

Before-During- After: Commitments

Before Initial Training:

- The supervisor reviews the Learning Objectives of the training and discusses any pre-work tasks;
- The supervisor discusses a plan for caseload coverage with the worker prior to the training;
- The supervisor helps the worker to identify specific problems/needs relative to the training needs;
- The supervisor discusses applicable laws, regulations, bulletins and/or agency policies and procedures that are related to the curriculum and helps the worker identify areas needing further clarification;
- The supervisor views transfer of learning as an investment in the worker's future.
- The supervisor reinforces the need to participate in all steps of the learning cycle.
- The supervisor administers the *Index of Learning Styles* to determine the individual learning styles of the workers; and
- The supervisor discusses the characteristics of the different learning styles and their implications for individual learning prior to the training.

During the Training:

- Negotiate coverage and related issues, to assure the learner is not overwhelmed by caseload backlog upon their return to the unit.
- The supervisor attends the training with their worker(s) so they become familiar with the knowledge and skills that need to be transferred;

After the Training:

- The supervisor meets with the worker within one week of the training to review and discuss implementation of the Action Plan;
- The supervisor arranges for the worker to "shadow" a more experienced worker and observe implementation of a particular skill;
- The supervisor arranges a more formal "staffing" of the worker's case to discuss problems/needs related to the curriculum;
- The supervisor accompanies the worker on a visit/contact/court hearing to assist/observe them implement a new skill;
- The supervisor recognizes/praises the worker when they attempt to implement new skills or knowledge and reminds the workers of the "results dip" while offering support and reassurance;
- The supervisor arranges for the worker to present/discuss the content of the training they attended with other co-workers at a unit or staff meeting;
- The supervisor schedules weekly conferences to discuss and review with the worker the application of new knowledge and skills learned at the training;
- The supervisor arranges a "supportive intervention" based on a particular worker's learning style; and
- The supervisor assists the worker in identifying a "self-development" activity based on the worker's particular learning style.