



2019

# Booster Building 101

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# Learning Objectives

- Describe the central tenants of Adult Learning Theory and implementation science and why they are important.
- Learn how to use Wraparound data to inform decision making and prioritize areas of needed staff skill development.
- Apply these methodologies to the design and development of group supervision sessions and trainings.
- Create group supervision sessions that are staff-led, action-oriented and applicable to the work being done in the field.

# Why do boosters?

- Helps with staff retention
- Improves relationships and connectivity between staff
- Helps to shift organizational culture and reinforce important organizational values
- Allows you to target specific skill sets across staff at the same time.
- Increases staff confidence
- Provides peer to peer learning opportunities
- Responds to workforce data and trends



“It does not matter how slowly you go so long as you do not stop.” - Confucius

Motivation  
to learn

Readiness  
to Learn

Orientation  
to Learning

Adult  
Learner  
Experience

Self-  
Concept



# 5 Assumptions of Adult Learners

# How do we learn?



1 %

through taste

1.5 %

through touch

3.5 %

through smell

11 %

through hearing

83 %

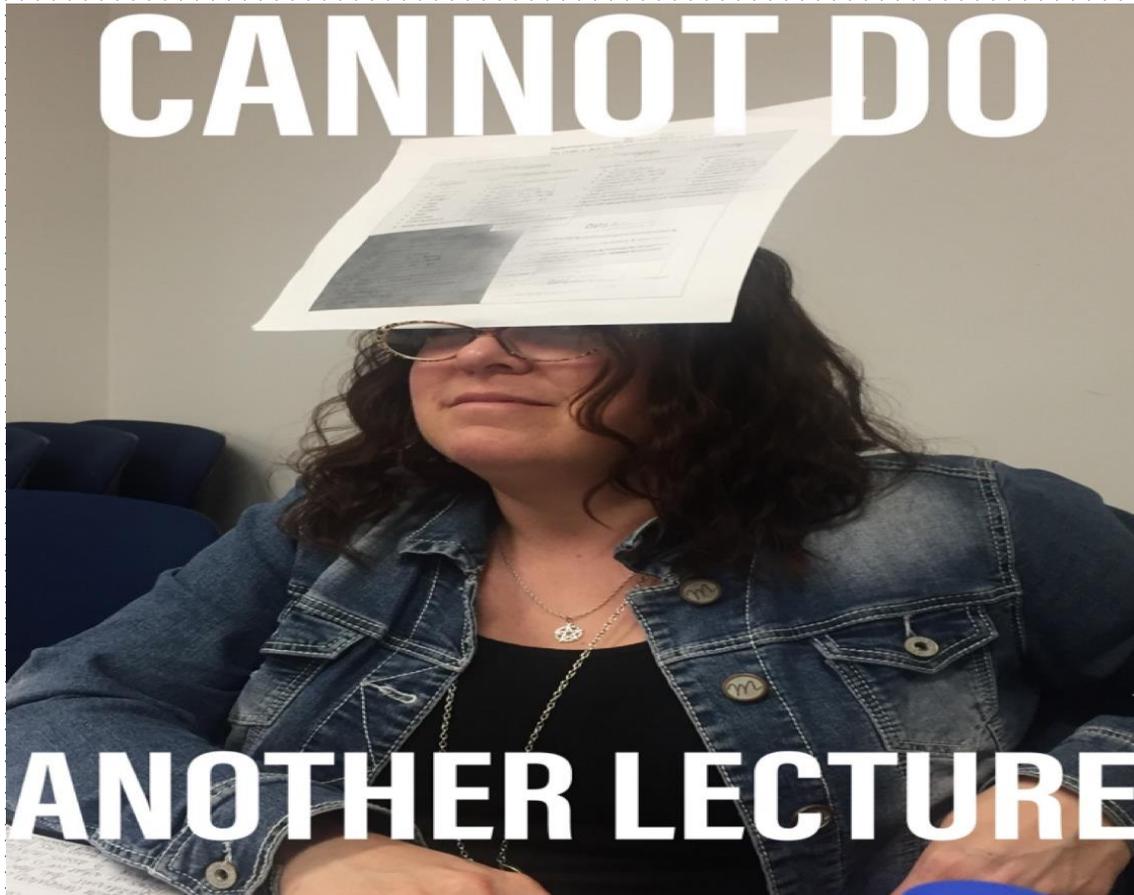
through sight



## What Adult Learners Want!

- Realistic and applicable goals and objectives that are relevant to the 'real world'.
- To be the origin of their own learning and feel competent.
- Connection between what they are learning and their day to day activities.
- Direct, concrete experiences in which they apply the learning.
- Structured in a way that encourages peer learning and reduces the fear of judgment.
- Feedback on how they are doing and the results of their efforts.
- Validation and use of their experience, knowledge, skills and competencies.
- Coaching and other kinds of follow-up support to transfer learning into daily practice.

Have you or someone you know been personally victimized by a lecture??



You are not alone.

# Methods of Instruction

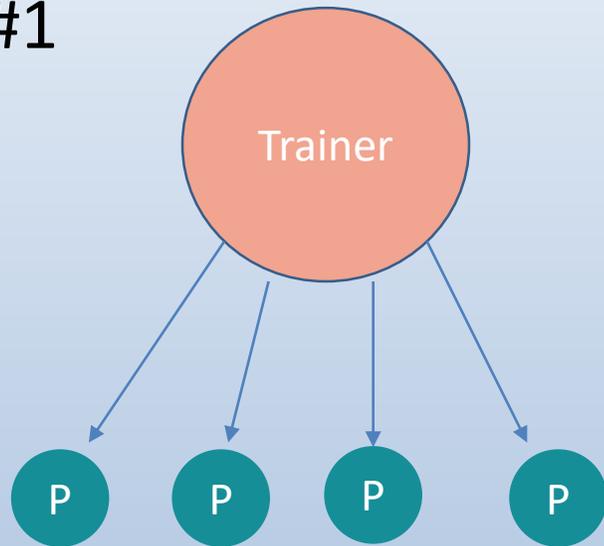


Type of Method	24 hours later
Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Immediate Use of Learning	90%

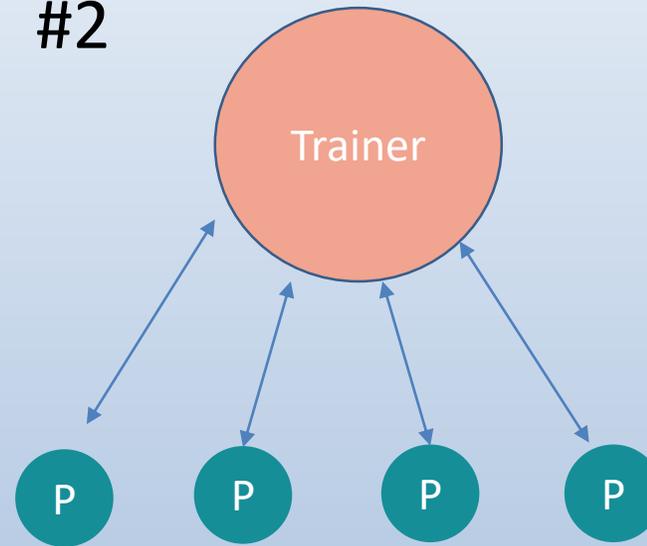


# Designing Your Booster

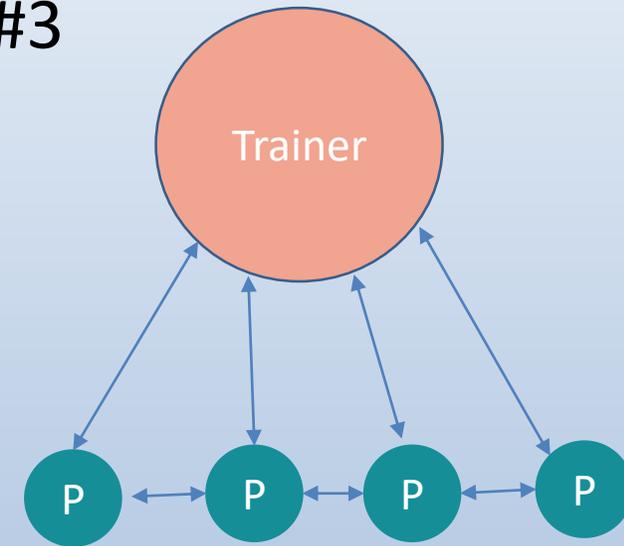
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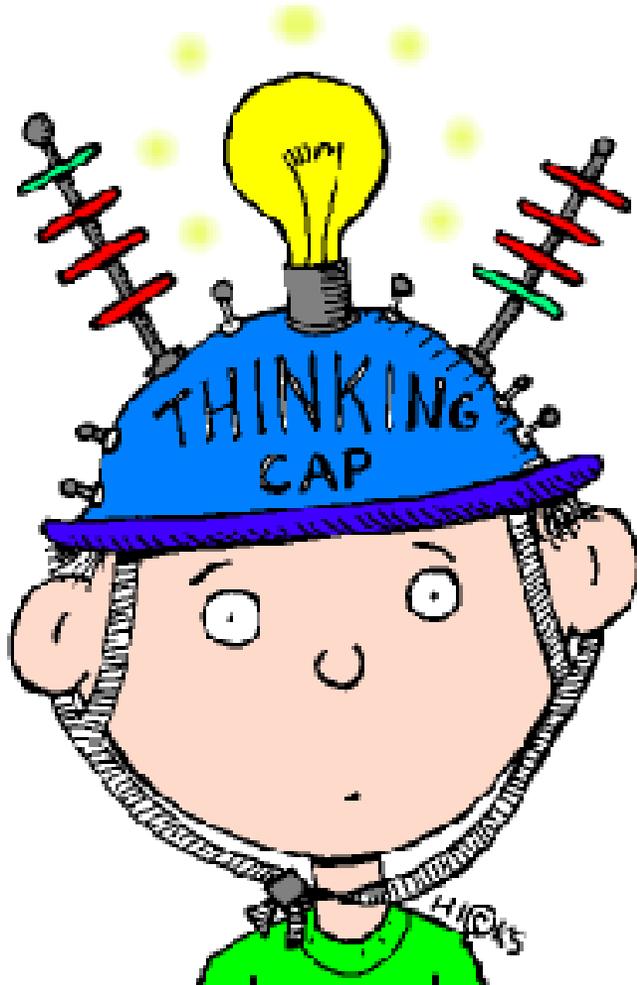
#2



#3



Which of the 3 options do you think will lead to a booster that is most effective for adult learners?



# Things to Keep in Mind

- 90/20/8 Rule
- Involve Staff
- Go small to go big
- Take a Chance!
- Give Staff Choices
- Challenge with games
- Use humor
- Chunk Information
- Add Suspense
- Stimulate Learners
- Include real life examples

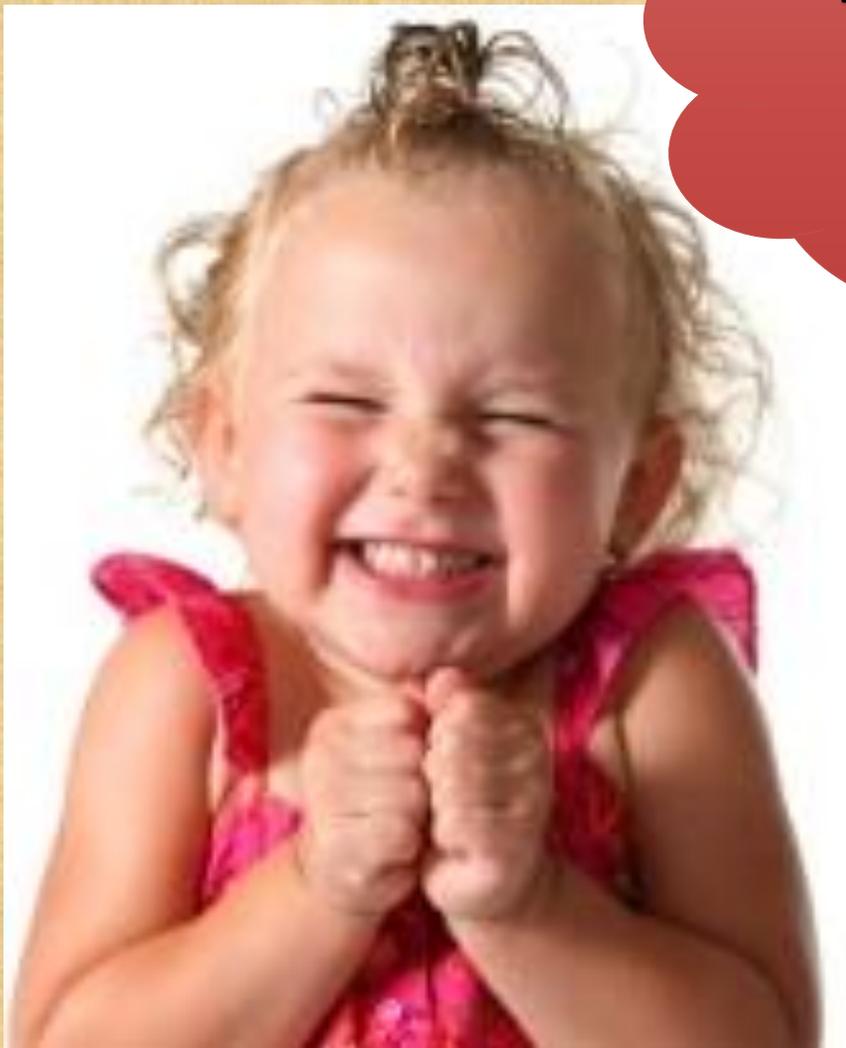
# Using Data to Drive the Development of Boosters



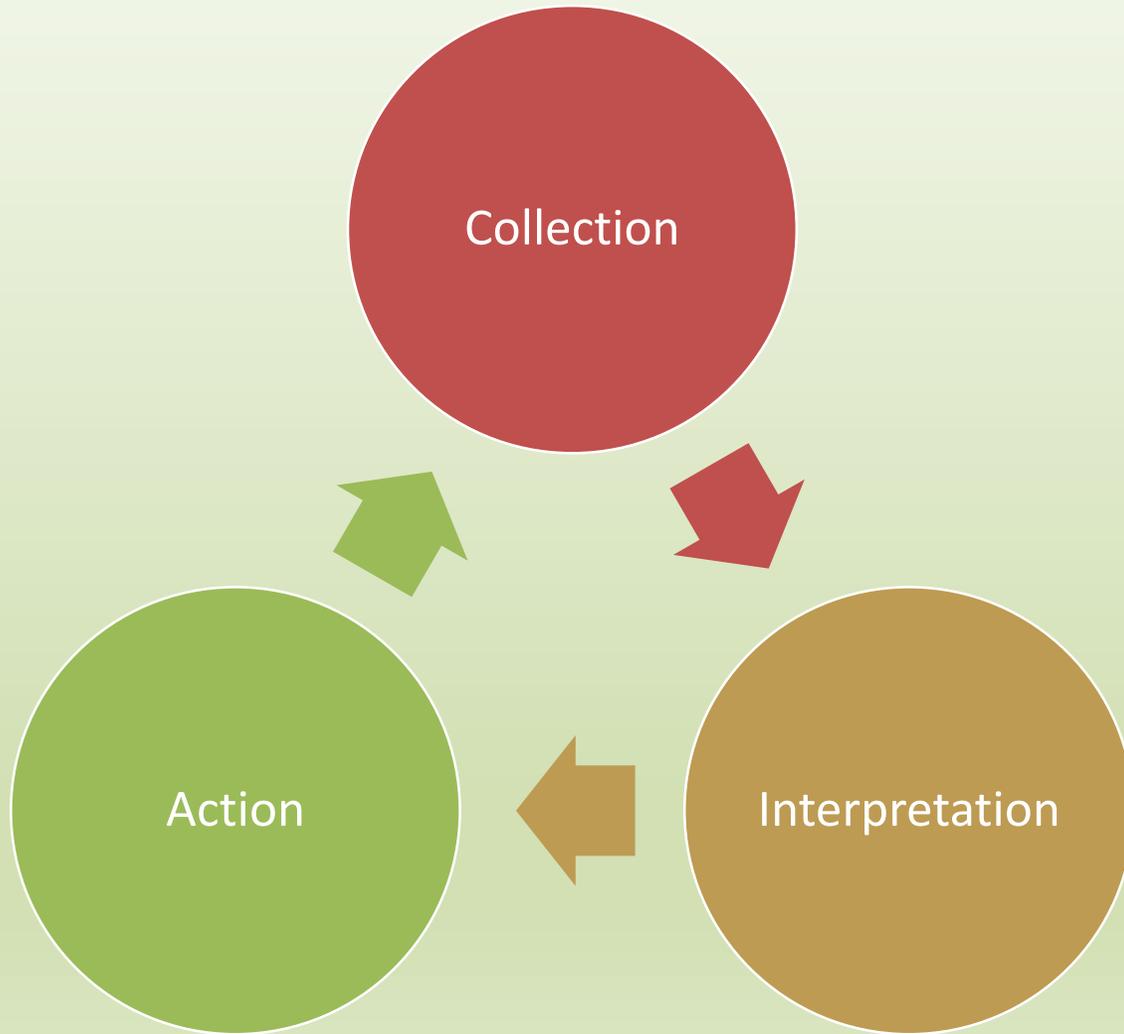
- Data is objective
- Data collection isn't an additional duty
- Systemic approach to identify needs of the team
- Makes data relevant to staff
- Ensures boosters are intentional and individualized
- Puts the work into a shared context and helps staff take ownership
- Encourages goals setting and performance improvement
- Doesn't have to be complicated to be useful



I sure hope it is time  
for ACT-IV-ITIES!!!

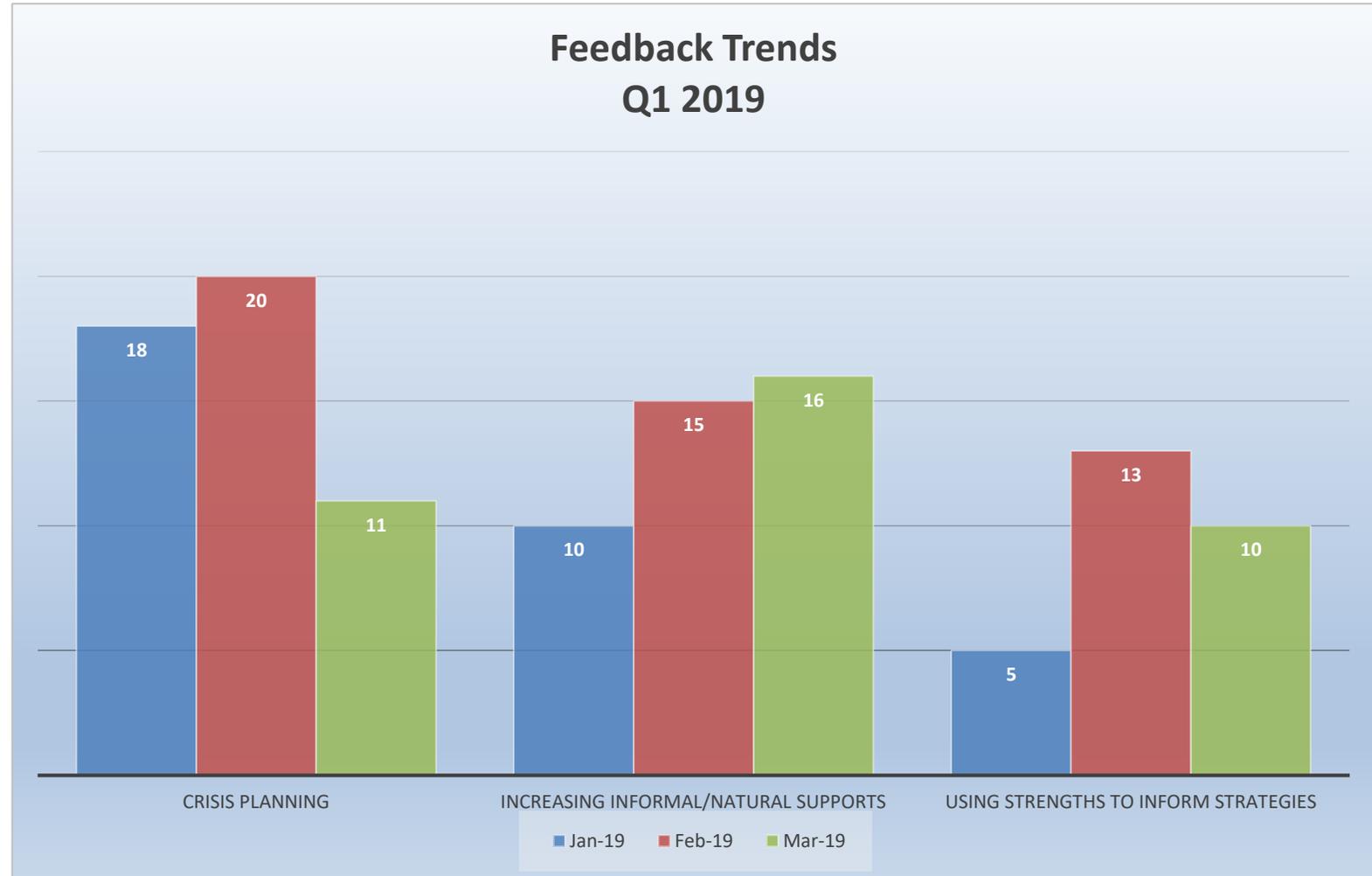


# Building Boosters from Existing Data



- Collection: What data do you already collect? Keep it simple: Work smarter, not harder.
- Interpretation: How can you sort the data & make it work for you? What trends emerge in your data?
- Action: What activities can you think of to support skill growth in the identified “trending” areas?

# Never Fear, the Data is Near!



“ASK YOURSELF IF WHAT YOU'RE DOING TODAY IS GETTING YOU CLOSER TO WHERE YOU WANT TO BE TOMORROW” -UNKNOWN

**Purpose:**

- Why is this important?
- What challenge or trend is the booster targeting?

**Behavior:**

- What specific behaviors do you want to observe in staff **AFTER** the booster?

**Attitudes:**

- What attitudes would you like to shift?
- Are there any attitudes that you would like to surface during the booster?

**Activities:**

- What activities can be done **DURING** the booster to move staff closer to desired behaviors and attitudes?

**Content:**

- What content is needed to complete activities?

Now, it's your turn...



# 4 Levels of Booster Evaluation



Level 4

Did the booster make an impact?

Level 3

Are staff able to use what they learned?

Level 2

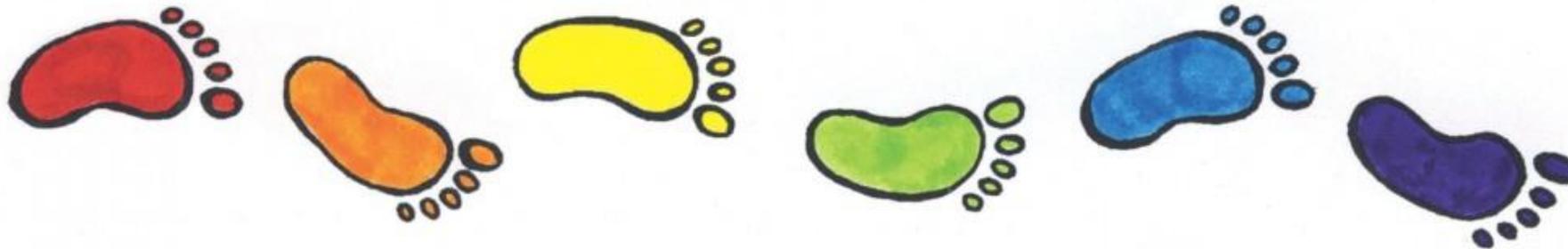
Did staff actually learn something?

Level 1

Did staff enjoy the booster?

# Next Steps

- What is one new thing you learned during this session?
- Why is that important to you as a supervisor?
- How will you apply that to your group supervision boosters moving forward?





Questions





# References

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