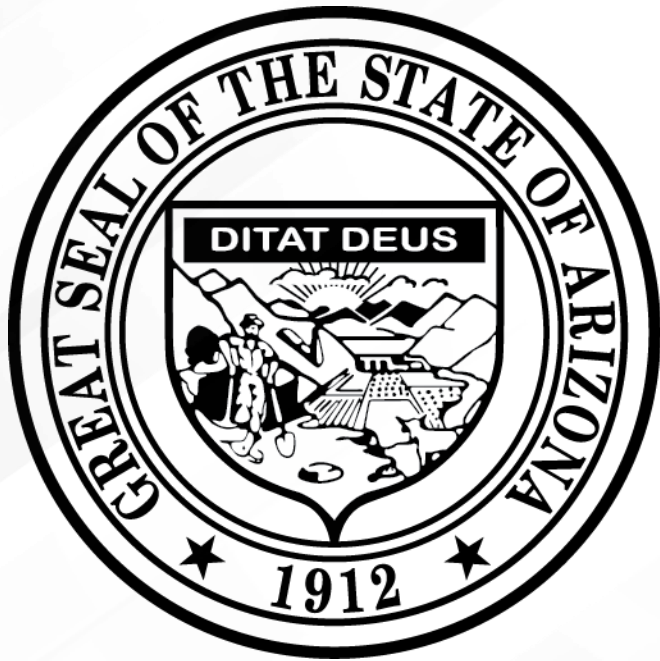


# Supervisor as Trainer



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DEPARTMENT OF ECONOMIC SECURITY

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*Your Partner For A Stronger Arizona*

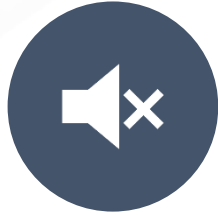


# Virtual Housekeeping

## Using Technology Features



VIDEO CAMERA



MUTE/UNMUTE



CHAT BOX



EMOJI AND  
ICONS



IF YOU NEED TO  
STEP AWAY



POTENTIAL  
TECHNICAL  
GLITCHES



# Supervisor as Trainer

Brenda Wilson-Codispoti

NAPSA



# Supervisor as Trainer

## The Adult Protective Services Supervisor *A Multi-Faceted Role*



# 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*)



# Supervisor as Trainer

## ***Session Topics***

Learning & The Adult Brain

Training Settings & Techniques

Phases of Learning

Transfer of Learning



# Supervisor as Trainer

## *Section 1*

### Learning & The Adult Brain





# Supervisor as Trainer

## *Principles Common to Adult Learners*

- We build new knowledge on what we already know.
- Learning is a continuous process - always changing and adapting to new experiences/needs during our lifetime.
- Learners have their own experiences, constraints and learning preferences.

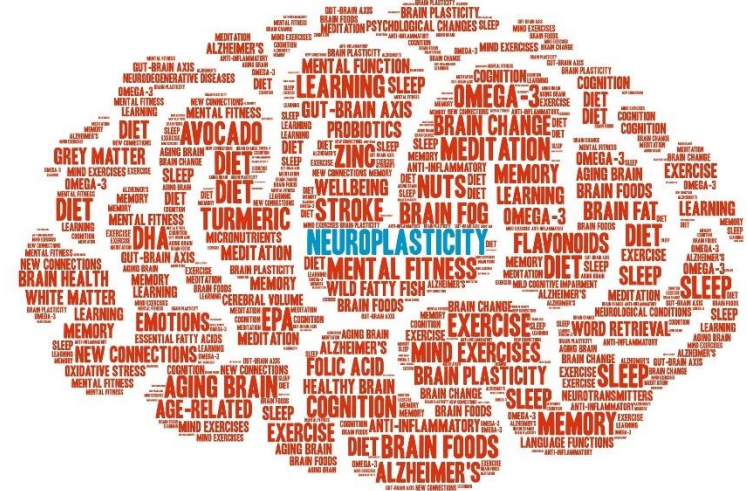




# Supervisor as Trainer

# *The Brain's Ability To Grow and Adapt*

- Billions of brain cells called “neurons.”
- Neurons connect to form networks/pathways.
- Can strengthen existing pathways and form new ones. (“plasticity”)
- As long as the brain is stimulated, it can keep growing and adapting.



# Supervisor as Trainer

## *How Adults Learn*



# Supervisor as Trainer

Video:  
Principles of Andragogy  
“How Adults Learn”



# 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!*



# 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.



# Supervisor as Trainer



*What Do You Think Could Be Barriers To Adult Learning?*

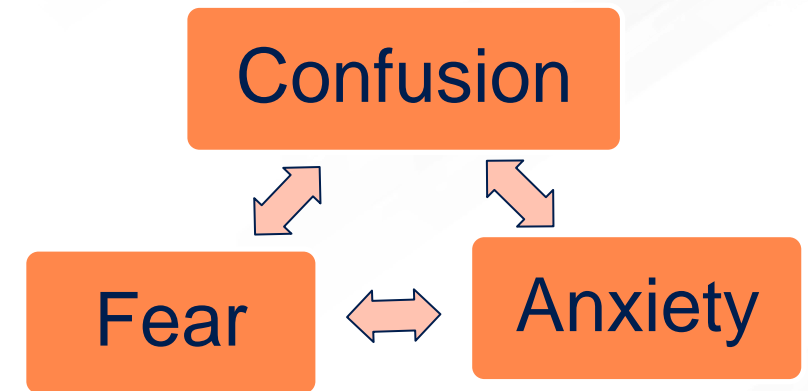




# Supervisor as Trainer

## *Common Barriers*

- Fear of making mistakes
- Not understanding the relevance
- Resistance to change
- Not enough training time allotted
- Overly-formal atmosphere
- Others?





# Supervisor as Trainer

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



# 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*



# Supervisor as Trainer

## Section 2

# Training Settings & Techniques



# Supervisor as Trainer

## Training Settings



# Supervisor as Trainer

## *Formal Settings*

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- Instructor-led
- Structured and focused on specific topic
- Usually time-limited
- Diverse participant pool
- Presented by someone other than yourself

*Delivered in-person, virtually or by e-learning*



# Supervisor as Trainer

## *Individual and Small Group Settings*

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### *Individual*

- One-on-one time with supervisor
- Structured observations with staff
- On-the-job practice

### *Small Group*

- Good environment for learning together, practicing skills, and teaching one another
- Can be scheduled as a staff training or part of a staff meeting
- Engage staff in selecting topics and peer presenters and in preparing training materials





# Supervisor as Trainer

## *“Teachable Moments”*

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- Can be individual or group
- Evolve from mistakes or successes
- Good opportunities for learning, reflection and problem-solving.





# Supervisor as Trainer

## *Workshops /Conference Settings*

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- 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.



# Supervisor as Trainer

## *Agency Settings*

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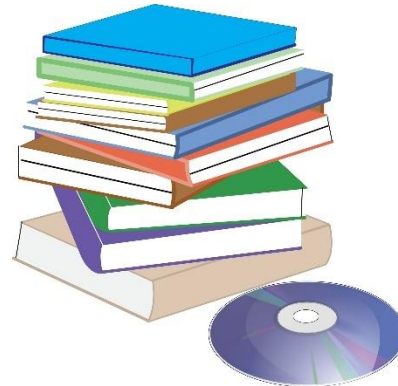
- Usually mandatory for all employees
- Sexual Harassment
- Diversity
- Rights & Responsibilities of Employees
- Human Resources Content



# Supervisor as Trainer



## Training Techniques



# Supervisor as Trainer



*Please share one or two training techniques that you like to use with your staff – for example using case studies.*



# Supervisor as Trainer

## *Examples of Training Techniques*

- Lectures
- Case Studies
- Instructional Videos
- Reading Assignments
- Written Assignments

- Brainstorming
- Role Plays
- Discussions
- Structured Observation
- Shadowing
- Coaching



# Supervisor as Trainer



Page 17

*Characteristics and Benefits of Various Learning Techniques*

Page 19

*Links to National Training Resources for APS Supervisors*



# Supervisor as Trainer

## *Training Resources for APS Supervisors . . .*

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APS Technical Assistance Resource Center

<https://apstarc.acl.gov/Education/toolkits.aspx>

APSWI Adult Protective Services Workforce Innovations

<https://theacademy.sdsu.edu/programs/apswi/>

Your State-Specific Resources





# Supervisor as Trainer

## *Group Activity: Design a Training*



Refer to the activity worksheet on Page \_\_\_\_ of your **Participant Guide** for instructions

1. In your small group, discuss possible settings and techniques to accomplish your group's assigned task.
2. Then visit one or both national training sites listed on the worksheet to find relevant resources to assist you.
3. Report your suggestions and findings to the full group.



# Supervisor as Trainer

## *Section 3*

### Phases of Learning

New ←————→ Experienced



How did you feel at your first driving lesson?  
What did you need?



# Supervisor as Trainer

## Phases of Learning

New



Experienced

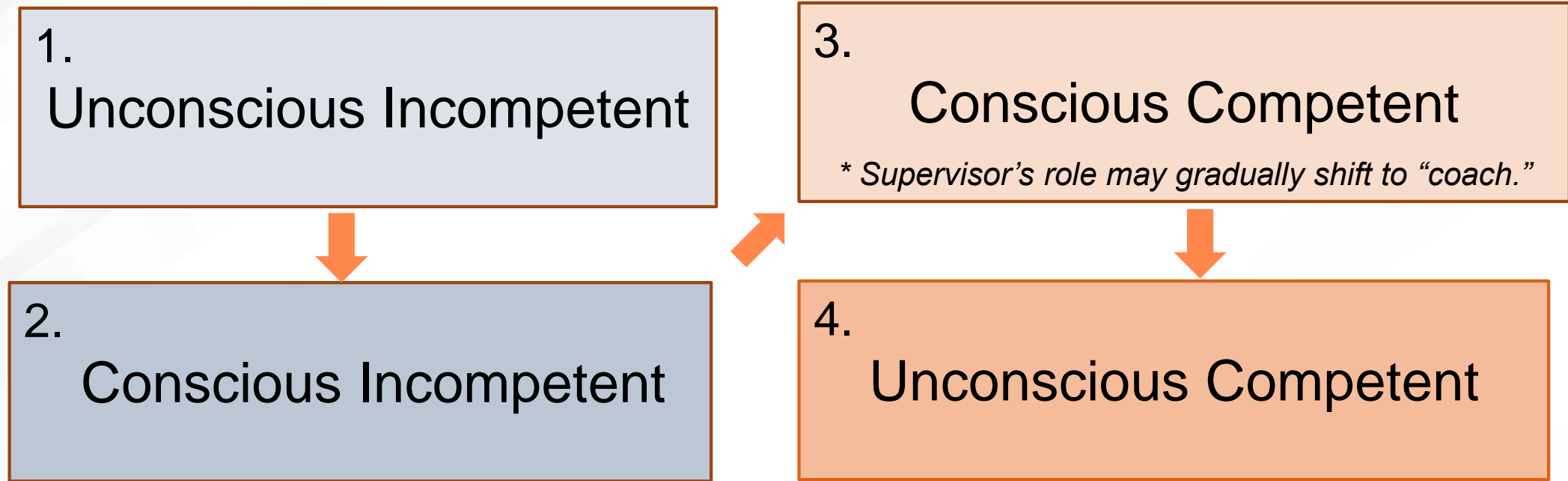


If you had to take a driver refresher course,  
what would you need now?



# Supervisor as Trainer

## ***Phases of Learning***



*We move from one stage to the next when learning anything new.*



# Supervisor as Trainer



Page 23

*Learner characteristics in each phase  
and suggested learning activities.*



# Supervisor as Trainer

*Supervisors Can Promote a Mindset of “Growth”*



# Supervisor as Trainer

## *Section 4*

### Transfer of Learning *(And Tips for New Supervisors)*





# Supervisor as Trainer



*Please share one or two indicators you use to assess whether or not a training has been effective.*



# 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



# Supervisor as Trainer



*When Learning Hits a Roadblock*

# 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?



# Supervisor as Trainer



1. In your small group, share with each other your experience with staff members who seem “stuck” and how you have responded.
2. Next, choose one of the examples to discuss in more depth and to identify a few strategies for responding effectively.
3. Report your suggestions to the full group.



# Supervisor as Trainer



Page 28

*Roadblocks Group Activity*

Page 29

*Sample Transfer of Learning Tool*



# Supervisor as Trainer

## *Responding to Roadblocks*

- Be clear about your observations and expectations.
- Talk to your staff member to get their perspective. What do they need?
- Develop a plan together to address gaps, additional training, and needs for supervisory support.



*Most adult learners want to be successful and enjoy the learning process.*





# Supervisor as Trainer

## *For New Supervisors*



# 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.



# Supervisor as Trainer

## *A Transfer of Learning Follow-Up Assignment for You*

1. Develop a training activity to meet a specific training need that you describe.
2. Describe the types of settings and techniques you will use and why you chose them.
3. Include any additional training resources you plan to use.
4. Describe how you will evaluate the effectiveness of your training activity.
5. Share your training activity with other supervisors at your next meeting.



# Supervisor as Trainer



Page 33

*Transfer of Learning Exercise*



# Supervisor as Trainer

*Thank You for Participating!*

