning process and make it more difficult. Being afraid to make mistakes, not seeing relevance, resisting change, and not having time in the schedule to fully engage can all be barriers to learning. So what are some ways APS supervisors can utilize this information to support the learning process of their staff members?

Slide 16	Supervisor as Trainer
	Supervisors can apply adult learning principles during their case consultations and staff meetings.

Supervisors can apply adult learning principles during their case consultations and staff meetings.

- Promote supportive environment and climate of risk-taking.
- Define relevance clearly.
- Repeat key points several times.
- Let trainees "teach back."
- Provide constructive feedback.
- Ensure frequent opportunities for review and practice.

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Say:

Use case consultations and staff meetings as regular opportunities for applying the principles you see on the screen.

Explain:

As APS supervisors, you are the best resource for encouraging and guiding your staff through the learning process and ensuring that the skills acquired are applied and practiced.

Be clear about training objectives and how they relate to job perfomance; plan time for review, practice and sharing new skills, and give constructive feeback.

Slide 17	**Supervisor as Trainer** Page 10 (Links to Articles) • *Implementing the A.G.E.S. Model for Effective Training Delivery* • *Brain-Based Learning: Multiple Intelligences* • *Howard Gardner's Theory of Multiple Intelligences* Page 11 • *Examples of Multi-Sensory Training Activities* DAAS – Division of Aging and Adult Services
	Say: Before we move on, I want to point out that your ***Participant Guide*** has a good deal of additional information for you about adult learning and training that you will find helpful.

	Section 2- Training Settings & Techniques
Slide 18	
	Say: Now that we have talked about how adults learn, let's look more closely at training itself. APS staff training happens in a variety of settings. And supervisors have variety of training techniques to use depending on what is to be learned and the skill level of the learner.

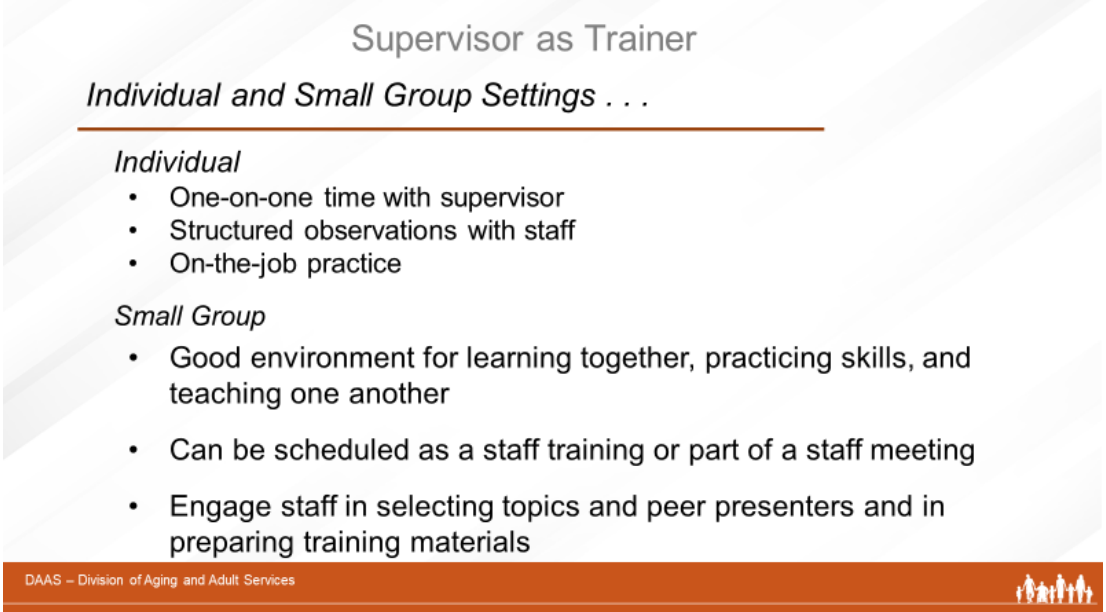| Slide 19	
	Say: Let's start by looking at the settings in which APS training can take place – formal classes, one-on-one supervisory sessions, team meetings, individual assignments, and on-the-job experiences in the field.
Slide 20	

	Say: We're all familiar with these examples of formalized training sessions that are usually led by a professional trainer. **Explain:** Formal training can be delivered either in-person or virtually to a group of participants - and the content is usually structured and focused on a specific topic. E-learning is another example of formalized training that is also referred to as "online learning". Typically, e-learning is conducted on the Internet and lets students access their learning materials online at any place and time.
Slide 21	

	Say: Examples of less formal training settings can be individual or small group. **Expain:** Examples of individual settings include one-on-one supervisory sessions – especially with new staff and structured learning opportunities (shadowing) in the field. New staff learn by accompanying and observing experienced staff members as they carry out APS work - and by gradually putting newly-learned information and skills into practice in "on-the-job" situations. Team meetings or team trainings are examples of small group settings for learning together, helping each another, and involving staff in helping to prepare and present training topics.
Slide 22	Supervisor as Trainer *"Teachable Moments"* • Can be individual or group • Evolve from mistakes or successes • Good opportunities for learning, reflection and problem-solving. DAAS – Division of Aging and Adult Services

	Say: As supervisors, you are all probably familiar with those unexpected, unscheduled events that provide opportune moments for learning. Teachable moments evolve from not only mistakes or misunderstandings but successful outcomes as well. They are catalysts for meaningful learning, reflection, problem-solving, and improved performance.

Slide 23	Supervisor as Trainer
	
	Workshops /Conference Settings . . .
	
	• Usually off-site and outside the group
	
	• Supervisor considerations
	    - how long will trainee be away from office?
	    - Am I familiar with the trainer?
	    - Is the content standardized?
	
	• Post-training assessment of understanding of content, accuracy of materials, new changes
	
	• Opportunity for attendees to share learning with team.
	
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	Say: Conferences and workshops offer off-site training settings that provide attendees training content and materials that can be brought back and shared with the team. They also offer opportunities to network with other professionals in the field.

Slide 24	
	Say: And finally, APS supervisors need to plan on time for staff to attend mandatory agency trainings. These are usually provided by human resource departments and focus on workplace issues like those listed on the screen. Any questions or comments you want to share before we move on to talking about training techniques?

Slide 25	
	Say: As we mentioned earlier, there are a variety of training techniques that can be used in training your staff – depending on what is to be learned and the skill level of the learner. **Explain:** So matching the appropriate techniques with the needs of the "trainee" is a key to successful learning. In this segment, we'll look at some of these training techniques and then use a group activity to further explore them.

Slide 26	
	Say: Let's start by using your CHAT button to share one or two training techniques that you have used with your staff. I'll give you an example: reviewing case studies. Possible answers – videos, shadowing, written materials, etc *Producer acknowledges responses* Thank you for those ideas! Now let's compare them with this list on the screen.

Slide 27	
	Explain: As we've just acknowledged, there are a number of different training techniques that you can use with your staff depending on the training content and the needs of the learner. Each technique has its own charateristics and benefits. **Describe:** For example, using a lecture allows a trainer to present the same content to a number of trainees at one time. Shadowing is an on-the-job technique that allows an individual learner to see and understand the nuances of a particular job as it is performed in the field. Using several techniques in combination during training can be effective since they allow the learner to input new information in a variety of ways.

	You might use reading assignments with new staff to help them learn about agency policies and procedures. Then, follow the reading assignments with a one-on-one discussion session that includes questions and answers. Another example is using an instructional video as a lead-in to a follow-up group discussion in a topic-specific area such as investigating allegations of financial exploitation.
Slide 28	 **Say:** Check your **Participant Guide** for a more information about many of these training techniques as well as the characteristics and benefits of each. You'll also see links to national training resources that I will tell you more about.

Slide 29	Supervisor as Trainer *Training Resources for APS Supervisors . . .* APS Technical Assistance Resource Center https://apstarc.acl.gov/Education/toolkits.aspx APSWI Adult Protective Services Workforce Innovations https://theacademy.sdsu.edu/programs/apswi/ DAAS – Division of Aging and Adult Services

Say:

When planning for the training needs of your staff, APS supervisors have access to a wealth of national training materials – topic-specific content, tools, videos and suggested activities. Let's look at the two resources that are displayed on the screen.

- The first link connects to the **APS Education and Training Toolkit** available at the Training and Resource Center (TARC) on the Administration for Community Living's website. It is a compendium of APS educational materials, videos, and other resources. The toolkit helps APS administrators and supervisors stay abreast of offerings, supplement trainings made available by their state programs,

and promote continuous learning opportunities for APS staff.

- The second link is to **Adult Protective Services Workforce Innovations** (**APSWI**). This is a training program of the Academy for Professional Excellence, a project of the San Diego State University School of Social Work. APSWI provides innovative workforce development to APS professionals and their partners. In partnership with state and national organizations, APSWI has developed a nationally recognized Core Competency Training Curriculum for APS professionals.

Visit the site to access the many topic specific trainings and the *Field Guide for APS*. The *Guide* is intended to provide an agency or an individual APS supervisor with an organized system to ensure that the new APS worker gains the experiences and training needed to be an effective professional. Your state may also have prepared a state-specific field guide for your use. *(AZ is customizing their own version with AZ-specific information)*

Slide 30	 **Say:** Let's take a 10-min. break and when we return, we'll put some of this information into practice with a group activity.
Slide 31	
Group Activity	*Note to Facilitator:* *(See facilitator version of this exercise with instructions/sample responses on Page 53 of this Guide.)*

Say:

Now to further explore the use of training settings, techniques and available resources, let's move to a group activity which you see described on the screen.

1. First, we'll divide you into small groups and assign a group number and a spokesperson for each one.

2. Next, each small group will be given a different training task to work on. Use the worksheet on Page 20 of your Participant Guide to see the task for your group and to keep notes.

3. In your small group, first discuss the various settings and techniques you might use to accomplish your assigned task.

4. Then, visit one or both of the links on the screen, to locate a few resources you could use to support and enhance your training. These resources could be specific content, activities, videos, etc. Although you won't have time to review them in depth, the purpose of this activity is for you to locate the kinds of training resources available to you.

   Your small group will have 20 minutes to complete your task. When we reconvene as a full group, each spokesperson will present their task, their recommended training settings and techniques, and

	related support materials they found on the national sites.

	Note to Producer:
	   1. *Break into small groups of 4-5 people giving each group a number and announcing the participants in each group.*
	   2. *Assign a spokesperson for each group.*
	   3. *Refer them to Pg. ___ to for small group tasks.*
	   4. *Announce they will have 20 min. in small group to complete their task.*
	   5. *Give a 5min. warning before returning to full group.*
	
	Facilitator:
	
	Welcome back! Let's hear what each small group suggests for their particular training task.
	
	(Have each group spokesperson report on their suggestions and findings and keep a list of their suggested settings and techniques on the whiteboard. As each group reports, check those that are repeated. After each group has reported, comment on the settings and techniques noted – especially those that have been repeated. Acknowledge the training resources they located. Ask if there are other comments or suggestions to add.)
	Say:
	Thank you, everyone, for your contributions to this exercise. As you can see, there are many options for providing training. The key is to choose those that best

	support the content to be learned and the skill level of the learner.
	## Section 3 – Phases of Learning
Slide 32	
Slide 33	
	Say: You all felt a certain amount of anxiety and excitement. Now, if you had to take a driver refresher course next

week, what would you need? Please use the CHAT again to send your responses. *(Producer reports responses and notes the differences between the experience of learning something brand new compared to refresher learning.)*

Explain:

Learning something for the first time feels is experienced differently than refreshing something you already know. When you first learned to drive, it was all new information; you were unskilled; and you had little experience. You couldn't be expected to be a competent driver after one lesson. Your brain pathways needed to grow and be reinforced. You needed frequent review and practice.

Compare that now to having years of practice and plenty of driving experience. You are confident. You don't have to think about every step anymore.   And even if you have new information to learn during a refresher course, you have the prior knowledge and experience that make taking in that new information much easier for you.

Building on what you already know, reviewing often, and having plenty of opportunity to practice makes learning at any stage meaningful and permanent.
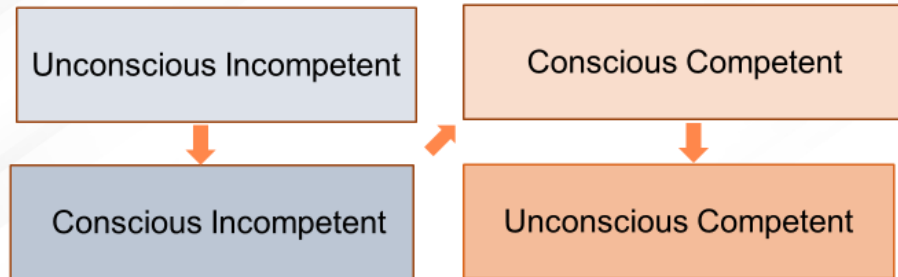
Slide 34	
	Say:
	So let's look now at different phases of learning and how they apply to the training needs of staff with ever-changing levels of knowledge and experience. As you see on the screen, we all move through different phases of learning anytime we need to learn something new - accomplishing one phase before moving to the next. This graphic represents a theory of adult learning that features 4 different phases of learning.
	Explain:
	- The first stage - "unconscious incompetent"- refers to a brand new learner - who doesn't know what they don't yet know. Learners in this phase will not readily retain complex information during training because they don't have the neural pathways to

which the can connect the new information. This is often the case with brand new staff.

- The second stage - "conscious incompetent" - refers to learners who have had some training, know what they don't know and are able to retain and apply new information. They are are in the best mental space to learn new information because they have the brain pathways to build on and understand the relevance of new information to improved job performance.

- The third stage - "conscious competent" – refers to learners who have had ongoing training which they can apply effectively in their field work. These team members are often the best ones to have new staff shadow because they still remember how hard it was to learn how to be competent.

- The fourth and final stage - "unconscious competent"- refers to learners who can carry out complicated tasks with little thought because they have become so adept at performing. APS staff members in this phase can unconsciously pick up on cues from an alleged victim but they have a hard time explaining to new staff just what they are seeing or how they are coming to decisions because these are just coming "naturally" to them.

	How long it takes a learner to move from one phase to the next for any given area of learning/competency depends on his/her own learning pace. Some learners may not reach the final phase for a particular task, but still be able to perform it with competence.
Slide 35	
	Say: Be sure to check out a detailed description of these learning phases along with learner characteristics and suggested training activities on Page 23 of your *Participant Guide.*
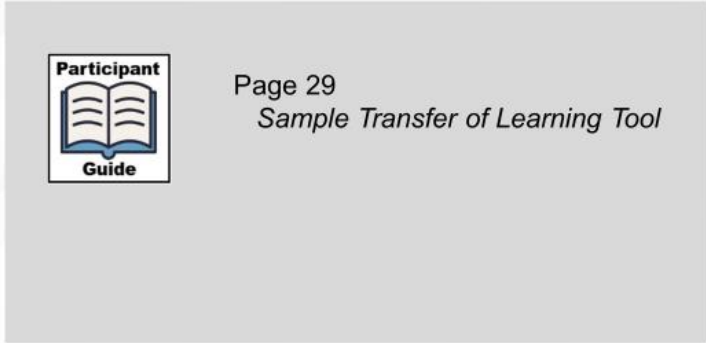
Slide 36	
	Say: In summary, the phases of learning can be a helpful guide when planning for the training needs of your team. And it's important to remember that all staff – new and experienced - move in and out of these phases as they encounter new tasks or content, policy changes, or new procedures. In your leadership role, you can promote and model a mindset of growth – one of continuous learning – that will help create positive expectations and motivation for your staff. Any questions or comment about phases of learning before we move on?

	Section 4 - Transfer of Learning
Slide 37	
	Say: So in this section, we'll talk about transfer of learning - or retention of learning - and ways to know if training has been effective. And we'll end the section by offering some tips to those of you who are new in your supervisory role.
Slide 38	

	Facilitator acknowledges responses as they are offered. **Say:** Thanks for those good responses! Let's compare what you have offered with this next slide.

Slide 39	Supervisor as Trainer
	
	Ways to Evaluate Effectiveness of Training
	
	• Assess staff member's application of training content to real life cases
	    Case review
	    Interviewing and assessment skills
	    Creation of service plans
	    Accurate and complete documentation
	
	• Assess client outcomes
	    Is the client safer?
	    Respect for client self-autonomy?
	    Are services in compliance?
	
	• Staff self-evaluations
	
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	Say:
	
	Here are some ways that supervisors can evaluate the effectiveness of training.
	
	• Assessing staff members' application of training content to real life cases
	    o Case review
	    o Interviewing and assessment skills
	    o Creation of service plans
	    o Accurate and complete documentation
	• Assess client outcomes
	    o Client safety (Is the client safer?)
	    o Was there respect for client self-automy

	o Are services in compliance with state regulations?
	
	   • Have staff do self-assessments
	
	Explain:
	
	If you identify gaps in understanding or needs for additional training, review the basics of adult learning again:
	
	   • Did the learner have any previous knowledge to build on?
	
	   • Was there too much content given at one time?
	
	   • Did the training settings and techniques match the level of the learner?
	
	     What does the learner share about what worked for them and what didn't?

Slide 40	Supervisor as Trainer Participant Guide Page 29 *Sample Transfer of Learning Tool* DAAS – Division of Aging and Adult Services

	I want to call your attention to a sample transfer of learning exercise in your **Participant Guide.** The tool was developed in California but can be adapted for use in any state.
Slide 41	
	Say: So what happens when the learning progress of a staff member seems to hit a roadblock? Perhaps you notice that one of your staff begins calling you with questions about content and practices you think they have already learned. They may seem anxious, reluctant, unmovitated, underperforming. They may have hit a roadblock and are "stuck." To respond effectively, there are a few factors to consider.

| Slide 42 | Supervisor as Trainer

Factors to Consider When Dealing with Staff Roadblocks
- Is this a single instance or a pattern of behavior over time?
- How is this affecting you and the team?
- Are you avoiding accountability issues with your staff?
  - ➤ What issues is the staff member avoiding?
  - ➤ What are the consequences to the team?
- What is the staff member's perspective? What are they needing?

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|---|---|
| | **Explain:**

Here are a few considerations to make as you decide how to respond:
- Is this something new or have you noticed a change over a period of time?
- Have you noticed an effect on the rest of the team?
- Does the staff members seem to be avoiding certain issues and are you clear about what is expected?
- Have you asked the staff member what they are experiencing? |

| Slide 43 | Supervisor as Trainer

1. In your small group, share with each other an experience with a staff members who seemed to have hit a roadblock. Describe your observations and how you responded.
2. Next, as a group, choose one of the examples to discuss in more depth and identify a plan for responding effectively.
3. Report your suggestions to the full group.

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|---|---|
| | **Say:**

So taking these considerations into account, let's try a group activity. As you see on the screen, you'll be working in small groups to first share with each other your experiences with staff members who seem to have hit a roadblock. Describe what you observed and what you did that worked – or didn't.

Then, as a group, choose one example to focus on and come up with a plan for addressing the situation that you will share with the whole group.

You'll have 20 minutes in your small group and we'll send you a 5-minute warning.

* Note to Producer:

   1. *Break participants into small groups of 4-5 and assign a spokesperson for each group.* |

	2. Paste the directions in the CHAT.
	3. Give a 5-minute warning before bringing groups together .
	*Note to Facilitator:
	Possible causes for roadblock: information overload; no opportunties for practice or shadowing shortly after receiving content; need for more review; personal issues affecting readiness to learn;
	Facilitator:
	Welcome back groups! Let's hear from each of you about your chosen "roadblock" and your suggested strategies for responding.
	(Groups share their suggestions and facilitator acknowledges the contributions of each.)
	You have all shared some very good strategies for helping staff members who hit roadblocks. Thank you!

Slide 44	
	Say: Let's summarize with these thoughts about responding to learning roadblocks. • Be clear about your observations and expectations with your staff. • Have conversations with your staff to gain their perspectives. • Develop plans to address learning gaps, additional training, and needs for supervisory support.

Slide 45	
	Say:
	As we acknowledged earlier in this training, an APS supervisor has a multi-faceted role - keeping many balls in the air at the same time. Those of you who are new APS supervisors might feel like you have jumped on a merry-go-round.
	Explain:
	You need to keep your balance, change your pace, and learn from your mistakes. Many things are new to you so we want to close this session by sharing some tips to help you navigate your own phases of learning.

Slide 46	**Supervisor as Trainer** *Tips for New Supervisors . . .* • Take time to understand the team dynamics • Practice saying "Thank you for letting me know how things have been done in the past." • Be open-minded as you assess what is needed and how you will respond. • Evaluate your own style and methods as needed. • Use training resources designed for you. DAAS – Division of Aging and Adult Services
	Explain: • Take time to understand the internal dynamics of your team. Things may look different from a supervisory point of view. • Practice saying "Thank you for letting me know how things have been done in the past." You may not be ready or want to change the current routine right away. • Be open-minded as your assess what is needed and how you will respond. • Evaluate your own style and methods as needed. Do you need to adapt or change your approach? • Use training resources designed for you. *(Facilitator may want to add own experiences as a new supervisor and invite comments from the group.)*

	Say: We want to thank you all for taking the time to participate in this training module! As supervisor/trainer, you have the leadership role in helping your staff continue to develop their knowledge, skills and attitudes as competent professionals and members of a team. Understanding and applying principles of adult learning, using training settings and techniques effectively, and monitoring the effectiveness of your training efforts provide a solid foundation for your own continued growth and success in your role.
Slide 47	

	Say: In closing, we would like to evaluate whether this training has been effective. To do this, we are leaving you with a follow-up assignment. **Explain:** Please develop a training activity to address a specific staff training need of your choice. Describe the training need and activity you want to develop. Include the types of setting(s) and techniques you plan to use and why you chose them. List any existing training resources you plan to use and how you will evaluate the transfer of learning for this activity. Finally, be prepared to share your training activity with other supervisors during your next meeting.
Slide 48	

	Say: You will find instructions for this assignment on Page 33 of your **Participant Guide.**
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	Thank you again for being such a great group. And thanks to our Producer for keeping us all on track!!

Training Tasks for Small Group Activity – Developing a Training Activity
(Facilitator's Version)

Break participants into small groups. Assign a spokesperson for each group. Give each group one of the following training tasks to work on.

Allow 20 minutes to complete small group work. Reconvene and ask each group to report their suggestions. Have producer keep whiteboard list of suggested training settings and techniques to review.

1. **Identify several training strategies to increase a new staff member's knowledge of the aging process.**

Possible Responses:

Training Settings	Training Techniques	Support Materials
Instructor-led class One-on-one supervision On-the -job training Small group	Lecture Reading – writing assignments Structured observations Role plays	APSWI – e-learning "Aging Process" and Supervisor's Workbook with Activities

2. **Identify several training strategies for staff needing to increase knowledge and skills for serving adults living with disability.**

Possible Responses:

Training Settings	Training Techniques	Support Materials
Instructor-led class Small group On-the-job training	Lecture Video Small group discussion Structured observations	APSWI – e-learning "Physical & Developmental Disablility." TARC – "Meet Us Where We Are" (video)

3. Identify several training strategies for increasing staff knowledge and skills for investigating reports of alleged financial exploitation.

Possible Responses:

Training Settings	Training Techniques	Support Materials
Instructor-led class Small group On-the-job training	Lecture Reading & Writing Assignments Video Small group discussion Structured observations in field	APSWI – e-learning "Financial Exploitation" Field Guide Activities – (11.3, 11.4, 11.5) Field Guide – Abuser Tactics APSWI Video – "Alleged Perpetrator Interview"

4. Identify several training strategies for increasing staff knowledge and skills to complete accurate risk assessments.

Possible Responses:

Training Settings	Training Techniques	Support Materials
On-the-job field visits One-on-one discussions	Structured observation – Intake Case reviews Small group discussion	Field Guide – Knowledge Area 2: Activities 2.2, 2.3, 2.4

5. Identify several training strategies to increase staff knowledge and skills for investigating reports of alleged self-neglect.

Possible Responses:

Training Settings	Training Techniques	Support Materials
Individual Group Setting On-the-Job Field Visits	Video Small group discussion Structured observations	Field Guide – Knowledge Area 9: 9.1, 9.2, 9.4 APSWI: Video "Successful Initial Visit"