



CENTRAL CALIFORNIA TRAINING ACADEMY

**ADVANCED LEADERSHIP
DEVELOPMENT FOR
SUPERVISORS:
Report 2 – Teamwork**

September 2010

**Advanced Leadership Development for Supervisors: Teamwork
TRAINING EVALUATION REPORT 2**

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 Teamwork 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 Teamwork module, participants learned the most in understanding the four primary management theories and the one to which your organization currently subscribes. In addition, after the training, participants are most knowledgeable in the areas of recognizing the value of teamwork. 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 Teamwork module were; and (2) the skills I practiced in the Teamwork module were. For the first open-ended questions, participants spoke of the four primary management theories and understanding the link between teamwork and the learning organization. In addition, as provided by the second open-ended questions, participants practiced during the day ways to motivate staff and discuss strategies to overcoming attitudinal or structural barriers to teamwork. 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 understand the four primary management theories and the one to which your organization currently subscribes.	3.30	3.43	0.13
I can develop a plan for increasing positive attitudes among your team.	4.20	4.32	0.12
I can list the five commitments necessary for successful teamwork.	3.80	3.88	0.08
I understand the various roles members play within a team.	4.20	4.22	0.02
I can clarify needs of teams and identify strategies for shaping and managing a team in its developmental stages.	4.00	4.00	0.00
I can recognize the value of teamwork.	4.80	4.78	-0.02
I understand the link between teamwork and the learning organization.	4.33	4.26	-0.07

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TABLE 2: OPEN-ENDED PROMPTS – TEAMWORK

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

- Continue to look at the climate and creating the relationships needed to implement a coaching atmosphere.
- Four Agreements, Techniques for Building Positive Attitudes, Parallel processing.
- Develop a plan for increasing positive attitudes among your team
- Recognizing the value of teamwork.
- Understanding the link between teamwork and learning organization and increase positive attitude in team members.
- Understand the four primary management theories and the one to which your organization currently subscribes review various roles members play within a team.
- Clarify needs of teams and identify strategies for shaping & managing a team in its developmental stages.
- Recognizing the importance of each member's role in a team.
- Understanding the link between teamwork and a learning organization.

The skills I practiced in the Teamwork class were:

- Supporting my staff and working as a group to overcome the extended absence of any one team member.
- Discuss strategies to overcome attitudinal or structural barriers to teamwork. Explain my role in supporting effective teamwork as it links to outcomes. Discuss which management theory describes my organization and explain steps I can take to sustain it or move it forward. Ask my manager for assistance to support my transfer of learning.
- Discuss ways in which my colleagues and I support teamwork among ourselves. Brainstorm possible challenges to be faced in using any of today's new information. Identify one way in which my behavior could demonstrate acknowledgement or appreciation of a staff member's efforts.
- Ways to motivate staff.
- I need to be sure that I make the time with the staff, so that I can move towards that next coaching step of the learning loop where we can share feedback, coach and engage.
- We had a Team Retreat and discussed trust and what it means to each of the team members. We also discussed ways each of us could improve our practice individually and as a team.

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- Increasing positive attitudes for ER and the Phones team knowing there are challenges because of upcoming changes.
 - Respect for each other.
 - Attended a Social Services Team Building retreat in July, whereby we not only enhanced our team relationships, but also learned from and more about each other.
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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 Teamwork module, participants are now incorporating the value of teamwork, strategies for shaping and managing a team in its developmental stages, understanding the various roles members play within a team, and developing a plan for increasing positive attitudes among their team. This has led to these participants to build a better team and have more time for administrative duties. Ultimately, participants believe that strengthening their team will lead to greater camaraderie, more support, and staff finding solutions for themselves. 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 (7) of the participants have noted that the participants are developing the strategies to create a cohesive team. By doing so, most of the supervisors (7) have noted that by creating a cohesive team, this has increased teamwork amongst the participants' staff, and have noticed some specific outcomes as noted in Table 4.

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TABLE 3: TRANSFER OF LEARNING SURVEY

By participating in the Teamwork 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 Teamwork training:

I can recognize the value of teamwork (3)

- Continuing to forge a close and supportive relationship with my co-supervisor and feeling an increased sense of camaraderie with other Social Services supervisors.
- I have also taken on APS, which I am on a learning curve for. The issues represent a different set of problems that has required me to humble myself and assume a learning role from an experienced staff member and raise my own bar to seek information about this program to support my learning with policy and code and share this information with my unit.
- Letting go and letting the team struggle and process and function without me in the lead.

I can clarify the needs of teams and identify strategies for shaping and managing a team in its developmental stages (3)

- I start my meetings with an icebreaker or strengths based conversation to validate my workers. I am also more prepared with an agenda rather than my own notes.
- Be more deliberate about communicating with staff. Establish formal means of communication with staff (i.e., team meetings with agendas shared in advance, weekly Performance Management Conferences with staff).
- Implementing a skill that will incorporate my team to use some of the TOLs that I have learned.

I understand the various roles members play within a team (3)

- I am talking more about my role and responsibilities in the agency to my staff to clarify my role. I am also talking to my staff about what I can do to help them be successful and asking them to utilize these skills to help their clients be successful.
- Clearly emphasizing the need and benefits of ER being a Team; having team members backing each other up, with the sups' support, emphasizes the idea of ER as being a team.
- I am working on setting clear boundaries and great expectations.

I can develop a plan for increasing positive attitudes among your team (1)

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- I am making time for the staff, so that we can have the relationship, learning and engaging, and continue to create a atmosphere for change.

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

Building a Better Team (8)

- 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.
- The understanding that teamwork builds organizational strength is something that I feel gets lost in the hustle and bustle of CWS. By piloting a training manual for new staff, finalizing a PPG for APS, and transfer of learning on the application of code I believe that I am providing a foundation of learning and practice for new and seasoned SW's to build a stronger team.
- I think it just increases the moral and camaraderie of the staff.
- Improves the team's trust and confidence in me; improves the team's morale and cohesiveness; motivates the team to be willing to volunteer for assignments instead of view additional cases as an unfair burden.
- Previously my practice was not to discuss trainings with my staff because the old thinking was that it was supervisor stuff and they have their own trainings. However, it is a good practice to include the staff in my trainings and how I can be a more effective supervisor.
- Yes, mostly I need to make the time so that the coaching can occur. we are having better communication and better outcomes.
- I am able to use the team concept to accomplish certain things such as making certain tasks easier, less time consuming for social workers by having them backing each other up.
- I have a brand new team and my hope is that by practicing these skills more fully, my team will become more cohesive and willing to support each other.
- I feel that I am more respectful of others and reflective on individual differences.

More Time for Administrative Duties (2)

- I think that my staff is becoming clearer about what they can expect of me and they are also becoming more accountable for their own responsibilities. This leaves me more available to address issues that do come up. My staff is also less defensive when asked to do things, knowing that I would not be asking them to do something outside of their role.

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- As I disengage and let the team flow as I have trained them to do, I have had more time for the administrative duties that I have.

By participating in the Teamwork 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?

- When the team functions together they feel more self confident.
- I am squarely in the midst of this happening and will keep you updated on the progress.
- I interact with my staff with more patience and underscore the learning aspect of supervisory teamwork.
- No observations as of yet.
- We are meeting the mandates with less resistance and complaints of the work load. That is still there, however if I can, I modify how I can assist, by listening to what they need, and this has helped in the work atmosphere.
- The training is a good reminder to avoid taking shortcuts past basic supervision activities; i.e. communication (listening to needs and concerns, and explaining rationale for decisions).
- Staff is improving on coming up with more solutions to their own and their clients issues/problems. They are also working together more to get things done, rather than bringing the issues to me, as the supervisor, for "an answer."
- My team is brand new, but I hope to have a strong group of folks that are willing to work together and support each other in order for us to accomplish our mission.
- They see that the ER sups. Really value the concept of teamwork, and that we serve as role models by supporting each other to them as staff.

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.

- I am always interested not only on professional growth but on my personal growth as well. So any feedback is welcome.
- I need more time with staff. I need to make this more of a priority so that these models can be implemented and I can continue to see the benefits of this.
- I am hoping to have another Team Retreat soon to build on some of the things we worked on in our first one. I'd like to develop a more definitive Plan of Action to assist in developing my staff's ability to function more effectively and efficiently.

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- I am happy to say that I feel totally supported by the trainers as well as my supervisor and my team.
 - Additional information about multi-tasking which would assist my workers on a day to day basis.
 - I need to figure out what incentives and motivators will work for my team and give consistent validation and redirection.
 - Nothing at this time.
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TABLE 4: SUPERVISOR FOLLOW-UP SURVEY

By participating in the "Teamwork" 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 "Teamwork" training?

Developing the strategies to create a cohesive a team (7)

- This participant is more verbal and expressive and is developing strategies for work with this participant's staff.
- This participant is identifying areas with this participant's team that will help increase positive attitudes.
- This participant has recently joined a new group of [a specific program] supervisors. They are currently going through the stages of forming and stabilizing the group. This participant has used the Teamwork training to assist in the developing of and participation in this group. In addition, the team of supervisors has been developing strategies for increasing positive attitudes throughout [this program].
- This participant values their team members and is working with them to increase their unity.
- Starting with the basics, this participant is recognizing the value of teamwork
- Clarify needs of teams and understand the link between teamwork and the learning organization.
- This participant is developing strategies to work with this participant's own unit.

No Differences Noted (2)

- I think this participant is spending a little more time with each of their staff. This participant has taken on additional duties as a team leader as assigned by [a person] on a specialized project. However, to be honest, from where I sit, I do not see changes toward a more team approach - yet.
- I don't see a change in the interaction of this participant with their staff. This participant has always had a more team approach to supervision than we have experienced in CWS in the past few years.

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

Increases teamwork (7)

- This participant is talking a step back of driving for outcomes and looking at that person.
- This participant recognizes the value of teamwork and how this creates a more effective work force.

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- One of the things that have benefited this participant as a supervisor is being able to bounce ideas off of the other supervisors and think things through out loud among other team members.
- Better attitudes will help support this participant and their team with better outcomes.
- It will allow this participant to be more reflective of their own skills and style.
- This will not only help with this participant own time management but will support consistent messaging.
- Creating an atmosphere of teamwork and continuous learning.

No results as of now (2)

- Although I have not discussed directly with this participant, this participant does not seem to be enamored with the ALDs sessions. This participant vacillates between being open to new ideas and closed to new ideas due to heavy diverse workload.
- Since I have not discussed this with this participant, I don't know exactly what this participant might be doing differently and how that is making this participant a better supervisor. I can see I need to prompt discussion.

By participating in the "Teamwork" 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)

- This participant has been better able to identify and understand the strategies for shaping and managing a team in its developmental stages. The program that this participant works for is more cohesive and the staff has begun assisting each other again rather than looking out for their own agenda.
- This participant scheduled a team meeting at a community based-organization's office not only to promote teamwork, but also to give staff information about services offered by this CBO, which was a great dual learning activity.
- This participant does this well naturally so it has increased this participant's confidence in this participant's supervisor role. This participant is able to command performance while supporting this participant's relationship with their team.
- Undoubtedly it has caused this participant to think about the teamwork approach - which is fairly new to our operation. I think we have something to build on.

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- The training and activities will help solidify this participant's role as the team leader and support the need for this participant to become a stronger leader for their team.
- This has allowed this participant to work further developing relationships and supporting their team
- It solidified where this participant's peers were in their own teamwork.

None (1)

- This is still being assessed.
-