Improving Recruitment and Retention in Public Child Welfare: Evaluation of Supervisory Training Modules 1 and 2

This report presents results of the evaluation of the first two curriculum modules of supervisor training conducted by the University of Iowa School of Social Work in collaboration with the Iowa Department of Human Services, as part of the Children's Bureau-funded project, Improving Recruitment and Retention in Public Child Welfare. The training was conducted in four cohorts, beginning at the end of August 2005 and concluding at the beginning of October 2005. The cohorts included groups of supervisors from diverse regions of the state and at varying levels of experience, to provide an opportunity for networking, at the request of supervisors. Module 1, Contemporary Child Welfare Supervisory Practice and Module 2, Human Resources and Workforce Development in Public Child Welfare, were combined an delivered in a two-day training that was held in the town of Pella in Central Iowa.

Three instruments were developed and administered as part of the project evaluation:

1) knowledge pre-training and post-training test, used to measure project performance in teaching specific knowledge

2) behavioral skills assessment, used to collect baseline data on the frequency of behaviors that supervisors were using prior to training, and which will be administered as a follow-up to measure the extent to which additional skills taught in the training are being utilized in practice

3) training satisfaction survey, used to measure overall satisfaction with the content, delivery, and usefulness of the training
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Development and Administration of Evaluation Instruments

Knowledge Pre/Post Test:

The knowledge test was developed collaboratively by the curriculum development team, Diane Finnerty and Nina Hamilton, with input from the principal investigator, Miriam Landsman, and the project evaluator, Brad Richardson. Curriculum learning objectives were developed into knowledge specific questions. Questions and foils were piloted during the first training session (Cohort I), with modifications based on analysis of the pilot data prior to the second training session (Cohort II). Since trainees were given options of attending different workshops, knowledge questions specific to individual workshops were included to assess differential impact of attending/not attending specific workshops. The pre-test was administered at the beginning of each training session with an explanation that the test served the purpose of gathering performance measures for evaluating the curriculum and trainer efficacy. Participants were told that the test was designed to measure "How well *we* do in delivering the program," not the expertise of the participants.

With the third and four training sessions (Cohorts III and IV), pre-tests were administered by members of the Evaluation Team and participants were given about 15 minutes to complete the instrument. This adaptation was made to differentiate the training from the evaluation aspects of the project, and to encourage participants to focus, but not dwell, on the test instruments. Efforts were made throughout the training to directly and indirectly address the questions on the Knowledge Pre-Post Test. Several questions were also featured as part of an interactive "Jeopardy" game that opened Day Two of the training.

The post-test was administered in a similar fashion with a training satisfaction survey at the close of the session. Participants were allowed as long they needed to complete the post-test. Many participants completed their post-tests within 15-20 minutes.

The knowledge test and the curriculum were revised and improved over the course of the four trainings. (See the Results section under Knowledge Pretest and Posttest for a more complete review of the analysis of items on the knowledge test.)

Behavioral Skills Assessment Pretest and Posttest

This instrument was developed jointly by the curriculum development and evaluation teams. Supervisory competencies were first developed through analysis of focus group data, benchmarking supervisory competencies in other states, and a review of the literature. Indicators of behavioral skills and competencies were then identified for five functional areas of the child welfare supervision model: Administration, Education, Consultation, Counseling, Evaluation (Hamilton and Finnerty, 2005). Training participants completed the Behavioral Self-assessment pre-test at the same time as the Knowledge Pre-test. Completed Behavioral self-assessments were gathered and "scored" by evaluation staff. The tools were then returned to the supervisors to provide immediate feedback regarding areas of strengths and challenges (areas where the instrument indicated that they focused their time and attention). Supervisors used their self-assessment to engage in dyadic conversations with peers.

Behavioral post-test self assessment is scheduled to be conducted in the eight statewide service areas six months after training. The instruments will be administered, completed and used to facilitate conversations regarding long-term retention of training program content, structural barriers that impede effective supervision and requests for additional resources.

Results

SATISFACTION SURVEY

All participants were asked to complete a questionnaire evaluation the training overall. Brief workshop evaluations were captured on this questionnaire. Participants were asked to rate their level of satisfaction with 8 items, ranging from 1 = Poor to 5 = Excellent. The areas evaluated include: presenters knowledge of the subject, clarity in the presentation of the information, encouragement of participation and sharing, the usefulness of training materials, the usefulness of training activities, the relevance of training content to diversity and cultural issues, the physical environment of the training facility, and training session overall. The same Likert scale was used to rate the level of satisfaction participants felt regarding the specific workshops they attended. The workshops included *Interviewing for Success, Addressing Staff Underperformance, Generational Issues, Managing a Diverse Workforce*, and *Understanding Learning Styles*.
Additionally, participants were asked to rate their level of agreement, 1=Strongly Disagree to 5=Strongly Agree, to the following statements:
- "The training content was relevant to public child welfare supervision".
- "I learned skills that will help me to be a more effective supervisor".
- "I intend to use what I learned in my supervisory job".

Table 1 below provides the means and standard deviations for each item per session. The *Total* column in the table represents the aggregate means and standard deviations for all cohorts.

Overall, the fourth cohort reported more satisfaction than the first three cohorts. In all but two areas of the general curriculum, the fourth group indicated higher satisfaction. In all general curriculum ratings, the first group reported their satisfaction lower than all other groups. It should be noted that the first cohort was considered a pilot group. As trainings were delivered they were continually refined based on the feedback received.

In all groups, the satisfaction with the physical environment was reported as the area of least satisfaction on the general items. This is also reflected in the evaluation comments. Many people wrote the room was "too cold." This was a consistent across the four cohorts. The second, third, and fourth groups were advised to dress in layers or bring sweaters. A few comments in these groups indicated that the participants appreciated the information and were "glad they brought sweaters" and jackets with them.

The highest overall rating was *Participation and sharing was encouraged.* The mean satisfaction rating for all four groups was 4.69, with a standard deviation of .47. This rating is reflected in the evaluation comments as a common sentiment of enjoying the group learning activities and sharing time and experiences with co-workers. The small group discussions were appreciated and several trainees recommended that more of these should occur in future trainings.

Generally, the workshops received ratings ranging between "Very Good" and "Excellent". The highest mean of ratings was given to the Generational Diversity workshop. Several people commented that this workshop was interesting and added a new dimension to issues of diversity that they had not been previously aware of or attending to. The lowest rating of satisfaction was giving to the Addressing Staff Underperformance workshop, with a mean of 3.93 and a standard deviation of .79. The comments regarding this workshop were generally favorable, so it is unclear why this mean was the lowest rating. The first group rated this workshop the highest with a mean of 4.20, and the fourth group rated it the lowest with a mean of 3.68. The second and third groups rated it similarly with a 3.90 and 3.92 mean respectively.

Table 1: Satisfaction Survey Mean Responses

	Cohort 1 N=24		Cohort 2 N=21		Cohort 3 N=25		Cohort 4 N=29		Total N=99	
	μ	S. D.	μ	S. D.	μ	S. D.	μ	S. D.	μ	S. D.
Scale range 1 = Poor to 5 = Excellent **Presenters demonstrated working knowledge of the subject.**	4.25	.53	4.62	.50	4.58	.50	4.72	.46	4.55	.52
Information was presented clearly and accessibly.	3.96	.62	4.33	.66	4.56	.58	4.62	.56	4.38	.65
Participation and sharing was encouraged.	4.50	.51	4.62	.50	4.76	.44	4.83	.38	4.69	.47
Training materials (e.g., hand-outs, graphics) assisted in my learning.	4.00	.59	4.43	.60	4.44	.58	4.66	.48	4.39	.60
Training activities assisted in my learning (e.g., exercises, case studies).	3.67	.64	4.29	.56	4.36	.64	4.45	.63	4.20	.69
Presenters addressed relevant diversity and cultural issues.	3.67	.92	4.43	.51	4.52	.65	4.52	.70	4.29	.79
The physical environment was conducive to my learning.	3.29	.86	4.24	.83	4.32	.69	4.29	.81	4.04	.90
Please rate the session overall.	3.85	.59	4.35	.49	4.48	.51	4.59	.49	4.33	.59
Scale range 1 = Strongly Disagree to 5 = Strongly Agree **The training content was relevant to public child welfare supervision.**	4.26	.62	4.67	.48	4.56	.51	4.66	.48	4.54	.54
I learned skills that will help me to be a more effective supervisor.	4.17	.57	4.43	.51	4.56	.51	4.43	.53	4.40	.54
I intend to use what I learned in my supervisory job.	4.13	.61	4.57	.51	4.52	.51	4.54	.58	4.44	.58
Scale range 1 = Poor to 5 = Excellent **Interviewing for Success (workshop)**	3.70	.68	4.44	.53	4.44	.51	3.75	.91	4.05	.78
Addressing Staff Underperformance (workshop)	4.20	.70	3.90	.76	3.92	.72	3.68	.95	3.93	.79
Generational Issues (workshop)	4.50	.54	4.73	.47	4.57	.54	4.63	.60	4.62	.54
Managing Diverse Workforce (workshop)	4.00	*	4.55	.52	4.38	.52	5.00	.00	4.58	.50
Understanding Learning Styles (workshop)	4.13	.84	4.70	.47	4.33	.66	4.58	.51	4.49	.61
Organizational Support (discussion)	3.67	.58	**	**	**	**	**	**	3.67	.58

* Only one participant rated the item.

** This discussion group was discontinued after the first session

The remainder of this section discusses the participant evaluations according to each of the four cohorts. The evaluation questionnaires remain consistent; however, the discussion group on Organizational Support appeared only in the first session. It was discontinued because the project team decided that the workshop time was better spent on skill development than in a discussion group. Special attention is given to a summary of the attendees' responses to the four open-ended questions at the end of the questionnaire. These questions were: "What did you find most useful about this program?"; "What recommendations do you have for making this training increasingly useful to public child welfare supervisors?"; "What additional content would you like to see included?"; and "Additional Comments:"

Session I
The first cohort of trainees was informed at the onset of the two-day training that they were the pilot group for the newly developed curriculum. In their role of being the first group, they readily assumed a sense of responsibility for providing constructive criticism throughout the training experience. In comparison to the other sessions, which were not informed they were a pilot group, the first cohort's ratings on the evaluation are relatively lower. This might indicate an ownership from the attendees in this group in the final curriculum development.

Participants in the first cohort found the developmental models and break-out sessions to be the most useful. Sample comments include:
- "The ability to have a tool to evaluate workers in the domains—gave much clearer picture".
- "Great tools to help assess workers".
- "Learning styles workshops—and the handouts I can use".
- "The breakout sessions were great. I would've liked more".

For recommendations regarding making the training increasingly useful to public child welfare supervisors, they commented that more workshops and more research material would be helpful. Examples of their comments are:
- "Modified booklet of all information, e.g. all groups' task analyses".
- "Utilize more specific 'statistical information' directly affecting Iowa to gain a better understanding of who we are trying to serve".
- "Include any additional research material on current trends, concerns, successes in field of child welfare. Is there a profile of workers that are successful in the child welfare profession"?
- "Less general information and more ability to attend a majority of breakout sessions".
- "Would like breakout session available to all".

Participants suggested many ideas for additional content to include in future trainings. Some of their ideas include:
- "Take-away tools or checklists".
- "More ideas on celebrating success".
- "How to work with other supervisors".
- "More on underperforming workers".
- "More examples of worker/supervisor relations".

A variety of additional comments were made regarding this session. A majority of the comments were regarding the evening reception following the first day's training. Most of the comments suggested changing the reception to a dinner, and/or eliminating the continental breakfast. Other comments were supportive in nature and consisted of ideas to engage participants and ways to better utilize the time during the training sessions. Samples of these comments include:

- "Give more time to assess teams—we had 4-4:30—I need more time to be more accurate".
- "Spend more time on developing an individualized supervision plan and less time on games".
- "I hope you will put all the 'sticky notes' comments together and send them to us".
- "Suggest going longer on first day of training".

In summary, the first session feedback was overall positive and a majority of ratings were within the "Good" and "Very Good" levels. Much of the oral and written feedback was implemented into the refinement of the curriculum for the subsequent training sessions. The participants' on-going suggestions were useful in expanding and refining the curriculum for Modules I and II.

Session II

The second group of trainees rated their satisfaction of all items between the "Very Good" and "Excellent" levels. The environmental condition of the training session was rated the lowest with a mean of 4.24 and a standard deviation of .83. However, there were no specific comments regarding the room being too cold or not having enough refreshments and beverages. They gave the training content being relevant to public child welfare as being the most satisfying, with a mean of 4.67 and a standard deviation of .48. Other high ratings were in the areas of presenters' knowledge of the subject, participation and sharing were encouraged, and they intended to use what they learned. As with the first group, the Generational Diversity workshop scored the highest ratings of satisfaction, with a mean of 4.73.

The second cohort found the breakout sessions and the sharing of experience with co-workers the most useful part of the training. A sample of their comments includes:

- "Group discussion, written material provided in workshops".
- "Meeting with other supervisors with similar challenges".
- "That we are all experiencing the same stress, being overwhelmed and someone if finally understanding how overworked we are"!
- "Peer information and support—validation. Supported by information presented by teaching staff".
- "It was all useful. Would have liked less of the information on the first day—too nebulous, and more time for workshops".

Among the many recommendations for making the training increasingly useful to public child welfare supervisors, this cohort felt adding clarity and increasing the practical application of concepts were the most important. Examples of their comments include:

- "More focus perhaps on our own unique style of supervision and how that relates to practice".
- More examples—concrete application to child welfare practice".
- "I would like to hear more specific examples from the field and how to handle those issues".

- "Continue training process. Perhaps more concretes".
- "Make certain that all persons in supervisory positions attend entire sessions".
- "More workshops, hands-on stuff was wonderful"!

This group's ideas for additional content were centered on obtaining tools to do their jobs as supervisors more effectively. Their comments are as follows:
- "The DVD tools for pre-hiring".
- "[How to] work with difficult staff".
- "How to do supervision with staff who DO have too much to do to meet requirements and feel competent".

A majority of additional comments were appreciative in nature. Their compliments included:
- "Thanks for the great 48 hours"!
- "Great"!
- "Thanks for treating us with respect, listening and letting us share knowledge. The hotel was great. Also, thanks for paying my mileage all the way from home. I liked the art activity".
- "Good training"!
- "Thank you for letting us know the room would be cold! I was able to dress for that and be more comfortable".

In summary, the second session expressed a high level of satisfaction, both in their ratings and in their comments. The participants voiced some concern that upper management may be missing out if they are not attending.

Session III

The third cohort of trainees rated their satisfaction of all items between the "Very Good" and "Excellent" levels. The environmental condition of the training session was rated the lowest with a mean of 4.32 and a standard deviation of .69. However, there were no specific comments regarding the room. They gave the encouragement of participation and sharing as the most satisfying item, with a mean of 4.76 and a standard deviation of .44. Other high ratings were in the areas of presenters' knowledge of the subject, presentation of information, the relevance of the training content to public child welfare supervision. Again, the Generational Diversity workshop scored the highest ratings of satisfaction, with a mean of 4.57.

Participants expressed the emphasis of practical application by the trainers was the most useful part about the training program. Many of the comments addressed newly developed skills and an appreciation for the new tools taught to them. A sample of their comments include:
- "It was all very useful. I absorbed a great deal…The sessions were good and talking with peers was great".
- "Good information; recognition of the skill level of our group".
- "The assessment of my staff—looking at diversity more broadly including a diversity in generations and experiences".
- "Time to reflect on skills, set goals for myself, the developmental planning and support tool will be useful".

- "I was able to come up with some ideas on how to improve my supervision, including tools that I can take back with me".
- "The sessions of generational and learning styles so I can assess my workers".
- "Good ideas about behavior based interview questions".

The recommendations for making the training increasingly useful to public child welfare supervisors talked about making the training less intense and they desired more direction for next steps. For example, they commented:
- "More role playing".
- "Too much intense information given in a short period of time".
- "Too much information—too little time".
- "More work on the 'How to's'—next steps after we have this knowledge. I feel like I 'guessed' on what to do next".
- "Less lecture".
- "Continue to build on this foundation. But make end of day activities less intensive".
- "I liked hearing lots of examples and real stories that illustrate the points made".
- "More functional, less philosophical".

This cohort had several unique ideas for additional content for future trainings. Some of these ideas included:
- "Handling employee conduct problems".
- "Reviewing staff perceptions when discussing supervisory issues".
- "Specific questions for interviews of CPW and CPS staff that have proven to be successful in other states".
- "More on cultural diversity".
- "Information on actual situation experiences in the Iowa system, e.g. redesign; shepherd staff through change".
- "Civility and attitude as things that influence performance".

The additional comments made by this group were mostly about the accommodations, the location of the training, and one person desired to receive the evaluation questionnaire at the beginning of the training in order to keep a on-going record of comments. Some of the comments were:
- "Pella is a bit far to drive. More centrally located".
- "I really liked the location. It was 'kind of' centrally located, but I liked the town—it has a lot of facilities and stores due to the tourists it attracts, for a town this size—and the college facility was very easy to get to with on-street parking".
- "More central location for everyone".
- "Hotel was great. Very nice accommodations! Reception could've been better regarding treats".
- "Very nice location".

In summary, this group rated their levels of satisfaction positively and expressed sentiments of appreciation and increased knowledge and skills as a result of the two-day training. Several people commented they were looking forward to the next training module.

Session IV

The fourth group of trainees rated their satisfaction of all items between the "Very Good" and "Excellent" levels. The environmental condition of the training session was rated the lowest with a mean of 4.29 and a standard deviation of .81. However, there were no specific comments regarding the room. One person commented they desired to have bottled water available all day. They gave the encouragement of participation and sharing as the most satisfying item, with a mean of 4.83 and a standard deviation of .38. Other high ratings were in the areas of presenters' knowledge of the subject, the training materials being helpful, and the relevance of the training content to public child welfare supervision. For this group, the Managing a Diverse Workforce workshop scored the highest ratings of satisfaction, with a mean of 5.00, and a standard deviation of .00.

The fourth cohort found the content and the "tools" of the two-day training as being the most useful part of the program. They identified several areas of the content in their comments, which included:
- "The worksheets which point out what to do when are helpful. Looking at different styles of learning and supervision were excellent. Wish I could have had this training much earlier in my career".
- "Role playing/maps".
- "Charting of workers and levels".
- "Content was helpful".
- "Especially evaluating strengths and weakness of staff and putting information into logical sequence".
- "Useful tools to take home—interaction with other supervisors".
- "The 'hard-copy' stuff we can do on/with our staff".
- "Felt the tools to evaluate my staff with were very helpful. Thought it was very helpful to re-evaluate my mindset so that it is more efficiently functional".
- "The data-gathering piece—taking information from us and charting it. Very eye opening"!
- "Evidence-based supervision—what a concept"!

Participants in the fourth training group offered many recommendations for making the training increasingly useful to public child welfare supervisors. Most of their comments were directed at refining the presentation of the curriculum. Some of the comments were:
- "Integrate with other aspects of DHS—R.B.A., training, etc.".
- "Some workshops need to offer more techniques, less of what the issues are".
- "Delivery—continue to tweak".
- "Better time management".
- "Workshops could be more in-depth. Perhaps a CD-ROM with materials on it—then we could print off and make charts for the evaluation tools".
- "Have handouts on the power points, or enlarge the font...".
- "Go home with data tools/programs used today. More use/emphasis on looking at data and tools".

- "More time to discuss hard issues".

Several participants identified additional content areas they would like to added to the development of curriculum. Some of their ideas included:
- "How supervisors should take care of themselves and their peers".
- "How we can discuss systemic problems that are happening currently with open discussion and maybe come up with solutions and think outside the box".
- "Time management".
- "...Creating a healthier work environment".
- "Using technology to improve supervisory time management—this would be a great course for workers, too"!

Additional comments made by this cohort were appreciative in nature and expressed gratitude for the training experience and the selection of accommodations. Some of their comments were:
- "The presenter's were excellent—they can either make or break the training. Would like some more in the addressing of staff underperformance sessions...".
- "Overall, great conference. Location perfect, communications great"!
- "This would have been useful many years ago"!
- "Great location"!
- "Thanks so much for such well-done work—we will become a better work place for this effort".
- "The applications to our present work are really the best way to promote real changes being made".
- "Please have these folks do more training. This is the first good thing in years"!
- "Why can't the other sessions be retreat environments"?

In conclusion, the fourth group's comments are much more focused on refinement of the presentation, rather than the first group's emphasis on the content, of the training curriculum. Along with the increase in satisfaction ratings, the curriculum appears to have improved with each session.

INITIAL ASSESSMENT OF BEHAVIORAL SKILLS

For the assessment of their own behavioral skills in the human resources domain, supervisors indicated how often they performed each task listed in the five function areas: administration, education, counseling, consultation, and evaluation. The response categories were: Rarely (valued at 1), Sometimes (valued at 2), Often (valued at 3) and Almost Always (valued at 4). Values were totaled for each response to the tasks in each function, providing individual function scores. Tasks in the administration function pertained to how supervisors ensured an effective work environment that supported organizational goals, values, and policies. In the education function, supervisors assessed their skills in facilitating acquisition and application of organizational and professional knowledge, values and skills. Counseling skills assessment included tasks that showed how supervisors identified and responded to the psychosocial needs of staff. The list of consultation function tasks indicated how supervisors used professional knowledge to advise and guide practice. Under the evaluation function, supervisors showed how they systematically assessed staff processes and products.

The highest possible score for each function area were: administration, 60; education, 20; counseling 28; consultation, 28, and evaluation, 40. In some cases, participants did not respond to all tasks in each function; those scores were not included in this analysis. In the administration function for Cohort 2, one item was missing on the instrument; the highest possible administration function score for Cohort 2 participants was 56.

Table 2 below shows the behavioral skills functions, the highest possible score in each function, and the average percent of the highest possible function score for each cohort as well as for all participants at pretest.

Table 2. Self-Assessment of Behavioral Skills:
Average Percent of Highest Possible Function Scores by Cohort at Pretest

Behavioral Skills Functions	Highest possible function score	Average Percent by Cohort of the Highest Possible Function Score at Pretest									
		Cohort 1 (n=24)		Cohort 2 (n=21)		Cohort 3 (n=26)		Cohort 4 (n=32)		ALL (n=103)	
		#	%	#	%	#	%	#	%	#	%
Administration	60 *	21	75.4	20	71.4	26	73.7	29	72.1	96	77.4
Education	20	22	74.1	20	66.8	23	64.4	30	67.3	95	68.1
Counseling	28	22	74.7	19	72.7	25	73.6	31	72.4	97	73.3
Consultation	28	22	76.9	20	74.8	25	76.4	30	77.3	97	76.5
Evaluation	40	22	71.0	19	70.9	23	69.5	31	69.3	95	70.1
* 56 for Cohort 2											
Some participant scores are missing because they did not respond to all items in each domain.											

The results indicate that, on average, there is similarity in the assessment of behavioral skills across functions within each cohort and across cohorts. The differences between high and low

average percents within each cohort showed a range of 6 percentage points in Cohort 1, 8 in Cohort 2, 13 in Cohort 3 and 10 in Cohort 4. Over all participants in all cohorts, the difference is just 9 percentage points, ranging from 68.1% of the highest score in the education function to 77.4% in the administration function. Skills in the consultation function also showed, on average, a higher percentage of use (76.5%).

Cohort 1 participants assessed themselves, on average, similarly across functions on their use of human resource domain behavioral skills, i.e., between 71 percent and 77 percent. Consultation skills were used most often (77% of the highest function score) while evaluation skills were used less often in this group (71% of the highest function score). Participants in Cohort 2 judged their use of consultation skills on average at 75% of the highest function score, but reported their use of education skills at a lower level-- 67% of the highest function score. In Cohort 3, trainees reported, on average, that they most often used the consultation skills listed (at 77% of highest score) but performed education function tasks at 65% of the highest score. Trainees in the fourth cohort assessed their use of consultation skills higher (at 77% of the highest score) than the other functions, with education being assessed the lowest at 67% of the highest score.

KNOWLEDGE PRETEST AND POSTTEST

The Knowledge Pretest and Posttest were administered to all 104 participants in the DHS Supervisory Trainings on Module I (Child Welfare Model) and Module II (Human Resources Domain).

The first section of the Knowledge test asked for information about the participants including service area, position, number of years as a supervisor, and number of years worked in the Iowa Department of Human Services (DHS).

Service areas within the state of Iowa and the number of service area participants for each cohort are shown in Table 3 below.

Table 3. Service Areas and Number of Participants

Service areas	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Total
Ames	4	3	3	3	13
Cedar Rapids	3	5	4	5	17
Central Admin	2	0	0	2	4
Council Bluffs	2	2	1	4	9
Davenport	2	2	4	3	11
Des Moines	6	3	5	6	20
Dubuque	2	2	3	4	11
Sioux City	4	2	4	3	13
Waterloo	0	2	2	2	6
TOTAL	25	21	26	32	104

The Des Moines service area had the most participants (20) followed closely by the Cedar Rapids service area with 17 participants. Service areas with the least number of participants included Waterloo with six and Central Administration with four. Cohort 4 was the largest group with 32 participants.

Table 4 below lists, by cohort and overall, the positions held by the training participants. Most of the trainees were Social Work Supervisors (74, 71%). Positions with fewer training participants included Executive Officers (6, 5.8%), Social Worker Supervisor III (5, 4.8%), and Administrators (3, 2.8%). Service Area Administrators participated only in Cohorts 3 and 4, and administrators were only in attendance at Cohorts 1 and 4. There were no Executive Officers in Cohort 2, and SW Supervisor III's only participated in Cohorts 2 and 3. Six trainees did not list their position.

Table 4. Positions Held by Training Participants

Positions	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Totals
Administrators	1	0	0	2	3
Service Area Administrators	0	0	3	7	10
Child Welfare Supervisors	18	18	18	20	74
Executive Officer	3	0	1	2	6
Social Worker Supervisor III	0	2	3	0	5
No position listed	3	1	1	1	6
TOTALS	25	21	26	32	104

Table 5 below provides information on the average number of years participants had served as supervisors and worked in DHS, by cohort and overall.

Table 5. Average Years as Supervisors and in DHS

Group	Years as Supervisor		Years in DHS	
	mean	*S.D.*	*mean*	S.D.
Cohort 1	7.20	7.31	14.43	10.19
Cohort 2	12.58	9.47	21.03	10.90
Cohort 3	13.53	8.80	20.20	9.75
Cohort 4	13.96	10.93	21.98	11.63
Overall	12.13	9.66	19.68	10.96

Overall, participants averaged 12 years service as supervisors and had worked for 20 years in DHS. Among the individual groups, Cohort 4 had the highest average number of years as supervisors (14) and had worked the highest average number of years for DHS (22). Cohort 1 showed the lowest averages at seven years as supervisors and 14 years in DHS.

Table 6 below shows the change demonstrated by participants who completed a Knowledge pretest at the beginning of the training and a posttest following the training. A few of the participant knowledge tests were not included in this analysis. In three cases, participants arrived late and had missed the time for the pretest, thus no comparison was possible. In one case, a participant requested to leave early and indicated they would return the posttest by mail. However, we have not yet received this posttest to include in the analysis.

Table 6. Knowledge Test. Change from Pretest to Posttest

Type of change for participants from pretest to posttest	Cohort 1		Cohort 2		Cohort 3		Cohort 4	
number:	*25*		*20**		*23***		*32*	
	#	%	#	%	#	%	#	%
Improved +	17	68.0%	18	90.0%	23	100.0%	30	93.8%
No change ++	5	20.0%	0	0.0%	0	0.0%	2	6.2%
Decreased +++	3	12.0%	2	10.0%	0	0.0%	0	0.0%
Not included in this table: * for Cohort 2: 1 participant was missing the pretest ** for Cohort 3: 2 participants were missing the pretest, and 1 was missing the posttest								

+ Improved: posttest percent correct was greater than the pretest percent correct
++ No change: pretest percent correct was the same as posttest percent correct
+++ Decreased: posttest percent correct was less than the pretest percent correct

The results indicate that Cohorts 2, 3, and 4 had more participants who showed improvement from pretest to posttest following the training (90%, 100% and 94% respectively) than Cohort 1 (68%). Revisions to the curriculum and to the knowledge test itself were made after each cohort training, improving both the training and the instrument.

Knowledge Test Item Analysis

Knowledge test items were analyzed following each cohort training. Table7 (for Cohort 1), Table 8 (for Cohort 2), Table 9 (for Cohort 3) and Table 10 (for Cohort 4) on the following pages provide the mean percent of participants with correct responses for each item at pretest and posttest, significant differences from pretest to posttest (derived from a paired T-test), the number and percent of participants who improved from pretest to posttest for each item, as well as those who decreased or showed no change.

If items performed well, i.e. showed an increase in percent correct from pretest to posttest and improvement by participants on those items, they remained in the knowledge test. Revisions were considered when percent increases or participant improvement were low. Consideration for

revision was also given for items that, over time, did not seem connected directly to curricular content or learning objectives. Items were dropped when pretest percent correct were 95% or above or when they did not perform well even after revisions were put in place.

The test developers sought a goal of 20 test items. For Cohort 2, however, several items were added to include more questions on workshop topics, bringing the total of items to 25. For Cohorts 3 and 4, the number of test items was reduced back to 20. A large number of revisions were made prior to Cohort 2, and developers felt that further changes should be minimal.

Six items performed well and remained in use and unchanged through all four trainings:
- Item 5 for Cohorts 1 and 2 (which is Item 3 in Cohorts 3 and 4): *Social workers at the Advanced Professional developmental stage understand their supervisory needs and initiate supervision accordingly. Correct response: true*
- Item 8 for Cohorts 1 and 2 (which is Item 6 for Cohorts 3 and 4): *Which of the following is not a function of supervision: a) administration, b) counseling, c) education, d) human resources, e) evaluation. Correct response: d*
- Item 11 for Cohort 1 (which is Item 10 for Cohort 2 and Item 7 for Cohorts 3 and 4): *Which of the following metaphors best describes effective supervision/supervisor? A) Triage; b) Juggler; c) Gatekeeper; 4) Oreo Middle. Correct response: c*
- Item 15 for Cohort 1 (which is Item 14 for Cohort 2 and Item 9 for Cohorts 3 and 4): *The following items should be kept in a supervision file: a) A record of supervision sessions and in-services; b) All notes an employee has received from clients – positive or negative; c) Copies of performance evaluations from the last eight years; d) a and c above. Correct response: a*
- Item 16 for Cohort 1 (which is Item 15 for Cohort 2 and Item 11 for Cohorts 3 and 4): *Current research on factors contributing to child welfare workers' job satisfaction and retention: a) Salary is more important than supervision in influencing workers' job satisfaction and retention; b) Supervisory support has a large influence on workers' job satisfaction and retention; c) Supervision is most useful for identifying "burned out" workers; d) Coworker support is more important than supervisor support in influencing job satisfaction and retention. Correct response: b*
- Item 19 for Cohort 1 (which is Item 18 for Cohort 2 and Item 14 for Cohorts 3 and 4): *When does a staff member's* **psychological contract** *begin with an organization? a) Upon completion of the 6-month probationary period; b) During the first interview; c) Once the position is offered to her/him; d) From the very first day on the job. Correct response: b*

Seven items were revised and then remained in use through the remaining Cohorts with no other changes:
- Item 1 (for all Cohorts): *A social worker whose skills are at the Novice stage is a social worker with less than one year's experience.* Following Cohort 1, the following change was made to match more specifically with an actual novice stage: "one year's" to "six month's."
- Item 4 for Cohorts 1 and 2 (Item 2 for Cohorts 3 and 4): *Developmental planning and support identifies staff weaknesses and creates supervision interventions that have specific behavioral outcomes. Correct response: false.* Revisions were made following Cohorts 1 and 2 to provide clarity and reflect the curriculum content more specifically. Final wording:

Developmental planning and support tool identifies staff weaknesses. Correct response: False.

- Item 6 for Cohorts 1 and 2 (Item 4 for Cohorts 3 and 4): *"Human resources" is an updated term for "personnel services." Correct response: false.* The language of this item was revised following Cohort 1 to provide more clarity of choice and was used through the remaining cohorts: *"Human resources" can be used interchangeably with "personnel services." Correct response: false*

- Item 7 for Cohorts 1 and 2 (Item 5 for Cohorts 3 and 4): *The probationary period is an extension of the selection process. Correct response: true* This item was reworded following Cohort 2 to provide clarity and better reflect curricular content. Final Wording: *The probationary period is an extension of the interviewing and selection process. Correct response: true.*

- Item 12 for Cohort 1 (which is Item 11 for Cohort 2 and Item 8 for Cohorts 3 and 4): *Which of the following is **not** a legitimate source of evaluation data? A) Direct observation; b) Client records; c) Case staffings and supervision sessions; d) Co-worker and collateral reports; e) None of the above Correct response: d.* This item was revised following both Cohort 1 and Cohort 2 to read: *Which of the following is a legitimate source of evaluation data to assess staff performance? A) Direct observation; b) Client records; c) Case staffings and supervision sessions; d) Validated co-workers' verbal reports; e) All of the above. Correct response: d.*

- Item 13 for Cohort 1 (which became Item 12 for Cohort 2 and Item 10 for Cohorts 3 and 4): This matching item was revised following Cohort 1 to give better choices for the match and better reflect the curricular content. Although Cohort 1 pretest percents correct were very high for Item 13, test developers chose to revise the matching statements rather than drop this item.

- Item 18 for Cohort 1 (which is Item 19 for Cohort 2 and Item 13 for Cohorts 3 and 4): *Prescreening tools are used in job interviews to a)Assess whether the candidate meets the requirements for the position; b) Identify candidates who have the aptitude for supervision; c) decrease the likelihood of new employee turnover; or d) Educate a targeted segment of the public about the process for applying for open positions. Correct response: c.* Following Cohort 1, this item was revised to better reflect curricular content. Final wording: *Realistic job previews are used in the recruitment and hiring process for all but which of the following? a) Increase understanding of job descriptions; b) Identify candidates who have the aptitude for supervision; c) decrease the likelihood of new employee turnover by facilitating a self-assessment of "fit"; d) Increase the public's understanding of the child welfare agency. Correct response: c.*

Two items had very high pretest and posttest percents correct indicating that participants already knew the subject matter. These items were dropped from further use in the knowledge test and included:

- Item 10 for Cohort 1: *All of the following are purposes of supervision except: a) Support mission of organization; b) ensure quality of services; c) Foster staff professional development; d) Contribute to the on-going vitality of the organization; e) Increase number of families served. Correct response: e.*

- Item 14 for Cohort 1: *An effective supervision program contains the following: a) Orientation; b) Formative and summative evaluations; c) Staff development; d) Scheduled supervision; e) All of the above. Correct response: e.*

Following Cohort 1, the training was revised to include workshops. Six items were added to the knowledge test to reflect the content of the workshops. These items are listed here along with actions taken for their continued use for the remaining cohorts.

- Item 20 for Cohort 2 (which is Item 15 for Cohorts 3 and 4): This item was used as written for the remaining cohorts. *An example of a behavioral based interview question is: a) How have you handled a difficult situation with a co-worker? B) What has been the most rewarding aspect of your current job? C) What skills would you bring to this job? D) What interests you about working in public child welfare? Correct response: a*
- Item 21 for Cohort 2 (which is Item 16 for Cohorts 3 and 4): This item was used as written for the remaining cohorts. *When using the "personal rapport" interview style, which of the following is a focus of the interview? A) Quick assessment of how the applicant handles stress; b) Obtaining information on the applicant's formal qualifications for the job; c) Gut level assessment of the applicant's fit with the work unit; d) Setting up a positive interview environment so that needed data is exchanged by both the interviewer and the applicant. Correct response: c.*
- Item 22 for Cohort 2. Due to poor item performance (percent correct decreased), this item was dropped and replaced with Item 17 in Cohorts 3 and 4. *Personal logs and journaling would be the most effective teaching/learning strategies for which of the following learning styles? A) Concrete Experience; b) Abstract conceptualization; c) Reflective Observation; d) Active Experimentation. Correct response: c.*
- Item 23 for Cohort 2 (which is Item 18 for Cohorts 3 and 4): One small revision was made following Cohort 3 (changed "hyper-vigilant" to "vigilant" in "d"). *Which of the following is true of diversity in organizations? A) It is important to downplay differences and accentuate similarities; b) diversity refers exclusively to racial and ethnic differences; c) Individuals may feel the need to be hyper-vigilant when not in the majority; d) Dealing with diversity is not as relevant for Iowa as it is for other states. Correct response: c.*
- Item 24 for Cohort 2 (Item 19 for Cohorts 3 and 4): *When addressing staff underperformance in a specific task, a) the staff member's perception is generally not dependable; b) co-workers' observations are the most valid source of information; c) the supervisor should assess whether the staff member has had adequate training in that task; d) A verbal warning should be employed as a first step. Correct response: c.* Due to high percents correct for pretest and posttest, this item was revised following Cohort 2 to read: *When addressing staff underperformance , which of the following in **not** a Primary Contributing Factor? A) Training; b) Personal Factors; c) Employee Perception; d) Aptitude. Correct response: c.*
- Item 25 for Cohort 2 (Item 20 for Cohorts 3 and 4): *Which generation is greater in number than the Baby Boomers? A) Silent Generation; b) Greatest Generation; c) Generation X; d) Millenial Generation. Correct response: d.* This item was reworded because of low percents correct and used as follows for Cohorts 3 and 4: *Which generation is greater is most likely to "work to live" not "live to work"? A) Silent Generation; b) Baby Boomers; c) Generation X; d) Millenial Generation. Correct response: c.*

Table 7. Knowledge Test Item Analysis for Cohort 1

DHS SUPERVISOR TRAINING					CHILD WELFARE MODEL AND HUMAN RESOURCES DOMAIN		KNOWLEDGE PRE/POSTTEST COHORT 1						
Item #	N	Mean % correct T1	Mean % correct T2	Signifi cance	Item statement	Correct Answer	Improved pre to post #	%	No Change pre to post #	%	Decreased pre to post #	%	
1	25	64.0%	72.0%	N.S.	A social worker whose skills are at the Novice stage is a social worker with less than one year's experience.	F	5	20.0	17	68.0	3	12.0	
2	25	96.0%	96.0%	no change	Annual performance evaluations are sufficient for developing staff competence.	F			25	100.0			
3	25	100.0%	96.0%	N.S.	Effective supervision requires that the same supervision program be applied identically to all staff in the unit.	F			24	96.0	1	4.0	
4	24	20.8%	16.0%	N.S.	Developmental planning and support identifies staff weaknesses and creates supervision interventions that have specific behavioral outcomes	F	3	12.0	18	72.0	4	16.0	
5	25	60.0%	96.0%	p<.01	Social workers at the Advanced Professional developmental stage understand their supervisory needs and initiate supervision accordingly.	T	9	36.0	16	64.0			
6	25	24.0%	44.0%	p<.05	"Human resources" is an updated term for "personnel services."	F	7	28.0	16	64.0	2	8.0	
7	25	88.0%	100.0%	p<.05	The probationary period is an extension of the selection process.	T	3	12.0	22	88.0			
8	25	20.8%	72.0%	p<.01	Which of the following is **not** a function of supervision: a) administration, b) counseling, c) education, d) human resources, e) evaluation	d	16	64.0	6	24.0	3	12.0	
9	25	80.0%	84.0%	N.S.	Which of the following is true of supervision: a) It is a recognized specialization; b) It is essential to the organizational mission, c) it incurs liability for the supervisor; d) a and b above; e) All of the above	e	2	8.0	22	88.0	1	4.0	
10	23	100.0%	100.0%	no change	All of the following are purposes of supervision except: a) Support mission of organization; b) ensure quality of services; c) Foster staff professional development; d) Contribute to the on-going vitality of the organization; e) Increase number of families served.	e			23	100.0			
11	23	83.0%	78.0%	N.S.	Which of the following metaphors best describes effective supervision? A) Triage; b) Juggler; c) Gatekeeper; 4) Oreo Middle.	c			22	95.7	1	4.3	
12	23	22.0%	4.5%	p<.05	Which of the following is **not** a legitimate source of evaluation data? A) Direct observation; b) Client records; c) Case staffings and supervision sessions; d) Co-worker and collateral reports; e) None of the above.	d			19	82.6	4	17.4	

Table 7 continued

DHS SUPERVISOR TRAINING				CHILD WELFARE MODEL AND HUMAN RESOURCES DOMAIN		KNOWLEDGE PRE/POSTTEST COHORT 1						
Item #	N	Mean % correct pretest	Mean % correct posttest	Signifi cance	Item statement	Correct Answer	Improved pre to post		No Change pre to post		Decreased pre to post	
							#	%	#	%	#	%
13a	23	100.0%	95.7%	N.S.	Match the following competencies with their respective functions: a) Administration 1) Staffing an agency b) Education 2) Conducting performance reviews c) Counseling 3) Providing in-service training d) Consultation 4) Discussing treatment options e) Evaluation 5) Referring to an EAP program	1) a			22	95.7	1	4.3
13b	23	100.0%	100.0%	no change		2) e			23	100.0		
13c	23	100.0%	100.0%	no change		3) b			23	100.0		
13d	23	100.0%	91.3%	N.S.		4) d			21	91.3	2	8.7
13e	22	100.0%	91.3%	N.S.		5) c			20	90.9	2	9.1
14	23	100.0%	100.0%	no change	An effective supervision program contains the following: a) Orientation; b) Formative and summative evaluations; c) Staff development; d) Scheduled supervision; e) All of the above.	e			23	100.0		
15	23	8.3%	0.0%	N.S.	The following items should be kept in a supervision file: a) A record of supervision sessions and in-services; b) All notes an employee has received from clients – positive or negative; c) Copies of performance evaluations from the last eight years; d) a and c above.	a			21	91.3	2	8.7
16	23	100.0%	73.9%	p<.01	Current research on factors contributing to child welfare workers' job satisfaction and retention: a) Salary is more important than supervision in influencing workers' job satisfaction and retention; b) Supervisory support has a large influence on workers' job satisfaction and retention; c) Supervision is most useful for identifying "burned out" workers; d) Coworker support is more important than supervisor support in influencing job satisfaction and retention.	b			17	73.9	6	26.1
17	24	88.0%	79.0%	N.S.	Which of the following external social factors are likely to impact the needs of the Iowa public child welfare workforce in the next 5 to 10 years? a) The aging of the "Baby Boomers"; b) The increasing racial/ethnic diversity within Iowa communities; c) The increasing strength of labor unions; d) a and b above; e) All of the above.	d	1	4.2	20	83.3	3	12.5
18	25	12.0%	16.7%	N.S.	Prescreening tools are used in job interviews to a)Assess whether the candidate meets the requirements for the position; b) Identify candidates who have the aptitude for supervision; c) decrease the likelihood of new employee turnover; or d) Educate a targeted segment of the public about the process for applying for open positions.	c	2	8.0	22	88.0	1	4.0
19	25	44.0%	72.0%	p<.01	When does a staff member's **psychological contract** begin with an organization? a) Upon completion of the 6-month probationary period; b) During the first interview; c) Once the position is offered to her/him; d) From the very first day on the job.	b	7	28.0	18	72.0		
20	25	40.0%	56.0%	N.S.	The Americans with Disabilities Act and Title VII of the 1964 Civil Rights Act can best be described as: a) Negotiated employee rights and responsibilities; b) Managerial level rather than supervisor responsibilities; c) External legal factors influencing supervision; 4) Unfunded legal mandates.	c	6	24.0	17	68.0	2	8.0

Table 8. Knowledge Test Item Analysis for Cohort 2

					DHS SUPERVISOR TRAINING　　CHILD WELFARE MODEL AND HUMAN RESOURCES DOMAIN　　KNOWLEDGE PRE/POSTTEST　COHORT 2							
Item #	N	Mean % correct pretest	Mean % correct posttest	Signifi cance	Item statement	Correct answer	Improved pre to post		No Change pre to post		Decreased pre to post	
							#	%	#	%	#	%
1	20	75.0%	90.5%	N.S.	A social worker whose skills are at the Novice stage is a social worker with less than six month's experience.	F	5	25.0	13	65.0	2	10.0
2	20	90.0%	100.0%	N.S.	The Annual performance evaluation is the most effective method for developing staff competence.	F	2	10.0	18	90.0		
3	20	85.0%	100.0%	p<.05	Effective supervision requires that the same supervision program be applied to all staff in the unit.	F	3	15.0	17	85.0		
4	20	75.0%	80.0%	N.S.	Developmental planning and support is a tool that identifies staff weaknesses	F	3	15.0	15	75.0	2	10.0
5	20	70.0%	95.2%	p<.01	Social workers at the Advanced Professional developmental level understand their supervisory needs and initiate supervision accordingly.	T	5	25.0	15	75.0		
6	20	40.0%	85.7%	p<.01	"Human resources" can be used interchangeably with "personnel services."	F	11	55.0	7	35.0	2	10.0
7	20	80.0%	85.7%	N.S.	The probationary period is an extension of the selection process.	T	1	5.0	19	95.0		
8	20	35.0%	65.0%	p<.05	Which of the following is **not** a function of supervision: a) administration, b) counseling, c) education, d) human resources, e) evaluation	d	9	45.0	8	40.0	3	15.0
9	20	90.0%	75.0%	N.S.	Which of the following is **not** true of supervision: a) It is a recognized specialization; b) It is essential to the organizational mission; c) It is a natural career path to reward seasoned practitioners; and d) it incurs liability for the supervisor.	c	1	5.0	15	75.0	4	20.0
10	20	5.3%	55.0%	p<.01	Which of the following metaphors best describes an effective supervisor? A) Triage Manager; b) Juggler; c) Gatekeeper; 4) Oreo Middle.	c	10	50.0	10	50.0		
11	20	45.0%	50.0%	N.S.	Which of the following is **not** a legitimate source of evaluation data to assess staff performance? A) Direct observation; b) Client records; c) Case staffings and supervision sessions; d) Co-workers' verbal reports; e) None of the above.	d	3	15.0	15	75.0	2	10.0
12a	20	30.0%	50.0%	p<.05	Match the following competencies with their respective functions: a) Administration / 1) gives specific instructions.	a) 4	5	25.0	14	70.0	1	5.0
12b	20	35.0%	60.0%	p<.01	b) Education / 2) closely reviews work products to insure legal compliance and practice development	b) 1	5	25.0	15	75.0		
12c	20	65.0%	85.7%	p<.05	c) Counseling / 3) engages as a professional with regard for level of experience and knowledge.	c) 5	5	25.0	14	70.0	1	5.0
12d	20	45.0%	85.7%	p<.01	d) Consultation / 4) communicates expectations and initiates effective supervision program	d) 3	8	40.0	12	60.0		
12e	20	55.0%	80.0%	p<.05	e) Evaluation / 5) probes for personal responses to working in context of social diversity	e) 2	6	30.0	13	65.0	1	5.0
13	20	90.0%	95.0%	N.S.	An effective supervision program contains all of the following except: a) Orientation; b) Formative and summative evaluations; c) Staff development; d) Supervisor self-disclosure of personal struggles; e) Scheduled supervision.	d	1	5.0	19	95.0		

Item #	N	Mean % correct pretest	Mean % correct posttest	Signifi cance	Item statement	Correct answer	Improved pre to post #	%	No Change pre to post #	%	Decreased pre to post #	%
					DHS SUPERVISOR TRAINING **CHILD WELFARE MODEL AND HUMAN RESOURCES DOMAIN** **KNOWLEDGE PRE/POSTTEST** **COHORT 2**							
14	20	5.3%	50.0%	p<.01	The following items should be kept in a supervision file: a) A record of supervision sessions and in-services; b) All notes an employee has received from clients – positive or negative; c) Copies of performance evaluations from the last eight years; d) a and c above.	a	9	45.0	11	55.0		
15	20	95.0%	100.0%	N.S.	Current research on factors contributing to child welfare workers' job satisfaction and retention has found that: a) Salary is more important than supervision in influencing workers' job satisfaction and retention; b) Supervisory support has a large influence on workers' job satisfaction and retention; c) Supervision is most useful for identifying "burned out" workers; d) Coworker support is more important than supervisor support in influencing job satisfaction and retention.	b	1	5.0	19	95.0		
16	20	20.0%	100.0%	p<.01	The age composition of Iowa's current child welfare workforce shows that: a) 10% of current child welfare services staff are age 55 or older; b) 28% of current child welfare services staff in the service areas are age 55 or older; c) Current child welfare services staff in the service areas are primarily under the age of 30; d) None of the above.	b	16	80.0	4	20.0		
17	20	15.0%	15.0%	no change	Realistic job previews are used in the recruitment and hiring process for all but which of the following? a) Increase understanding of job descriptions; b) Identify candidates who have the aptitude for supervision; c) decrease the likelihood of new employee turnover by facilitating a self-assessment of "fit"; d) Increase the public's understanding of the child welfare agency.	c	1	5.0	18	90.0	1	5.0
18	20	20.0%	100.0%	p<.01	When does a staff member's **psychological contract** begin with an organization? a) Upon completion of the 6-month probationary period; b) During the first interview; c) Once the position is offered to her/him; d) From the very first day on the job.	b	16	80.0	4	20.0		
19	20	95.0%	100.0%	N.S.	In considering an accommodation request, the Americans with Disabilities Act permits supervisors to have access to: a) Complete diagnostic information on the employee's condition; b) Information on steps that the employee has taken to avoid the need for an accommodation; c) Information which has a bearing on the employee's ability to perform the essential job functions; d) Prognosis for the employee's future performance.	c	1	5.0	19	95.0		
20	17	100.0%	100.0%	no change	An example of a behavioral based interview question is: a) How have you handled a difficult situation with a co-worker? B) What has been the most rewarding aspect of your current job? C) What skills would you bring to this job? D) What interests you about working in public child welfare?	a			17	100.0		
21	20	5.0%	15.0%	N.S.	When using the "personal rapport" interview style, which of the following is a focus of the interview? A) Quick assessment of how the applicant handles stress; b) Obtaining information on the applicant's formal qualifications for the job; c) Gut level assessment of the applicant's fit with the work unit; d) Setting up a positive interview environment so that needed data is exchanged by both the interviewer and the applicant.	c	3	15.0	16	80.0	1	5.0
22	20	70.0%	55.0%	N.S.	Which of the following represents a teaching strategy that is effective for the concrete experience learning style? A) Brainstorming; b) Shadowing and observation of practice; c) models and analogies; d) role playing	b	3	15.0	11	55.0	6	30.0

Item #	N	Mean % correct pretest	Mean % correct posttest	Signifi cance	Item statement	Correct answer	Improved pre to post		No Change pre to post		Decreased pre to post	
							#	%	#	%	#	%
23	20	45.0%	60.0%	p<.05	Which of the following is true of diversity in organizations? A) It is important to downplay differences and accentuate similarities; b) diversity refers exclusively to racial and ethnic differences; c) Individuals may feel the need to be hyper-vigilant when not in the majority; d) Dealing with diversity is not as relevant for Iowa as it is for other states.	c	3	15.0	17	85.0		
24	20	95.0%	100.0%	N.S.	When addressing staff underperformance in a specific task, a) the staff member's perception is generally not dependable; b) co-workers' observations are the most valid source of information; c) the supervisor should assess whether the staff member has had adequate training in that task; d) A verbal warning should be employed as a first step.	c	1	5.0	19	95.0		
25	20	5.3%	10.0%	N.S.	Which generation is greater in number than the Baby Boomers? A) Silent Generation; b) Greatest Generation; c) Generation X; d) Millenial Generation.	d	2	10.0	17	85.0	1	5.0

Table 9. Knowledge Test Item Analysis for Cohort 3

	DHS SUPERVISOR TRAINING			CHILD WELFARE MODEL AND HUMAN RESOURCES DOMAIN		KNOWLEDGE PRE/POSTTEST COHORT 3						

Item #	N	Mean % correct Pretest	Mean % correct Posttest	Significance	Item statement	Correct Answer	Improved from pre to post		No change from pre to post		Decreased from pre to post	
							#	%	#	%	#	%
1	23	65.0%	91.0%	$p<.05$	A social worker whose skills are at the Novice stage is a social worker with less than one year's experience.	F	7	30.4	15	65.2	1	4.3
2	23	39.0%	61.0%	$p<.05$	Developmental planning and support tool identifies staff weaknesses	F	7	30.4	14	60.9	2	8.7
3	23	70.0%	96.0%	$p<.05$	Social workers at the Advanced Professional developmental level understand their supervisory needs and initiate supervision accordingly.	T	7	30.4	15	65.2	1	4.3
4	23	78.0%	65.0%	N.S.	"Human resources" can be used interchangeably with "personnel services."	F	2	8.7	16	69.6	5	21.7
5	23	74.0%	100.0%	$p<.01$	The probationary period is an extension of the interviewing and selection process.	T	6	26.1	17	73.9		
6	23	57.0%	96.0%	$p<.01$	Which of the following is **not** a function of supervision: a) administration, b) counseling, c) education, d) human resources, e) evaluation	d	10	43.5	12	52.2	1	4.3
7	23	9.0%	70.0%	$p<.01$	Which of the following metaphors best describes effective supervision? A) Triage; b) Juggler; c) Gatekeeper; 4) Oreo Middle.	c	15	65.2	7	30.4	1	4.3
8	23	96.0%	100.0%	N.S.	Which of the following is a legitimate source of evaluation data to assess staff performance? A) Direct observation; b) Client records; c) Case staffings and supervision sessions; d) Validated co-workers' verbal reports; e) All of the above.	e	1	4.3	22	95.7		
9	23	13.0%	83.0%	$p<.01$	The following items should be kept in a supervision file: a) A record of supervision sessions and in-services; b) All notes an employee has received from clients – positive or negative; c) Copies of performance evaluations from the last eight years; d) a and c above.	a	16	69.6	7	30.4		
10a	23	48.0%	57.0%	N.S.	Match the following competencies with their respective functions: a) Administration / 1) gives specific instructions. b) Education / 2) closely reviews work products to insure legal compliance and practice development c) Counseling / 3) engages as a professional with regard for level of experience and knowledge. d) Consultation / 4) communicates expectations and initiates effective supervision program e) Evaluation / 5) probes for personal responses to working in context of social diversity	a) 4	7	30.4	11	47.8	5	21.7
10b	23	52.0%	74.0%	N.S.		b) 1	8	34.8	12	52.2	3	13.0
10c	23	74.0%	87.0%	N.S.		c) 5	4	17.4	18	78.3	1	4.3
10d	23	65.0%	91.0%	$p<.05$		d) 3	7	30.4	15	65.2	1	4.3
10e	23	83.0%	78.0%	N.S.		e) 2	2	8.7	18	78.3	3	13.0
11	23	87.0%	91.0%	N.S.	Current research on factors contributing to child welfare workers' job satisfaction and retention has found that: a) Salary is more important than supervision in influencing workers' job satisfaction and retention; b) Supervisory support has a large influence on workers' job satisfaction and retention; c) Supervision is more important than salary but less important than coworker support in influencing workers' job satisfaction and retention; d) Coworker support is more important than supervisor support in influencing job satisfaction and retention.	b	2	8.7	20	87.0	1	4.3

Item #	N	Mean % correct Pretest	Mean % correct Posttest	Significance	Item statement	Correct Answer	Improved from pre to post #	%	No change from pre to post #	%	Decreased from pre to post #	%
					DHS SUPERVISOR TRAINING **CHILD WELFARE MODEL AND HUMAN RESOURCES DOMAIN** **KNOWLEDGE PRE/POSTTEST COHORT 3**							
12	23	26.0%	100.0%	p<.01	The age composition of Iowa's current child welfare workforce shows that: a) 10% of current child welfare services staff are age 55 or older; b) 28% of current child welfare services staff in the service areas are age 55 or older; c) Current child welfare services staff in the service areas are primarily under the age of 30; c) None of the above.	b	17	73.9	6	26.1		
13	23	17.0%	48.0%	p<.05	Realistic job previews are used in the recruitment and hiring process for all **Except** which of the following? a) Increase understanding of job descriptions; b) Identify candidates who have the aptitude for supervision; c) decrease the likelihood of new employee turnover by facilitating a self-assessment of "fit"; d) Increase the public's understanding of the child welfare agency.	b	10	43.5	10	43.5	3	13.0
14	23	65.0%	96.0%	p<.01	When does a staff member's **psychological contract** begin with an organization? a) Upon completion of the 6-month probationary period; b) During the first interview; c) Once the position is offered to her/him; d) From the very first day on the job.	b	8	34.8	14	60.9	1	4.3
15	23	65.0%	87.0%	p<.01	An example of a behavioral based interview question is: a) How have you handled a difficult situation with a co-worker? B) What has been the most rewarding aspect of your current job? C) What skills would you bring to this job? D) What interests you about working in public child welfare?	a	5	21.7	18	78.3		
16	23	0.0%	30.0%	p<.05	When using the "personal rapport" interview style, which of the following is a focus of the interview? A) Quick assessment of how the applicant handles stress; b) Obtaining information on the applicant's formal qualifications for the job; c) Gut level assessment of the applicant's fit with the work unit; d) Setting up a positive interview environment so that needed data is exchanged by both the interviewer and the applicant.	c	7	30.4	16	69.6		
17	23	87.0%	87.0%	no change	Personal logs and journaling would be the most effective teaching/learning strategies for which of the following learning styles? A) Concrete Experience; b) Abstract conceptualization; c) Reflective Observation; d) Active Experimentation.	c	2	8.7	19	82.6	2	8.7
18	23	57.0%	35.0%	p<.05	Which of the following is true of diversity in organizations? A) It is important to downplay differences and accentuate similarities; b) diversity refers exclusively to racial and ethnic differences; c) Individuals may feel the need to be hypervigilant when not in the majority; d) Dealing with diversity is not as relevant for Iowa as it is for other states.	c	1	4.3	16	69.6	6	26.1
19	23	13.0%	52.0%	p<.01	When addressing staff underperformance, which of the following in **not** a Primary Contributing Factor? a) Training; b) Personal Factors; c) Employee Perception; d) Aptitude.	c	10	43.5	12	52.2	1	4.3
20	23	70.0%	87.0%	p<.05	Which generation is greater is most likely to "work to live" not "live to work"? A) Silent Generation; b) Baby Boomers; c) Generation X; d) Millenial Generation.	c	4	17.4	19	82.6		

Table 10. Knowledge Test Item for Cohort 4

		DHS SUPERVISOR TRAINING			CHILD WELFARE MODEL AND HUMAN RESOURCES DOMAIN		KNOWLEDGE PRE/POSTTEST COHORT 4						
Item #	N	Mean % correct Pre	Mean % correct Post	Significance	Item statement	Correct Answer	Improved pre to post #	%	No change pre to post #	%	Decreased from pre to post #	%	
1	32	63.0%	94.0%	p<.01	A social worker whose skills are at the Novice level is a social worker with less than six month's experience.	F	12	37.5	18	56.3	2	6.3	
2	32	72.0%	75.0%	N.S.	The developmental planning and support tool identifies staff weaknesses.	F	5	15.6	23	71.9	4	12.5	
3	32	72.0%	88.0%	p<.05	Social workers at the Advanced Professional developmental level understand their supervisory needs and initiate supervision accordingly.	T	7	21.9	23	71.9	2	6.3	
4	32	59.0%	94.0%	p<.01	"Human resources" can be used interchangeably with "personnel services."	F	11	34.4	21	65.6			
5	32	69.0%	97.0%	p<.01	The probationary period is an extension of the interviewing and selection process.	T	10	31.3	21	65.6	1	3.1	
6	32	47.0%	88.0%	p<.01	Which of the following is **not** a function of supervision: a) administration, b) counseling, c) education, d) human resources, e) evaluation	d	14	43.8	17	53.1	1	3.1	
7	32	6.0%	47.0%	p<.01	Which of the following metaphors best describes an effective supervisor? a) Triage; b) Juggler; c) Gatekeeper; 4) Oreo Middle.	c	13	40.6	19	59.4			
8	32	100.0%	100.0%	p<.01	Which of the following is a legitimate source of evaluation data to assess staff performance? A) Direct observation; b) Client records; c) Case staffings and supervision sessions; d) Validated co-workers' verbal reports; e) All of the above.	e			32	100.0			
9	32	9.0%	94.0%	p<.01	The following items should be kept in a supervision file: a) A record of supervision sessions and in-services; b) All notes an employee has received from clients - positive or negative; c) Copies of performance evaluations from the last eight years; d) a and c above.	a	27	84.4	5	15.6			
10a	32	34.0%	31.0%	N.S.	Match the following competencies with their respective functions: a) Administration / 1) gives specific instructions.	a) 4	4	12.5	23	71.9	5	15.6	
10b	32	53.0%	59.0%	N.S.	b) Education / 2) closely reviews work products to insure legal compliance and practice development	b) 1	5	15.6	24	75.0	3	9.4	
10c	32	78.0%	84.0%	N.S.	c) Counseling / 3) engages as a professional with regard for level of experience and knowledge.	c) 5	5	15.6	24	75.0	3	9.4	
10d	32	53.0%	84.0%	p<.05	d) Consultation / 4) communicates expectations and initiates effective supervision program	d) 3	13	40.6	16	50.0	3	9.4	
10e	32	66.0%	66.0%	no change	e) Evaluation / 5) probes for personal responses to working in context of social diversity	e) 2	7	21.9	18	56.3	7	21.9	
11	32	69.0%	97.0%	p<.01	Current research on factors contributing to child welfare workers' job satisfaction and retention has found that: a) Salary is more important than supervision in influencing workers' job satisfaction and retention; b) Supervisory support has a large influence on workers' job satisfaction and retention; c) Supervision is more important than salary but less important than coworker support in influencing workers' job satisfaction and retention; d) Coworker support is more important than supervisor support in influencing job satisfaction and retention.	b	10	31.3	21	65.6	1	3.1	

Item #	N	Mean % correct Pre	Mean % correct Post	Significance	Item statement	Correct Answer	Improved pre to post #	Improved pre to post %	No change pre to post #	No change pre to post %	Decreased from pre to post #	Decreased from pre to post %
					DHS SUPERVISOR TRAINING **CHILD WELFARE MODEL AND HUMAN RESOURCES DOMAIN** **KNOWLEDGE PRE/POSTTEST** **COHORT 4**							
12	32	34.0%	94.0%	p<.01	The age composition of Iowa's current child welfare workforce shows that: a) 10% of current child welfare services staff are age 55 or older; b) 28% of current child welfare services staff in the service areas are age 55 or older; c) Current child welfare services staff in the service areas are primarily under the age of 30; d) None of the above.	b	20	62.5	11	34.4	1	3.1
13	32	22.0%	63.0%	p<.01	Realistic job previews are used in the recruitment and hiring process for all **Except** which of the following? a) Increase understanding of job descriptions; b) Identify candidates who have the aptitude for supervision; c) decrease the likelihood of new employee turnover by facilitating a self-assessment of "fit"; d) Increase the public's understanding of the child welfare agency.	b	15	46.9	15	46.9	2	6.3
14	32	47.0%	100.0%	p<.01	When does a staff member's **psychological contract** begin with an organization? a) Upon completion of the 6-month probationary period; b) During the first interview; c) Once the position is offered to her/him; d) From the very first day on the job.	b	17	53.1	15	46.9		
15	32	78.0%	81.0%	N.S	An example of a behavioral based interview question is: a) How have you handled a difficult situation with a co-worker? B) What has been the most rewarding aspect of your current job? C)If you were presented with a chaotic day, what would you do to prioritize your work? D) What interests you about working in public child welfare?	a	5	15.6	23	71.9	4	12.5
16	32	16.0%	44.0%	p<.01	When using the "personal rapport" interview style, which of the following is a focus of the interview? A) Quick assessment of how the applicant handles stress; b) Obtaining information on the applicant's formal qualifications for the job; c) Gut level assessment of the applicant's fit with the work unit; d) Setting up a positive interview environment so that needed data is exchanged by both the interviewer and the applicant.	c	11	34.4	19	59.4	2	6.3
17	32	75.0%	88.0%	N.S.	Personal logs and journaling would be the most effective teaching/learning strategies for which of the following learning styles? A) Concrete Experience; b) Abstract conceptualization; c) Reflective Observation; d) Active Experimentation.	c	6	18.8	24	75.0	2	6.3
18	32	75.0%	88.0%	p<.05	Which of the following is true of diversity in organizations? A) It is important to downplay differences and accentuate similarities; b) diversity refers exclusively to racial and ethnic differences; c) Individuals may feel the need to be vigilant when not in the majority; d) Dealing with diversity is not as relevant for Iowa as it is for other states.	c	5	15.6	26	81.3	1	3.1
19	32	13.0%	50.0%	p<.01	When addressing staff underperformance , which of the following in **not** a Primary Contributing Factor? A) Training; b) Personal Factors; c) Employee Perception; d) Aptitude.	c	13	40.6	18	56.3	1	3.1
20	32	63.0%	91.0%	p<.01	Which generation is greater is most likely to "work to live" not "live to work"? A) Silent Generation; b) Baby Boomers; c) Generation X; d) Millenial Generation.	c	11	34.4	19	59.4	2	6.3

Summary

Results from the evaluation of the first two supervisory training modules indicate that overall the training was well attended and well received by participants. In addition, the training program was successful in its objective of increasing participants' knowledge of contemporary child welfare supervisory practice and in the supervisor's role in human resources and workforce development. The knowledge test did undergo revisions along the way, a process which we view as developmental; as the training program was refined, the knowledge test was similarly modified to reflect greater precision in the training and thus, the questions that reflected content of that training. We also note that participant satisfaction with the program increased over time, suggesting that the modifications made to the training based on participant feedback resulted in an improved program.

APPENDICES
(these documents are available from the project upon request)

A. Satisfaction Survey (same form used for all cohorts)

B. Behavioral Skills Assessment Form (same form used for all cohorts)

C. Knowledge Pretest and Posttest, Cohort 1

D. Knowledge Pretest and Posttest, Cohort 2

E. Knowledge Pretest and Posttest, Cohort 3

F. Knowledge Pretest and Posttest, Cohort 4