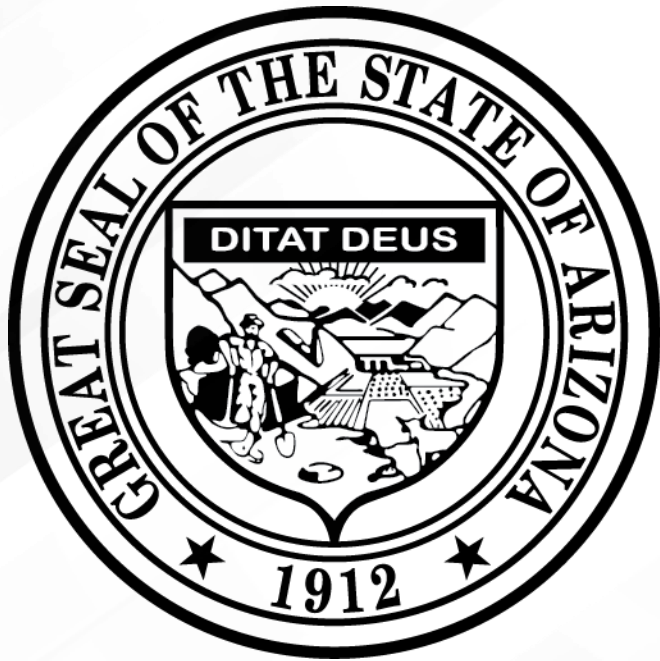


Supervisor as Trainer



DEPARTMENT OF ECONOMIC SECURITY

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



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Brenda Wilson-Codispoti

NAPSA



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



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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*)



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Session Topics

Learning & The Adult Brain

Training Settings & Techniques

Phases of Learning

Transfer of Learning



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Section 1

Learning & The Adult Brain



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Principles Common to Adult Learners

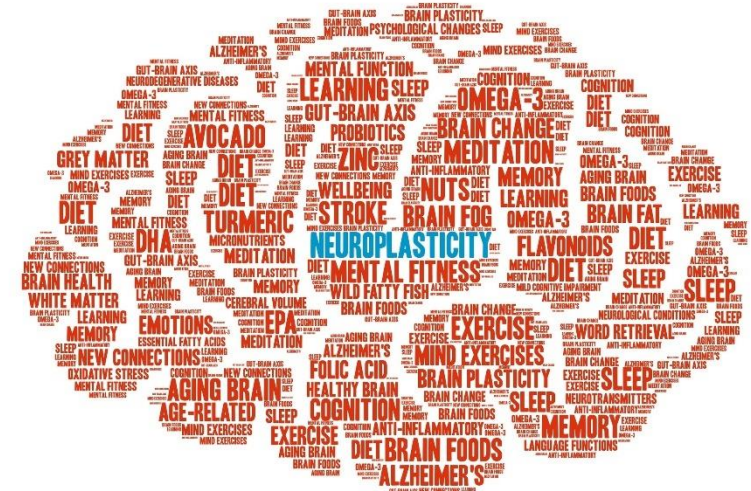
- We build new knowledge on what we already know.
- Learning is a continuous process - always changing and adapting to new experiences/needs during our lifetime.
- Learners have their own experiences, constraints and learning preferences.



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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.

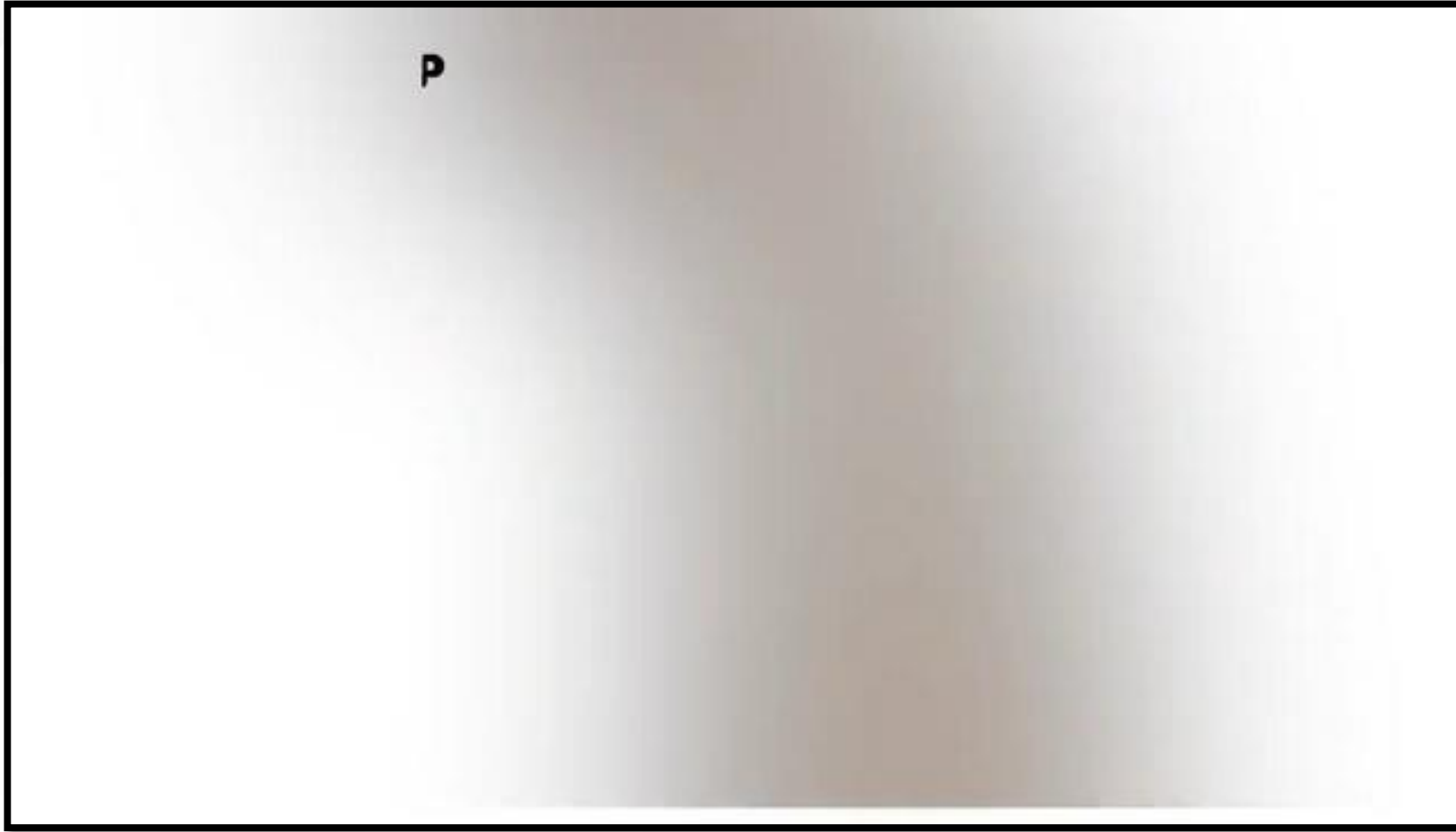


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How Adults Learn



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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!



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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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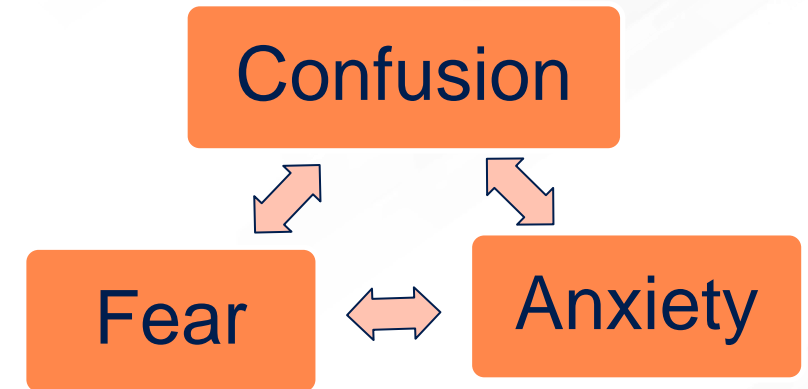
What Do You Think Could Be Barriers To Adult Learning?



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Common Barriers

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



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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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Page ____ 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 ____ :

- *Examples of Multi-Sensory Training Activities*



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Section 2

Training Settings & Techniques



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Training Settings



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Formal Settings

- 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



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Individual and Small Group Settings

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



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“Teachable Moments”

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



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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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Agency Settings

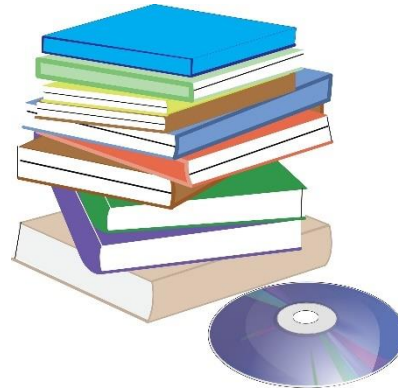
- Usually mandatory for all employees
- Sexual Harassment
- Diversity
- Rights & Responsibilities of Employees
- Human Resources Content



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Training Techniques



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



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Examples of Training Techniques

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

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



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Page

Characteristics and Benefits of a Variety of Learning Techniques

Page

Links to National Training Resources for APS Supervisors



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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/>

Your State-Specific Resources



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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.



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Section 3

Phases of Learning

New ←————→ Experienced



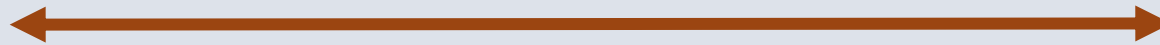
How did you feel at your first driving lesson?
What did you need?



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Phases of Learning

New



Experienced

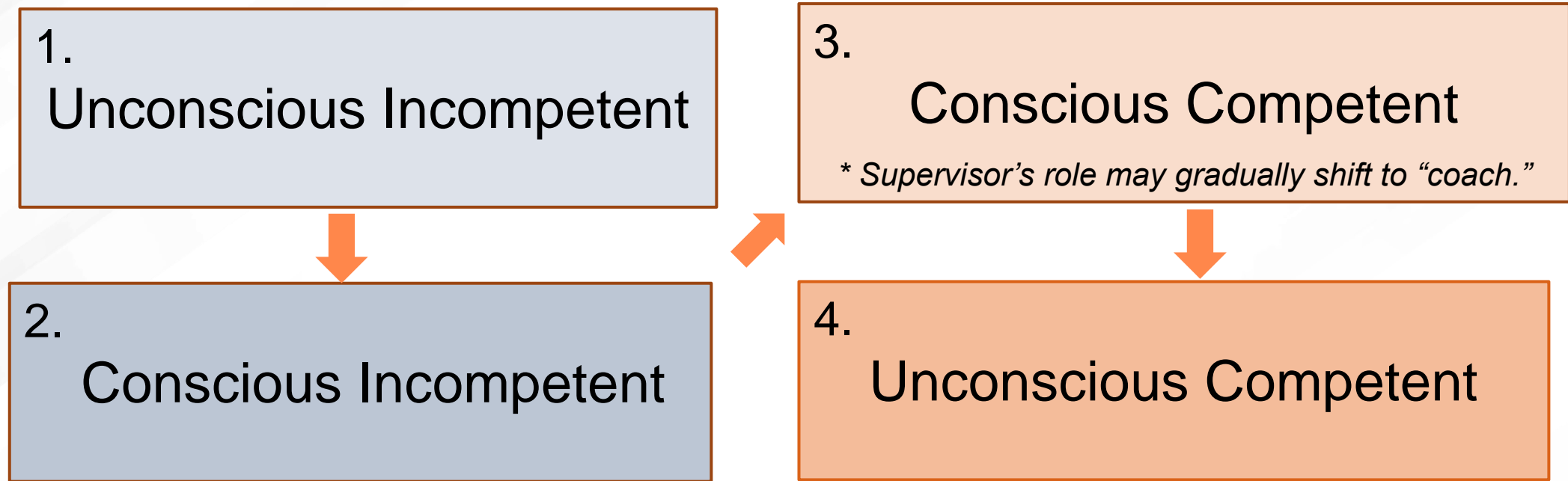


If you had to take a driver refresher course,
what would you need now?



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Phases of Learning



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



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Page

Phases of learning with suggested with suggested training activities for each stage.



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Supervisors Can Promote a Mindset of “Growth”



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Section 4

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



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



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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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When Learning Hits a Roadblock

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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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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.



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Sample Transfer of Learning Tool
Page 53



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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.



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For New Supervisors



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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.



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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.



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Transfer of Learning Exercise Page



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Thank You for Participating!

