

598 Management Report

A Comprehensive Analysis of the Ministry of Children and Family Development's
Interim Child Welfare Training Program

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EXECUTIVE SUMMARY

This report presents learners' perspectives and their experience to the Ministry for Children and Family Development's Interim Child Welfare Training Program. The purpose of the study was to provide a comprehensive analysis of the training program to better identify and understand what the participants felt would help this training program to improve as a learner-centered, self-directed approach to training.

The conceptual framework used to guide this project focused on the areas of learner centeredness, experiential learning theory, and mentorship. Learner centeredness occurs throughout the continuum of the training program, and the learner is the beginning, middle, and end. The concept of experiential learning is a process that acknowledges adult learners' knowledge, skills, and experiences by constructing new knowledge from the old to create new experiences. Mentoring supports and guides learners through their learning process. A mentor-protégé relationship is a shared responsibility for learning and growth that begins with the learner.

The literature review centered on the academic and grey literature on adult learning theories. In addition to the literature review, initial interviews were conducted with a purposive sample of participants who were the first cohort to move through this new training program. Interview questions were developed by using a critical-incident technique. Data from the initial interviews were analyzed and shaped the concepts identified in the conceptual framework, which served as the basis for the survey.

The survey consisted of 36 closed-ended behavioural-based questions based on a 7-point scale and 3 open-ended questions. Again, purposive sampling was used to target the same

cohort. These specific participants were important because of their experience in and perspective on the training program.

Overall, the participants confirmed that the Ministry's Interim Child Welfare Training Program met its intent to become a learner-centered training program based on adult education principles. The participants felt supported and most often in control of their learning. Gaps in this training program resulted in recommendations in the area of mentorship development, the need for formal feedback, and simplification of the *Competency Assessment Guide (CAG)*. The recommendations and suggestions for implementation follow.

Recommendation 1: Develop mentors through in-house training and development, and support mentors through rewards and recognition programs and employment

advancement: Build a community of mentors, offer internal workshops or mentor lunch-and-learns with internal and external speakers, showcase mentors and the work that they do/have done, recognize and include mentorship as a requirement to supervise or advance into a supervisory position, and ensure that all levels of executive leadership issue a strong internal message and offer support to encourage and support mentorship programs.

Recommendation 2: Implement a formal feedback process for mentors, protégés, and the training and learning program overall. Evaluate the program to ensure continuous improvement and quality assurance, and in formal evaluations use qualitative and quantitative data-collection methods such as 360 feedback, along with program completion interviews and questionnaires, to identify where the program could be adjusted to better support employees, mentors, and the organization's objectives.

Recommendation 3: Simplify the CAG. Mentors, team leaders, and new hires described the current *CAG* as cumbersome and unmanageable. Minimize competencies by

reassessing their relevance to the training program, group competencies to avoid repetition, and use a one-page summary to sign off on the competencies that have been met, and encourage full use of the document to ensure greater accountability for this training program. It is recognized that rewriting or changing competencies would involve a business decision at the executive leadership

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CHAPTER 1: INTRODUCTION

In 2010, a new approach to child welfare training was created to give the participants an opportunity to identify their learning needs, develop individual learning plans (ILPs), and assess their progress through the training program. The child welfare training program uses a learner-centered approach to train new hires (MCFD intranet). It is grounded in basic adult learning principles such as that adults are autonomous and self-directed, that adults connect previous knowledge to new knowledge, and that adults are goal and relevancy oriented and practical and need to feel respected (Merriam, Caffarella, & Baumgartner, 2007). These approaches should result in a successful training program with positive outcomes; however, interest in organizational mandates, provincial legislation and regulations may compete with this approach.

Since 2010, many new hires have moved through the Ministry's program with no opportunity to offer feedback. Some new recruits have indicated that, although the training program is promoted as learner centered and self-directed, it is still very much prescribed. Additionally, a number of team leaders have expressed the concern that the depth of learning and level of skill-based training are not as comprehensive or successful as the 19-week classroom training.

Given that this is an interim program, the purpose of this project was to assess whether the learner-centered approach is meeting the needs of the Ministry of Children and Family Development Interim Child Welfare Training Program. I was interested in learners' experiences and perspectives and sought personal examples of these experiences in the training program to better understand what participants feel might assist the training program in implementing a learner-centered, self-directed approach to training.

The main objective of this study was to examine the Interim Child Welfare Training Program and build on its success through evidence-based research and findings. A successful training program for Child Protection social workers is a vital factor in the efficient and effective delivery of services to children, youth, and families in British Columbia. I conducted a literature review and interviews and administered a survey to determine the success of this training program based on basic adult learning theory and the training program's intent and purpose to support a learner-centered approach to training.

This paper is divided into two parts. The first part is a literature review on learner centeredness, experiential learning theory (ELT), and mentorship; the second part is a mixed-method qualitative and quantitative analysis of the transcripts from the interviews and the data that I collected from the survey. The participants for this project were the first cohort to move through the training program. They are entry-level Child Protection workers with vast experience and education and are located throughout British Columbia.

In this paper I identify the themes that emerged from the data, summarize the key issues, and present recommendations for the future development of the Child Welfare Training Program.

Background

The Ministry of Children and Family Development changed the Child Welfare Training Program for new Child Protection workers in 2010. Historically, training occurred in a formal classroom setting over a period of up to 19 weeks. One of the drivers of the restructuring of the training program was the amount of time that new hires were out of the field and away from their own families. A second driver of the new training program was the growing recognition that the

historical focus on pure classroom training might not be the most effective tool or the most effective use of resources as each new hire brings a variety of experience and education on which the new training program builds and capitalizes.

The Interim Training Program gives new Child Protection social workers an opportunity to enhance their knowledge and skills to further develop the child welfare competencies and practice needed to successfully support children, youth, and families. New hires begin with a prior learning assessment (CAG), which allows new hires to work with mentors to identify their key learning priorities using an Individual Learning Plan (ILP). ILPs guide them through a range of informal and formal learning approaches to enable them to gain the skills they need to receive delegation by the province of British Columbia and assume full Child Protection responsibilities.

The Ministry developed and published a repository that is stored on the Health and Human Services Library. This repository holds an overview of the program including introduction, curriculum, CAG, ILP and resources for Mentors and Team Leaders. The repository is available to all ministry employees regardless of classification. Figure 1 depicts the Child Welfare training process. The changes to the Child Welfare Training Program, as noted earlier, are intended to provide a more learner-centered approach that respects the knowledge that staff bring with them to their positions. Even though this approach might result in some cost savings, that is not the primary rationale for the change; rather, it is expected that new hires will achieve a deeper level of learning through this model because it will be more relevant to them in their practice (Child Welfare Practitioner Interim Training Program, retrieved from <https://gwww.hhslibrary.gov.bc.ca/mcfdchildwelfare/index.html>).

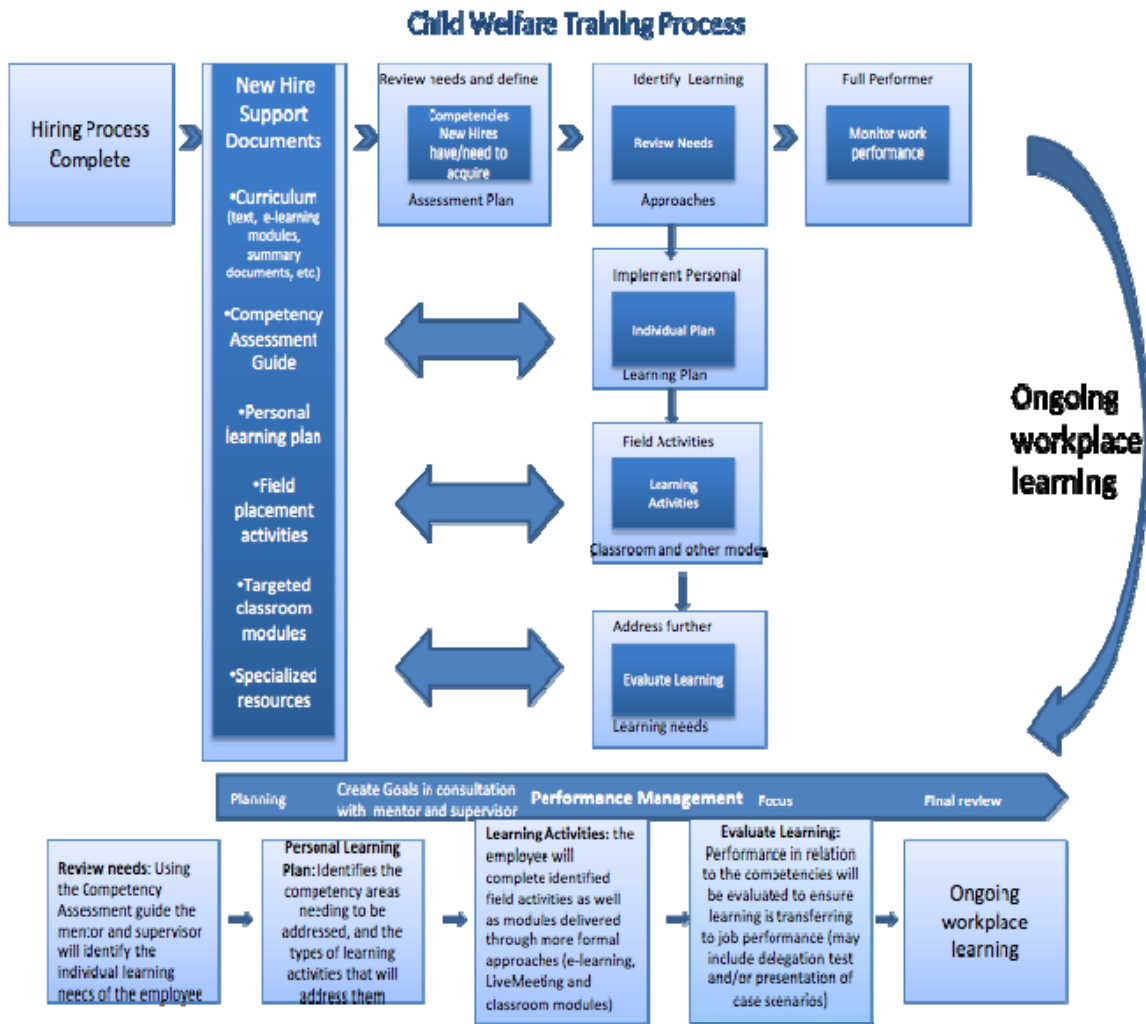


Figure 1. The Child Welfare training process.

CHAPTER 2: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

The literature review is based on academic and grey literature on adult learning theories. I conducted searches through the University of Victoria's online library, the Internet, and textbooks from previous undergraduate courses at the University of Victoria. The search words included *adult learning*, *learner centeredness*, *experiential learning*, *mentorship*, and *mentor-protégé relationships*. The literature is a point of reference for the analysis of the Interim Child Welfare Training Program's framework.

Framework

The achievability of a learner-centered approach to Child Welfare training in the Ministry of Children and Family Development relies on the concepts of learner centeredness, experiential theory, and mentorship. In a training and learning environment, learner centeredness occurs throughout the continuum of the training program, where the learner is the beginning, middle, and end. The concept of experiential learning is a process that acknowledges adult learners' knowledge, skills, and the experiences that they bring to the learning. Through this process, the learners construct new knowledge from old knowledge and create new experiences. Mentoring supports the learners and guides them through their learning process. A mentor-protégé relationship is a shared responsibility for learning and growth that begins with the learner. These concepts intersect with one another to support a successful approach to training and adult learning if they are utilized in a training program. The literature review describes these concepts in more depth.

Learner-Centeredness

Placing learners at the heart of the learning process and meeting their needs is taking a progressive step in which the learner is able to learn what is relevant to them in ways that are appropriate. Because learners no longer have to learn what they already know, or anything in

which they are uninterested, waste in human and educational resources is reduced (Edwards, 2001),

Learner centeredness flows from adult theory; that is, teaching and instruction focus on the needs and learning preferences of learners, which helps them to reach their goals.

Recognizing learners as adults who come with knowledge, skills, and prior learning experiences improves their motivation as learners and enhances their potential to achieve long-term gains as employees and for the organization. A learner-centeredness approach has been linked to successful training programs because it identifies and considers the needs of the learners and gives them power, control, and ownership over their learning (Magno & Sembrano, 2007).

Table 1 illustrates a second-party and learner-centered continuum.

Table 1

Second-Party and Learner-Centered Continuum

| Second-party centeredness | Learner centeredness |
|--------------------------------------|----------------------------------|
| Low level of learner choice | High level of learner choice |
| Learner passive | Learner active |
| Power is primarily with second party | Power primarily with the learner |

Brandes and Ginnis (1986) wrote on post-primary education and identified six main principles of learner centeredness. Although their research focused on school-aged children, the learner-centeredness principles are transferable across all learners as they have full responsibility for their learning and can exercise their learning through the following:

1. Involvement and participation are necessary for learning
2. The relationship between learners is more equal, promoting growth, development
3. The teacher becomes a facilitator and resource person
4. The learner experiences confluence in his education (affective and cognitive domains flow together)
5. The learner sees himself differently as a result of the learning experience. (p. 145)

A learner-centred approach to adult learning also guides instruction and makes the delivery of the learning versatile to accommodate learners' unique styles of learning. For instance, the content can be delivered face to face in a classroom, online, or with access to a repository of information and hands-on practice. Magno and Sembrano 2007 noted that these methods of delivery facilitate the learning process as well as encourage learners to monitor their own learning process and success, which in turn creates a sense of ownership or active learning.

A key goal of learner centeredness is for learners to evaluate their progress through revision, modification, and initiation. This leads to a commitment to finding meaning and purpose in what they are learning, and they will learn new and transferable knowledge and skills that will improve their job performance. This approach is also known as instructional theory into practice. This theory takes into account learners' unique ways of learning, their current level of competency, and their experience, which can serve as a foundation for the construction of new knowledge (Bednar, Cunningham, Duffy, & Perry, 1995).

An effective learner-centered approach to learning takes into account the different ways that adult learners acquire new knowledge. D. A. Kolb (1984) argued that distinct learning styles and stages of learning make adult learners successful; he called this the *experiential learning theory* (ELT).

Experiential Learning Theory

Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand. (Confucius)

Experiential learning is making meaning from direct experience. It engages learners in a meaningful way, focuses on each learner's unique learning process, and involves the learners' direct experiences (Wikipedia, 2011). A. Y. Kolb and D. A. Kolb (2005) identified six parts of ELT: (a) Learning is about process, not about outcomes; (b) learning is relearning; (c) learners must move between reflection, thinking, and action; (d) learning is holistic; (e) learning involves interactions between learners and their environment; and (f) learning is constructing new knowledge.

D. A. Kolb (1984) posited that successful experiential learning has, in addition to the six parts, four different learner competencies or abilities:

1. The learner must be willing to be actively involved in the experience;
2. The learner must be able to reflect on the experience;
3. The learner must possess and use analytical skills to conceptualize the experience;
and
4. The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience. (p. 45)

Kolb noted that these abilities are within the cyclical process of learning (Figure 2). He believed that learners do not acquire new knowledge unless they move through this learning cycle.

Depending on the situation or environment, learners can enter the cycle at any point. Kolb also purported that, because ELT involves concrete experiences (feeling) with abstract conceptualization (thinking), it incorporates both right-brain and left-brain thinking.

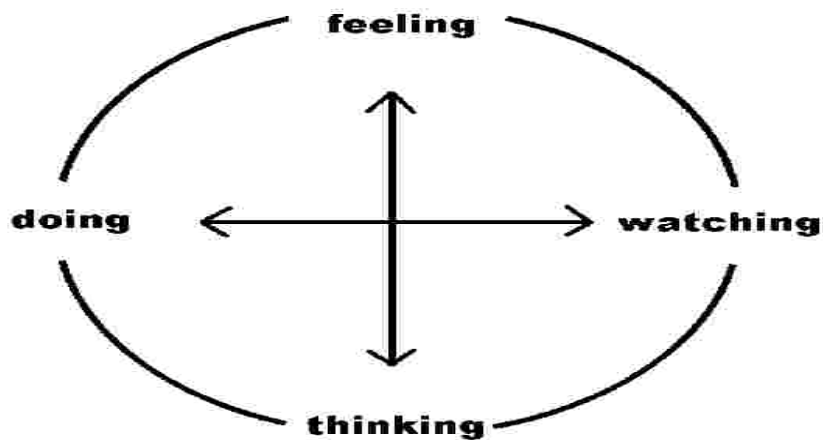


Figure 2. Cyclical process of learning (D. A. Kolb, 1984).

The Role of the Mentor

The mediocre mentor tells. The good mentor explains. The superior mentor demonstrates. The great mentor inspires, encourages, and takes you into the trenches. (Anonymous)

Mentoring is the process in which a more experienced and senior worker supports an employee who is new to the work. Most organizations are now employing formalized mentoring programs to support new hires in practice, policy orientation, and performance management (Wang, Tomlinson, & Noe, 2010).

Wang et al. (2010) noted that a successful mentoring program depends on two variables: trust, both affect based and cognition based; and internal locus of control (LOC). Trust enhances the relationship between a mentor and a protégé. A high level of trust has been proven to increase cooperation, which lends itself to positive individual and organizational performance (Wang et al., 2010). Affect trust is the emotional connection or bond between the mentor and protégé that helps both parties to understand common goals, beliefs, interests, and values. This form of trust can motivate a mentor to proactively offer a protégé support, knowledge, and emotional support (Wang et al., 2010). Cognition-based trust is based on the perception of a

protégé as reliable, dependable, and competent. A mentor will be more likely to take on a protégé who displays a high level of competency and ability to achieve.

Wang et al. (2010) noted that few researchers have examined the influence of internal LOC on mentoring relationships. Internal LOC build and supports the power and control to influence events in our lives (Wang et al., 2010). Protégés who have a high degree of internal LOC are motivated to seek out mentors who support professional success, and they will be more likely to ask their mentors for support and help. Protégés who seek support and advice initiate the relationships and engage their mentors, which consequently encourages the mentors to engage with them (Wang et al., 2020).

Trust and internal LOC are interesting concepts that arguably intersect and influence the mentor-protégé relationship. A further assumption in the literature is the hierarchal relationship between the mentor and protégé. Commonly, these skills are psychosocial, and the mentor serves as a guide, cheerleader, challenger, coach, and support. The assumption is that the mentor is the expert and that the sharing and transmitting of knowledge from mentor to protégé is unilateral. However, new research is unpacking the benefits of this relationship and indicates that a mentor/protégé relationship enhances and develops the mentor through their own sense of competence, confidence, as well as acquiring career-enhancing skills that can contribute to professional development and growth (Kram & Isabella, 1985).

CHAPTER 3: METHODOLOGY

Research Design

The purpose of this study was to do a comprehensive analysis of the new Interim Child Welfare Training Program in order to develop a better understanding of what participants feel might assist the training program in implementing a learner-centered, self-directed approach to training. I collected data by using a mixed-methods approach that involved qualitative and quantitative methods. In this study the client and I identified areas for exploration that became the basis for the interview questions. My analysis of the qualitative data from the interviews shaped and formed concept areas for the questions in the echo survey.

Research Instruments

Both the client and I agreed on using a mixed-methods approach, which is a combination of data-collection methods. Data was collected from interviews and questionnaire. This approach has the advantage of increasing the research validity by supporting a broader analysis and credibility of the learners' perspectives. For instance, the qualitative method of data collection assessed the training programs process, whereas the quantitative data assessed the training program's outcomes. Additionally, the results from one method (qualitative) helped to develop the other method (quantitative).

Sampling

In this research study I used purposive sampling to target a specific cohort that was the first to complete the new training program. These specific participants were important because of their experience in and perspective on the training program. The cohort consisted of 101 newly hired social workers who brought different levels of education and experience to their work and in some capacity worked their way through the training program. Via e-mail, I invited

the members of this cohort to participate in interviews (Appendix B). Sixteen new hires volunteered to participate in the echo interviews. I then sent a second e-mail to invite the same cohort to participate in the survey (Appendix C). In total, 58 social workers participated in this research project (n = 15 for the open-ended interview; n = 43 for the survey).

Interviews

I conducted telephone and face-to-face interviews. The interviews lasted from 45 minutes to one hour each. I used the critical-incident technique to develop the interview questions. The intent of this technique is to garner an authentic response that is truthful and relevant to the participants' experience in the training program. Concepts such as learning needs, integration of knowledge and skills, engagement, and learner experience shaped the critical-incident interview questions. I then analysed the completed interviews and sorted them into themes, which served as the basis for the questionnaire (Appendix A).

Survey

The questionnaire is based on the framework of the training program, which supports learner centeredness, mentorship, and experiential learning. The survey design was made up of quantitative questions where participants were asked to rate behavioural based questions with the seven-point scale. These behavioural-based questions were formed within the four concept areas: Mentorship/Team Leader, Integration of Knowledge and Skills, Engagement, and Learner Experience. There were three open-ended questions at the end of the survey.

Methods of Analysis

As noted, I conducted this study by using a mixed-methods research approach, which is a combination of quantitative and qualitative analyses of a case study.

Mixed-methods research is the combination of quantitative and qualitative analysis used in one case study and is often referred to by other names such as integrated research, combined research and methodological triangulation (Creswell & Clark, 2007). The mixed-method approach uses data from numbers and text; statistics and text analysis, as well as through inductive and deductive scientific methods (Hunt, 2007).

Qualitative (inductive) research that uses mixed methods can be considered a 'bottom-up' methodology that focuses on a generated hypothesis from information gathered through observation, field notes, interviews, and open-ended questionnaires. For this project, I used interviews to gather inductive data. I based the interview questions (Appendix D) on the outcome of a meeting with the client in which we discussed the concepts and objectives of the research, and I conducted interviews with 15 participants from the sample pool by telephone because of their location and work schedule. In some cases I gave the participants the questions in advance. After I completed and transcribed the interviews, I used the echo sorting and content analysis approach to categorize the data and draw out the concepts. These concept areas served as the basis for the questions for the survey (Appendix A).

The quantitative (deductive) research component of mixed methods focuses on a 'top-down' approach, in which the researcher tests concepts and theories by collecting numerical data such as rating scales, exact measurements, and statistics from reports (Hunt, 1997). For this project, I gathered the qualitative data through the American Web-based program *SurveyMonkey*. I sent an introduction and link to the survey to 101 potential participants and invited them to complete the survey (Appendix C). I then presented the respondents with a statement and asked them to indicate whether the statement was inaccurate or accurate based on a 7-point scale. I

also sent a follow-up e-mail to remind them of the closing of the survey two weeks from the date that I had sent it.

Quantitative and Qualitative data was analyzed and reported in the findings section of this paper. Questions and responses that were not relevant to the conceptual framework, did not have a high response rate or fit within the themes that emerged during the analysis were omitted.

The strength of findings is relevant to the number of participants who responded to the survey question. For instance, in the qualitative data findings, out of 58 respondents, some refers to 10-28 respondents while many refers to 29-58 respondents.

Quantitative data findings were analyzed based on a 7-point scale. The strength of these findings is based on participant's ratings. For instance, participants who rated between 7-6 were enthusiastic, 5 experience a high degree of satisfaction, 4-3 were generally satisfied, 2-1 were somewhat satisfied.

Strengths and Weaknesses of the Approach

In total, 58 of 101 members of the cohort participated in this research project. Those who participated in the interviews were keen to share their experiences. The cohort's large size ensured their anonymity, and the interview and survey questions did not require the participants to disclose personal or work information such as their start date or office location. Additionally, the open-ended questions fostered rich dialogue that supported a bottom-up and a neutral approach to the gathering of the quantitative data. I gave the participants who were reluctant or unable to contribute to the qualitative data the option of contributing to the quantitative data via the survey. This offered a broader scale of opportunity.

As for the potential weaknesses of this research project, two factors influenced the sample size: (a) the social workers' learning curves and (b) the Work Environment Survey (WES). The learning curve for Child Protection is steep. Soliciting time from a new social worker who is in the middle of training while also managing a caseload of between 20 and 30 files is difficult. It might be unrealistic to expect social workers who are learning and developing time-management and prioritising skills to devote an hour of their time to participating in an hour-long interview or to take 20 minutes to complete a survey.

Second, this survey opened at the same time that the central government sent out the WES. The WES was a priority for all staff, and the supervisors, managers, and executives emphasized the need to complete it. Presumably, the WES survey took strong precedence over this study. Further, social workers could have experienced survey fatigued, which might have affected the number of people interested in participating in the study.

While the mixed methods approach allows for confirming, enriching, explaining findings and emerging the findings into one conclusive finding by complimenting the qualitative and quantitative data collected (Carvalho & White, 1997), further strengthening of the links between the data is needed when reporting conflicting results, in addition to the data collection and analysis being time consuming and best done with a research team.

CHAPTER 4: FINDINGS

Qualitative Findings

The common themes and subthemes that emerged from the qualitative data were (a) support, (b) learner centeredness: employer control and self-control, and (c) mentorship: clarity and support. I organized the following excerpts from the transcripts into these themes and subthemes.

Support. Although the training program is touted as a self-directed, learner-centered program, support for new hires has been an important factor in its success. The *Competency Assessment Guide (CAG)* is a large document that assesses new hires' current competencies while identifying all of the competencies required to perform Child Protection duties. It is assumed that the new hires, in collaboration with their team leaders and/or mentors, will collaboratively assess their competencies and identify competencies in which the new hires are proficient, with which they are familiar, and/or that they need to further develop. From this document flows the ILP, a living document that identifies ways for learners to become familiar with and/or proficient in the competencies not yet achieved. The intent of the *CAG* and ILP is founded in the adult education principle that adult learners come with experience and education; their purpose is to build on what they already know. One participant with experience in the delivery of social services noted:

Yes, I come in with a background in social services. My TL [team leader] gives independence, and I work well with that. My mentor sometimes felt that I had too much responsibility that the TL gave. I told them they needed to work it out. TL wanted me to do the work even though I wasn't delegated. Other learners in the program felt that the documents served little purpose and were more of a 'hoop-jumping process,' with little collaboration or support.

Another learner commented:

I think it would have been better if I had more of a discussion with the TL when completing it, . . . a more collaborative process. I had a mentor who might have looked over it quickly. Haven't gone back to the ILP at all since the first time I filled it out. Only use the CAG, delegation readiness.

As I noted earlier, this Interim Training Program was implemented as a new process for team leaders, mentors, and the learner. Because of their unfamiliarity with and the self-directed nature of this new process, the learners often felt isolated and that they were left to fend for themselves: "I would be expected to complete tasks without the background"; "I sometimes felt I was not given information quickly enough"; and

I work half time at each office. My TL is going through the same process as me: a new TL with no CP experience. He was also going through the CAG toward delegation. So I feel like I've been going through this on my own.

Some new hires were reluctant to seek support because they felt vulnerable and feared being considered incompetent or a nuisance. Many of the learners revealed this self-belief. One lamented:

I think it's hard to verbalize that I don't know what I'm doing. It's me feeling like I should know what I'm doing. I can go to my TL and ask, but on days when I ask like 4 times, I don't want to go back. I think it's me thinking that I should know it all.

Although some learners felt unsure of the process, many felt that all aspects of this particular approach to training are beneficial, as one learner noted: "The courses I've done have been excellent in terms of skills and application to practice. My mentor has been great mapping out where I've been out and where I'm going. My co-workers have been a great support."

Learner centeredness. Self-directed learning gives learners autonomy and choice, judgment, and control over their learning (Merriam et al., 2007, p. 122). Typically, the first stages of a learning project include orientation, support, and guidance (p. 124). Oftentimes adult learners find themselves in situations in which the instructors identify the areas worth learning

and knowing and provide the strategies to construct this knowledge. This then reduces the self-directness or self-control of the learning. The participants in this project identified two areas of control, employer control and self-control, and shared their experiences with both forms.

Employer control. The participants referred to this type of control with regard to some assumed mandatory requirements of the training program. The initial intent of this program was not to link classroom-based training to delegation; however, this has proven to be a difficult paradigm shift, and classroom training therefore continues to be assumed as mandatory. Again, making training or a segment of the training mandatory negates the intent of self-directed or learner-centered learning, and learners astutely pick up on this contrast. Many disclosed their frustration over their lack of control, as one learner noted:

I was directed to attend core training. I could not attend training I sought in the community; what was the point of the ILP then? The individual learning plan was not very clear and was time consuming without an effective outcome.

Some learners felt that the choice of method of learning was nonnegotiable and that the learning process was not authentic: "My team leader told me that all courses were mandatory; none of them were an option"; "I was never in control of my learning; this was a government ticky-box process"; and

Nothing in the program, the ILP, felt like a hoop I had to jump through. *CAG*—a little frustration that it was so long. *CAG* does capture some competency needed to do the work. The section in the ILP re the courses, how you want to learn, more clarity around; and rating will be taken more seriously with an outcome for learning.

Operational requirements were also a consideration in the training schedule that reduced the learners' choice of control or self-directed learning. Oftentimes new hires are considered in operation requirements even though they are not fully trained or delegated. They are limited in what they can do, but nonetheless are able to perform some duties. Unfortunately, when staffing

is low, new hires can be held back from training because operational requirements take precedence. This can be frustrating for some new hires, as a new employee clearly expressed:

When I first started there was discussion around when I should do my training. A team leader wanted me to work six weeks, then get training; this would have been fulfilling the operation requirement [the team leader's need] rather than mine.

Some new hires found themselves being moved from office to office because of operational requirements. Unfortunately this interrupted their training. Rather than being invested in as new hires, they were treated as auxiliary. The prognosis for these moves was not good and left many new hires worried, as one described it:

I feel competent if i had to go to a new office now that my training is done. If i was moved during training, it would be stressful b/c you want to learn, to get through probation, wouldn't feel safe to identify areas of development, worries about TL and colleagues expectations.

Although there was an element and a perception of a lack of control, many new hires wanted to control their learning in some capacity. For instance, one new hire explained that "I had to manage ministries expectations in relationship to my capacity to incorporate these expectations and responsibilities in my own model of practice. In other words, the only control I have is in my own ability to learn."

Self-control. The Interim Child Welfare Training Program promotes emancipatory learning for new hires. The program is learner centered and encourages the learners to take control over their learning. However, this training program seems to have fallen short on positive outcomes for learner-centered control, possibly due to the fact that it is a new program that has required a paradigm shift in learning. Where learners have had a level of control, there has also been a high level of motivation and engagement. The following statements from the participants in the program illustrate the link between control and motivation: "The training

motivates me; I can choose what I want to learn and I want to do the best job and be competent”;
and

All the training I have done I have wanted to come right back and dive into it. The knowledge and chance for hands on learning motivated you. My mentor recognizing opportunities to become more proficient and how I could do that was motivating. I saw opportunity to look at my long term goals.

An area of this training program over which some felt that they had control was the *CAG*. The intent of this guide is to build on new hires' previous knowledge and experiences to construct new knowledge. It offers them an opportunity to openly discuss their previous work experience and identify the skills and knowledge that they bring to the work; for example, “Telling my TL and mentor skills I had and what I needed to develop”; and “I was able to express my own strengths and skills and what I bring to the job.”

Mentorship: Clarity and support. Learning often occurs through collaborative interaction. The benefit of a mentoring relationship supports this collaborative learning; the learning is not unilateral or hierarchical as in a supervisor-employee relationship but, rather, multidirectional in a peer-to-peer type of relationship. The mentor-protégé relationship benefits both parties from the perspective of a more senior employee who is imparting and sharing his or her experiential knowledge and a newly hired employee who is curious about challenging the status quo.

The requirements for the Interim Child Welfare Training Program are that each new hire must be assigned to a mentor. The team leader can choose a mentor or employees can volunteer to mentor new hires. Because this training program reduces the time spent in the classroom and emphasizes field experience and informal learning, mentorship is essential to its success. Trust between the mentor and protégé is especially important for the learner to be able to take risks,

make errors, and learn new skills and behaviours. A learner described his or her experience and relationship with a mentor:

My mentor was involved and helped guide you through the investigation. Mentor and I debriefed and discussed afterwards. I felt fine after when talking and case planning. Case planning was something I learned in the field, as I was going. Even though there was classroom training, felt like i was still learning as I went along and that was when I needed my mentor.

Another learner described the impact of his or her mentor on the learning experience:

She was around for a couple of months, she was good in that she would go out with us on investigations, had discussions with us regarding how we were doing. She would go over legislation & standards [and] would put on in-service sessions. Had one to one time, would check in with me, felt comfortable asking her questions. I think she played a huge role in this training program. Would go to the mentor over TL and senior practitioners.

Mentoring new hires is a collaborative role that requires and demands time. Mentors are typically senior workers who carry a full caseload (between 25 and 35 files). Moreover, it is not uncommon for these senior workers to be assigned the more complex files given their experience and skill. As to be expected, workload demands take priority over mentoring, which can result in new hires being left alone to learn. The participants reported this as a common occurrence and were increasingly concerned about liability and the fear of making wrong decisions. One learner reported:

There were times when my mentor became swamped with her own work and I was left on my own. It would have been nice to have more guidance. That is when I made the most mistakes. My mentor was doing her casework plus mentoring me. My TL wasn't directly involved with me so didn't know what I needed help with, what I shouldn't do and what I could do.

Other learners had mentors for half of their training and were aware that the mentors' workloads took priority over their learning: "I was satisfied that I had a mentor for 3 months; would have like[d] to have one until I was delegated, but they had high workload demands."

The ad hoc approach to mentoring was also uncovered during the implementation of the training program. Although the ministry had mentored practicum students for many years, mentoring new hires was a relatively new concept. The difference is that in the Interim Training Program new hires have a higher level of delegation and require more competencies to receive full delegation. This has resulted in more demand on mentors to assume administrative responsibilities such as the CAG and ILP, as well as more time to develop the relationship. The mentors do not seem to have enough time to become sufficiently oriented to the training program and their mentoring responsibilities, which has resulted in an ad hoc approach. This was evident in a new hire's experience with his or her mentor:

When I was going through the training, my mentor was learning the process, what would be beneficial is to have the mentor trained, understand the process, and how to support the new hire. If the mentor knows the expectation and responsibility, then the mentor is confident on how the process works. The TL should also be aware of process for the new hires.

Overall, the intent of mentors as point persons for support has been met. It has created some stress and uncertainty, but a new employee captured the purpose and benefit of mentors in this training program: "For me it was great to have a mentor, defiantly [*sic*] having a mentor to mentor through to delegation is important. Because it's easy to go to her for questions, TL and staff were busy."

Quantitative Findings

In line with a mixed-methods approach to the data collection, this section summarized the quantitative data gathered from the questionnaire. The questions were behavioural based and asked the participants to rate their experiences in the training program based on a 7-point scale.

1. inaccurate
2. mostly inaccurate

3. slightly inaccurate
4. uncertain
5. slightly accurate
6. mostly accurate
7. accurate

I have grouped the quantitative data as follows: support, learner experience, structured learning, learning documents, and feedback.

Support. The interim training program's success relies on team leaders and mentors to support new hires as they move from on-boarding to full delegation. Because this training program was revised to take on a constructivist approach to training that builds new knowledge from previous knowledge, the emphasis is on mentoring and in-the-field training.

Table 2 shows that team leaders overall are supportive in areas that they identified in which new hires need to develop (Mean = 5.64) and are involved in the new hires' learning (Mean = 5.18). Support for new hires seems to falter with mentorship. Although the participants felt some level of comfort (Mean = 5.37) in asking their mentors practice questions, they reported that their mentors do not play a considerable role in their learning and development (Mean = 4.23). In addition, the new hires felt that they were generally able to immediately apply or practice their new skills and knowledge (Mean = 4.84). It is possible that the factors that influence mentors' involvement are high caseloads, the complexity of files, the lack of recognition for mentoring, and/or the limited understanding of roles and expectations in mentor-protégé relationships.

Table 2

Support

| Team leader/mentor support | Mean | Std. dev |
|---|------|----------|
| Team leader support | | |
| 1. My team leader was very supportive in areas they felt I needed more learning | 5.64 | 1.923 |
| 2. I felt my Team Leader was involved in my learning and development. | 5.18 | 2.086 |
| Mentor support | | |
| 3. I felt comfortable asking my mentor questions relating to practice. | 5.37 | 2.193 |
| 4. My mentor played a large role in my learning | 4.84 | 2.278 |
| 5. As a new hire, I have the opportunity to practice new learning right away with a mentor. | 4.84 | 2.115 |
| 6. I felt my mentor was involved in my learning and development | 4.23 | 2.281 |

Learner experience. Basic adult learning principles center on learners being in control of their learning, which results in more 'buy in' to their learning, more motivation, more comfort, and a greater feeling of safety in taking risks.

Table 3 suggests that participants were enthusiastic about their learning (Mean = 6) and feel safe in taking small risks (Mean = 5.61). It is interesting that although the participants are keen to learn and feel slightly comfortable in taking risks, table 3 suggests that they did not feel calm, relaxed or free from worry during a training program (Mean = 3.76 in question 25). They

Table 3

Learner Experience

| Learner experience | Mean | Std. dev |
|--|------|----------|
| 1. I am enthusiastic about my learning | 6.00 | 1.597 |
| 2. I felt safe to step out of my comfort zone and take risks with my learning. | 5.61 | 1.579 |
| 3. I have been satisfied with my over-all learning experience | 4.44 | 2.062 |
| 4. I felt calm, relaxed, and free from worry during my training program | 3.76 | 1.972 |

reported moderate satisfaction with the learning program (Mean = 4.44).

Table 4 summarize the data on the structured components of this training program. The participants reported a high degree of satisfaction with the classroom learning's relevancy to the Child Protection job duties (Mean = 5.50). In addition, they were satisfied with the resources and opportunities for learning (Mean = 5.07). Even though new hires have access to a repository of literature and articles that support their learning, very few (Mean = 2.66) felt that it is effective or useful. Conversely, the new hires considered the learning resources and opportunities that they sought as self-directed learners more useful (Mean = 5.07) than the repository. The high standard deviation in Table 4 reflects a need to focus on developmental activities and supports for learning by promoting an awareness of the repository that is available to new hires.

Table 4

Structured Learning

| Structured learning | Mean | Std. dev |
|--|------|----------|
| 1. Developmental activities were beneficial | 4.41 | 2.173 |
| 2. I found the classroom learning relevant to my job. | 5.50 | 1.695 |
| 3. Resources and supports were available to support my learning. | 4.70 | 2.139 |
| 4. The learning resources and opportunities I accessed were relevant to my work. | 5.07 | 1.889 |
| 5. As a new hire, I spend too much time reading manuals and/or materials on the repository | 2.66 | 1.559 |

Learning documents. The *CAG* is a critical document that outlines the competencies needed to perform Child Welfare duties in British Columbia. The purpose of the *CAG* is to assess new hires to determine whether they are beginning, developing, or accomplished in each competency. The expectation is that new hires will work through the *CAG* with their team leaders and/or mentors to rate their current knowledge, skills, and experience with each competency and identify those that need further development. From this document the ILP is developed to guide new hires' learning.

Table 5 indicates that new hires generally worked through their *CAG* with their team leader (Mean = 4.09) and were somewhat confident in rating their level of competence (Mean = 4.78). Participants were to some extent comfortable rating their level of knowledge, and generally felt that the *CAG* was not a useful document (Mean = 3.34) and that the ILP was not valuable in guiding or supporting their ongoing and targeted learning (Mean = 4.09).

Table 5

Learning Documents

| Learning documents | Mean | Std. dev |
|---|------|----------|
| 1. I found the Comprehensive Assessment Guide (CAG) to be useful | 3.34 | 1.944 |
| 2. I felt confident in rating my competencies and prior learning | 4.78 | 1.930 |
| 3. I felt the Individual Learning Plan (ILP) was a useful tool to help guide my learning | 3.17 | 2.072 |
| 4. I completed my Competency Assessment Guide (CAG) in collaboration with my Team Leader and Mentor | 4.09 | 2.486 |

Further, one can conclude that the high standard deviation for questions 2 and 14 in Table 5 illustrates that the new hires who completed their assessment with their mentor and/or team leader valued their ILPs.

Feedback. Data collection from informal or ad hoc feedback is difficult because, typically, nothing has been recorded. Knowing the Child Protection work and frontline culture, I surmise that informal or ad hoc feedback is occurring in the field between mentors and protégés and team leaders and new hires. However, the concern with an informal process is that it might not be relevant to the training program or job requirements because of the possible confusion or uncertainty that it is, in fact, constructive feedback.

This training program has little rigor with regard to formal feedback outside the classroom learning. To identify performance management issues and success, a formal feedback process is needed. Table 6 shows that participants value and are motivated by feedback (Mean = 6.40). The high mean suggests that learners are a motivated group who want to be good at what they do and are amenable to getting support wherever it is available (Mean = 6.4;

question 65). Their rating of the timeliness and constructiveness of the leaders' feedback was rated somewhat lower (Mean =5.28).

Table 6

Feedback

| | Feedback | Mean | Std. dev |
|----|--|------|----------|
| 1. | Feedback motivates me by increasing my sense of task mastery | 6.40 | 1.218 |
| 2. | My team leader provides timely and constructive feedback | 5.28 | 2.062 |

Discussion

When learning events are planned and focused on the work environment, they are called training programs (Goldstein & Gilliam, 1990). Training programs are used to develop employees through the acquisition of skills, concepts, and attitudes. A successful training program, regardless of its modality, depends not only on the trainees themselves, but also on the systematic design of the training program (Goldstein & Gilliam, 1990). The designing of a training program is complex and depends on a needs assessment of the trainee and the organization to determine the competencies, skills, and abilities that are required for the job and critical to perform the duties successfully (Goldstein & Gilliam, 1990). The ministry's Interim Child Welfare Training Program blends a personal analysis of competencies with instructional learning and on-the-job training. Overall, this program successfully captures the needs of learners and links the required knowledge and skills to the organization's goals.

The purpose of this project was to determine whether the Interim Child Welfare Training Program uses a learner-centered approach to training that produces positive outcomes for learners and the organization. The concepts that guided this project are learner centeredness, experiential learning, and the role of the mentor. The themes that emerged from the interviews

were support, control, and mentorship, the latter of which was the most prevalent in the participants' responses.

Support. Organizational factors influence how employees implement and perceive the training and shape the climate for the delivery of the training (Salas, Cannon-Bowers, Rhodenizer, & Bowers, 1999). Moving from an exclusively external training program to focus more on internal training and support, the Ministry's Interim Training Program dramatically shifted how new hires were being trained. Salas et al. suggested that variables such as the organizational climate, the notification process, and support for learning have an influence on the effectiveness of training. This was evident for this first cohort. The implementation of the program lacked effective communication and did not support internal stakeholders and/or the trainees. Initially, this program was met with resistance and a reluctance to engage in this new approach to training.

This Interim Training Program relies on organized training programs as well as on-the-job training. The perception of employees is that the burden of training has been shifted away from the organization's training of new hires toward the frontline staff's responsibility for training. This perception is problematic, because it further reduces engagement and support, is considered an incidental activity, and is, thus, not valued as a means to prepare new employees (Salas et al., 1999).

The participants in this project had similar experiences with support. Some considered the support ubiquitous, whereas others felt that it was absent. The interviewees commonly described the support as isolated at the team-leader level and considered the team leaders as either available or not. They reported that the team leaders were pivotal to the acceptance of new hires on the team and the amount of time invested in their learning.

Another factor that influences support for new hires in this training program is that they are typically thought of as auxiliary staff rather than as learners. Regardless of their skill and ability, new hires often have a full caseload of 20 to 30 files. Learning is impeded when the priority is to respond to the immediate demands of their caseload. Moreover, given the demands on the frontline staff, their high caseloads, and the number of vacant positions, few employees want to take the time to support collegial learning.

Learner centeredness. Learner-centered training focuses on the learning process of the trainee rather than the teaching process of the trainer as expert. Learner-centered training is viewed as active rather than passive and focuses on enhancing the competencies required to do the job by building on the knowledge, skills, and attitudes that the trainee has garnered through life experiences (Merriam et al., 2007).

Malcolm Knowles (as cited in Smith, 2002) identified the key characteristics of adult learners:

- Adult learners move from dependency to self-directedness.
- Adult learners draw upon their own experience to learn.
- Adult learners are motivated to learn when they assume new roles.
- Adult learners want to solve problems and apply new knowledge immediately.

The Ministry applies these characteristics successfully in this training program through a mixed approach of personal assessment, instructor-led training, case scenarios, role play, and an ILP, which is a working document designed by the learner, for the learner to meet the learning expectations and goals. The participants in this project claimed that, although the *CAG* is geared toward adult learners and is competency based, it is repetitive and cumbersome. This document assesses new hires' level of knowledge and skills and is a key document in determining whether

new hires have met all of the organization's requirements to fully perform the duties associated with Child Protection. The concern about this lengthy document is that new hires, their team leaders, and their mentors skim over pages or do not use it at all to assess competencies or job readiness. Although the *CAG* is a comprehensive document that captures the competencies required to perform Child Protection duties, it is not useful to the trainees or the organization if it is not utilized as intended.

Control over learning is also a concept in the learner-centered approach. Learner control can be a positive force that meets the needs of not only the learner, but also the organization. If learners perceive that they have control over their learning, they are more likely to set and attain goals. Further, when learners feel satisfied with their accomplishments, they will typically continue to set goals to evaluate their progress, process feedback, and become more engaged employees (Schunk, 1995). In this project, the participants' feedback indicated that many felt that they did not have control over their learning given that classroom training is predetermined and defined as mandatory. It is quite possible that what they did not communicate was that the ILP is the working document that supports and allows learners to assert control over their learning. Again, this could easily be a result of how this program was rolled out and the paradigm shift that ought to have occurred previously to support adult learners' learning from internal sources.

Mentorship. Mentoring is a process in which knowledge and experience are transferred to a less-experienced employee. Effective mentoring can be a value to the protégé, mentor, and organization (Wang et al., 2010). As I mentioned in the literature review, trust is a large factor in establishing an effective mentor-protégé relationship. Further, Wang et al. reported that trust results in higher levels of cooperation and better individual and organizational performance

(p. 359). The participants' feedback indicated strong support and a need for mentorship. New hires viewed mentors as conduits for information, support, and clarification of role ambiguity. Those who had a mentor assigned from the outset seemed to embrace the critical nature of the work in a healthier, more supportive way than those who did not. New hires who did not have a consistent mentor often felt unsure about the process of their learning; they felt that they were nuisances to the team leader and their colleagues and were unwilling to interrupt those around them for support and feedback. New hires' working and decision making in isolation can have implications for quality assurance and service delivery.

Aside from relationship and trust being critical in an effective mentor-protégé relationship, the learning that results from mentor-protégé engagement can lead to a changed culture that allows both participants to share their experiential knowledge and wisdom and not only influence learning, but also create a nonjudgmental environment in which both participants can try out new behaviours and skills and offer and receive feedback to enhance employees' performance. Giving and receiving feedback benefit both mentor and protégé and I discovered in this project that feedback, a large component of growth and development, is missing from both the informal and the formal learning process.

Organizationally, mentorship is an important factor in the sharing of knowledge and expertise, the development of others, and succession planning. Mentorship can enhance the organizational culture to support collaboration. Similarly, collaboration in new hires' working relationships can promote a sense of belonging and engagement that benefits not only the delivery of service, but also the organization through employee retention and motivation.

Conclusion

This report provides the learners perspective on the Ministry's Child Welfare Training Program. The Interim Child Welfare Training program is a training program that is based on the adult learning principle of learner-centeredness. This report has analysed both the qualitative and quantitative data gathered from the first cohort to move through this training program. Data gathered identified that over all, this program was successful in its goal to provide a learner-centered approach to training based on adult education principles. Participants felt supported and most often in control of their learning.

From the research findings, lessons learned and recommendations emerged. The following section discusses lessons learned and three recommendations for implementation to better support this training program.

Lessons Learned and Recommendations

Evaluation is key to determining value in any project or program. Program measurement should be designed, tested and evaluated in the beginning of the program and implemented throughout the life cycle to ensure authentic and dependable results. As qualitative and quantitative data aims to describe a shared reality and experience, the result produced is merely a case-example and ought to encourage ongoing analysis.

To support continuous improvement, gaps identified in this training program support recommendations in the area of mentorship development, implementing a formal feedback process and simplifying the *CAG* that is used to assess prior learning. Recommendations and suggestions for implementing these recommendations are as follows:

Recommendation 1: Develop mentors through in-house training and development, support mentors through rewards and recognition programs and employment

advancement: Mentorship is added value organizationally as well and for this training program. This program depends on mentors for transference of knowledge and experience to their protégé. Building capacity in mentors through community; internal workshops; showcasing mentors and the work they do/have done; and recognizing and including mentorship as a requirement to supervise or advance into a supervisory positions will necessitate mentorship development. Additionally, having a strong internal message and support by all levels of executive leadership will encourage and support this training program and build internal capacity.

Recommendation 2: Implement a formal feedback process for mentors, protégés, and the training and learning program overall. A formal feedback process and continuous program evaluation needs to be implemented for this training program. Program evaluation is crucial for quality assurance and continuous improvement. Formal evaluations could be administered using qualitative and quantitative data collection methods such as 360 feedback, along with completion interviews and questionnaires. Data collected would provide credibility and capture where the program could be adjusted to better support the employee, mentors and organizational objectives.

Recommendation 3: Simplify the *CAG*. Mentors, team leaders and new hires describe the current *CAG* as cumbersome and unmanageable. Minimizing competencies by reassessing relevance to the training program, grouping competencies to avoid repetition, and having a one-page summary for sign off on competencies met would support the utility of this document, encourage engagement and provide better accountability for this training program. It is recognized that rewriting or changing competencies would involve a business decision at the executive leadership.

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APPENDIX A: QUESTIONNAIRE

The purpose of this questionnaire is to review the Ministry of Children and Family Development's new Interim Child Welfare Training Program. This questionnaire will ask you questions about your experience in the training program. The information you provide will be used to identify the strengths in the program from a learner centered approach as well as identify areas to improve.

This questionnaire is confidential and voluntary. You can refuse to answer any questions at anytime. Whether you chose to participate or not, it will not impact your employment status. You are not required to identify yourself in any capacity throughout this questionnaire.

Please indicate whether each statement below is inaccurate or accurate based on the scale given. There are no right or wrong answers, only how you feel personally about the statement.

1. **inaccurate**
2. **mostly inaccurate**
3. **slightly inaccurate**
4. **uncertain**
5. **slightly accurate**
6. **mostly accurate**
7. **accurate**

Mentorship/Team Leader

1. As a new hire, I have the opportunity to practice new learning right away with a direct supervisor or mentor. _____
2. I completed my Competency Assessment Guide (CAG) in collaboration with my Team Leader and Mentor. _____
3. I felt comfortable asking my mentor questions relating to practice. _____
4. My mentor played a large role in my learning. _____
5. My team leader was very supportive in areas they felt I needed more learning. _____
6. My team leader provides timely and constructive feedback. _____
7. Feedback motivates me by increasing my sense of task mastery. _____

Integration of Knowledge and Skills

8. I am often given current practice information while learning in the field. _____
9. I have had trouble getting in-depth information from my colleagues. _____
10. As a new hire, I spend too much time reading manuals and/or materials on the repository. _____
11. Transferring of my learning was fluid and timely. _____
12. There is a lot of repetition in the classroom training. _____
13. I found the Comprehensive Assessment Guide (CAG) to be useful. _____
14. I felt the Individual Learning Plan (ILP) was a useful tool to help guide my learning. _____
15. I felt confident in rating my competencies and prior learning. _____

16. Developmental activities were beneficial. _____
17. I have made changes to how I do my job as a result of learning new knowledge and skills. _____

Engagement

18. I am personally motivated to challenge myself with new learning. _____
19. At work I feel full of energy. _____
20. During this training program, I persevered even when things got difficult. _____
21. I find the work I do full of meaning and purpose. _____
22. I am enthusiastic about my learning. _____
23. I am enthusiastic about my job. _____
24. When I am not at work I find myself thinking about things that I have done, or things that need to be done. _____

Learner experience

25. I felt I was in control of my learning. _____
26. As the learner, I assumed primary responsibility for important learning decisions. _____
27. I felt safe to step out of my comfort zone and take risks with my learning. _____
28. I felt I had input and involvement in my learning and development. _____
29. I felt my Team Leader was involved in my learning and development. _____
30. I felt my mentor was involved in my learning and development. _____
31. Resources and supports were available to support my learning. _____
32. The learning resources and opportunities I accessed were relevant to my work.
33. I found the classroom learning relevant to my job. _____
34. I found the infield learning experience relevant to my job. _____
35. I have been satisfied with my learning experience. _____
36. The learning resources and opportunities I accessed were relevant to my work _____
37. I found the classroom learning relevant to my job. _____
38. I found the infield learning experience relevant to my job. _____
39. I have been satisfied with my over-all learning experience. _____
40. I felt worthwhile and valued during this training program. _____
41. The goals in my job are. _____
42. Normally I met my job goals. _____

Please use the space below to answer the following questions.

Can you please describe a time when you felt you were in control of your learning during this training program?

Can you please describe a time when you felt you did not have control over your learning while in this training program.

Can you please provide ways in which the Ministry for Children and Family Development could improve your learning experience?

**APPENDIX B: E-MAIL INVITATION TO POTENTIAL PARTICIPANTS
FOR AN INTERVIEW**

Hello, I am conducting a research project on the Child Welfare Interim Training Program and would like your help. I have included a brief purpose of the study as well as a background summary. If you are interested in participating at this stage of the project, please contact me via email or phone to discuss a further.

Thank you.

Ministry of Children and Family Development Interim Child Welfare Training Program

Interview Guide

Purpose of the study: The purpose of this interview is to determine the effectiveness of the learner-centered approach in the Ministry of Children and Family Development Interim Child Welfare Training Program. I am interested in the learners experience, and will be seeking personal examples of these experiences while in the training program. I am also interested in your ideas and suggestions for improving this training program to achieve the objective of a learner-centered, self-directed approach to training.

I am interviewing up to 25 participants who are currently in or completing this training program. You will be asked question that relate to five concept areas. These concept areas are learning needs; integration of knowledge and skills; engagement; and learner experience. We will have up to 1 hour to complete this interview. Interviews can take place over phone or face to face if convenient.

Background: This research is the final step toward the completion of my MPA. In addition, this research project is the first project that looks at this training program from the learner's perspective.

The interview questions that I will ask are open-ended that will provide an opportunity for you to reflect on your experiences while in this training program. I will take the responses of all participants and combine it with a questionnaire that will be sent to all participants who are currently in or near completion of the Interim Child Welfare Training Program. I will use this information to gain a qualitative understanding of new hires learning experiences.

Use of information: Information obtained through this interview is intended to inform the Ministry of Children and Family Development, Learning and Education Development Department (LEAD), how to maintain, improve and enhance the Interim Child Welfare Training Program. Findings will be presented to the LEAD department. Participants, interview notes and responses to interview questions will be **CONFIDENTIAL** and only myself as well as my academic supervisor will have access to these answers.

Your participation is voluntary and you can refuse to answer any of these questions at anytime. Whether you participate or choose not to, it will not affect your employment with the Ministry of Children and Family Development in any way.

I look forward to the opportunity to talk with you further.

Jennifer

Jennifer Miller
Learning Manager
Vancouver Island Region
Ministry of Children and Family Development

Cell 250-514-3079 Fax 250-952-6880

**APPENDIX C: E-MAIL INVITATION TO POTENTIAL PARTICIPANTS
FOR THE SURVEY**

Hello. My name is Jennifer Miller and I am the Learning Manager for the Vancouver Island Region. I am in the process of completing a research project for my Master's in Public Administration on the Interim Child Welfare Training Program. The objective of my research is to capture the learners perspective (yours) and determine if this Child Welfare Training Program is a learner centered approach. My hope is to determine ways MCFD can maintain or improve this training program. Whether you have completed this training, in the middle of it or just beginning, your experience is valuable. I have conducted several interviews and will now be sending out a survey (of course if you have not done this training please disregard this message and request for participation).

The survey created will ask you questions that relate to your experience in this training program. All answers are confidential and no question on the survey will ask personal information that will be used to identify you. Participation is completely voluntary. The survey will be sent Monday May 9th.

I thank you in advance for your participation and please contact me if you have any questions regarding this research project.

Jennifer Miller
Learning Manager
Vancouver Island Region
Ministry of Children and Family Development

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**APPENDIX D: INTERVIEW QUESTIONS FOR THE DEVELOPMENT
OF THE ECHO SURVEY**

Identify Learning Needs

The Ministry of Children & Family Development uses an Individual Learning Plan to identify learning needs. Do you feel that you were able to safely and confidently identify areas of your learning that needed further developing? Can you give me an example of a time when you felt that you were successful at identifying your learning needs?

Can you give me an example of a time when you felt unsafe to identify a learning need? Do you feel your Mentor understood and supported your learning needs? Can you give me an example of when they did?

Can you give me an example of when they did not?

Do you feel your Team Leader understood and supported your learning needs? Can you give me an example of when they did?

Can you give me an example of when they did not?

What are ways that this training program could better support you in identifying your learning needs?

Integration of knowledge and skills

Can you give an example of a time when you were able to apply newly acquired knowledge while working in the field?

Can you give an example when you were able to apply new acquired skills while working in the field?

Can you give me an example of a time when you felt that you were able to apply your newly acquired skills?

Can you give me an example of a time when you felt that you were unable to apply your newly acquired skills?

Was your learning timely in terms of application?

Can you give me an example of when learning and integration was fluid?

Can you give me an example of when there was a delay in learning and integration in the field?

What are ways that this training program could better sequence learning and integration?

Engagement

What does learner engagement mean to you?

Can you give me an example of when you were satisfied with the learning in this training program?

Can you give me an example of when you were unsatisfied with the learning?

Can you give me an example of how this training program motivates you?

What are ways that you can take personal responsibility to feel motivated about this training program?

Can you give me an example of a time when you felt frustrated during this training program?

What was the key source of frustration?

Was there a time during this training program when you felt like quitting?

Can you give me an example of this time?

Can you explain what was happening during this time?

Where do you see yourself in 2 years?

Do you see yourself with the Ministry working on child protection?

Learner experience

Can you describe your overall learning experience in the training program?

Can you give me an example of some of the pressures around training?

Can you give me an example of when you experienced the most resistance in support for training?

What are the ways MCF can improve your learning experience?

What are steps that you can take to improve your learning?

APPENDIX E: QUALITATIVE FINDINGS

Can you please describe a time when you felt you were in control of your learning during this training program.

Response count: 26

| Code | Description | Frequency | % |
|------|--|-----------|-------|
| 1 | Able to seek out & receive support | 9 | 34.6 |
| 2 | Ability to guide learning | 9 | 34.6 |
| 4 | Ability to develop knowledge and skills already acquired | 4 | 15.4 |
| 5 | Never felt in control | 4 | 15.4 |
| | Total | 26 | 100.0 |

Can you please describe a time when you felt you did not have control over your learning while in this training program.

Response count: 27

| Code | Description | Frequency | % |
|------|-------------------------------|-----------|-------|
| 1 | Work load pressures & demands | 7 | 25.9 |
| 2 | Lack of support | 5 | 18.5 |
| 3 | Employer mandated and/or led | 8 | 29.7 |
| 4 | Disorganized/unclear process | 1 | 3.7 |
| 5 | Wanted more in-depth learning | 6 | 22.2 |
| | Total | 27 | 100.0 |

Can you please provide ways in which the Ministry for Children and Family Development could improve your learning experience.

Response count: 29

| Code | Description | Frequency | % |
|------|--|-----------|-------|
| 1 | Provide a mentor | 6 | 20.7 |
| 2 | Credit and support mentors | 4 | 13.8 |
| 3 | Provide classroom training before going into the field | 2 | 6.9 |
| 4 | Provide clarity on training program and delegation | 7 | 24.1 |
| 5 | Modify the Competency Assessment Guide (CAG) | 4 | 13.8 |
| 6 | Manageable caseloads | 2 | 6.9 |
| 7 | Training in home region | 2 | 6.9 |
| 8 | Better on boarding process | 2 | 6.9 |
| | Total | 29 | 100.0 |

APPENDIX F: DESCRIPTIVE STATISTICS

| Question | N | Min. | Max. | Mean | Std. dev. |
|---|----|------|------|------|-----------|
| 1. As a new hire, I have the opportunity to practice new learning right away with a direct supervisor or mentor | 43 | 1 | 7 | 4.84 | 2.115 |
| 2. I completed my Competency Assessment Guide (CAG) in collaboration with my Team Leader and Mentor | 43 | 1 | 7 | 4.09 | 2.486 |
| 3. I felt comfortable asking my mentor questions relating to practice. | 43 | 1 | 7 | 5.37 | 2.193 |
| 4. My mentor played a large role in my learning | 43 | 1 | 7 | 4.84 | 2.278 |
| 5. My team leader was very supportive in areas they felt I needed more learning | 42 | 1 | 7 | 5.64 | 1.923 |
| 6. Feedback motivates me by increasing my sense of task mastery | 43 | 1 | 7 | 6.40 | 1.218 |
| 7. My team leader provides timely and constructive feedback | 43 | 1 | 7 | 5.28 | 2.062 |
| 8. I am often given current practice information while learning in the field | 41 | 1 | 7 | 5.10 | 1.841 |
| 9. Transferring of my learning was fluid and timely | 41 | 1 | 7 | 4.49 | 2.111 |
| 10. There is a lot of repetition in the classroom training | 38 | 1 | 7 | 5.00 | 1.959 |
| 11. I have had trouble getting in-depth information from my colleagues | 40 | 1 | 7 | 3.20 | 1.856 |
| 12. As a new hire, I spend too much time reading manuals and/or materials on the repository | 41 | 1 | 7 | 2.66 | 1.559 |
| 13. I found the Comprehensive Assessment Guide (CAG) to be useful | 41 | 1 | 7 | 3.34 | 1.944 |
| 14. I felt the Individual Learning Plan (ILP) was a useful tool to help guide my learning | 41 | 1 | 7 | 3.17 | 2.072 |
| 15. I felt confident in rating my competencies and prior learning | 41 | 1 | 7 | 4.78 | 1.930 |
| 16. Developmental activities were beneficial | 39 | 1 | 7 | 4.41 | 2.173 |
| 17. I have made changes to how I do my job as a result of learning new knowledge and skills | 41 | 1 | 7 | 5.51 | 1.614 |
| 18. I am personally motivated to challenge myself with new learning | 41 | 3 | 7 | 6.54 | .809 |
| 19. At work I feel full of energy | 41 | 1 | 7 | 5.46 | 1.502 |
| 20. During this training program, I persevered even when things got difficult. | 41 | 1 | 7 | 6.34 | 1.237 |
| 21. I find the work I do full of meaning and purpose | 41 | 2 | 7 | 6.22 | 1.129 |
| 22. I am enthusiastic about my learning | 41 | 1 | 7 | 6.00 | 1.597 |
| 23. I am enthusiastic about my job | 41 | 1 | 7 | 5.95 | 1.431 |
| 24. When I am not at work I find myself thinking about things that I have done, or things that need to be done | 40 | 1 | 7 | 5.05 | 1.853 |
| 25. I felt calm, relaxed, and free from worry during my training program | 41 | 1 | 7 | 3.76 | 1.972 |
| 26. I am attracted to challenging achievement situations. | 40 | 4 | 7 | 6.05 | .846 |
| 27. I usually seek out easy situations with limited challenge | 41 | 1 | 7 | 2.44 | 1.598 |
| 28. I felt I was in control of my learning | 41 | 1 | 7 | 4.32 | 1.993 |

(table continues)

| Question | N | Min. | Max. | Mean | Std. dev. |
|--|----|------|------|------|-----------|
| 29. As the learner, I assumed primary responsibility for important learning decisions. | 41 | 1 | 7 | 5.32 | 1.556 |
| 30. I felt safe to step out of my comfort zone and take risks with my learning. | 41 | 1 | 7 | 5.61 | 1.579 |
| 31. I felt I had input and involvement in my learning and development. | 41 | 1 | 7 | 4.73 | 2.086 |
| 32. I felt my Team Leader was involved in my learning and development. | 40 | 1 | 7 | 5.18 | 2.086 |
| 33. I felt my mentor was involved in my learning and development | 40 | 1 | 7 | 4.23 | 2.281 |
| 34. Resources and supports were available to support my learning. | 40 | 1 | 7 | 4.70 | 2.139 |
| 35. The learning resources and opportunities I accessed were relevant to my work. | 41 | 1 | 7 | 5.07 | 1.889 |
| 36. I found the classroom learning relevant to my job. | 40 | 1 | 7 | 5.50 | 1.695 |
| 37. I found the infield learning experience relevant to my job | 41 | 1 | 7 | 5.98 | 1.725 |
| 38. I have been satisfied with my over-all learning experience | 41 | 1 | 7 | 4.44 | 2.062 |
| 39. I felt worthwhile and valued during this training program | 41 | 1 | 7 | 4.93 | 2.285 |
| 40. The goals in my job are: | 41 | 1 | 6 | 3.54 | 1.433 |
| 41. Reaching my job goals is important to: | 40 | 1 | 6 | 2.13 | 1.652 |
| 42. Normally, I meet my job goals: | 41 | 1 | 4 | 1.78 | .852 |
| Valid N (listwise) | 32 | | | | |

APPENDIX G: FREQUENCY TABLES

| I completed my Competency Assessment Guide (CAG) in collaboration with my Team Leader and Mentor. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|-----------|---------|---------------|--------------------|
| Valid | 1 | 11 | 25.6 | 25.6 | 25.6 |
| | 2 | 4 | 9.3 | 9.3 | 34.9 |
| | 3 | 6 | 14.0 | 14.0 | 48.8 |
| | 4 | 2 | 4.7 | 4.7 | 53.5 |
| | 5 | 2 | 4.7 | 4.7 | 58.1 |
| | 6 | 5 | 11.6 | 11.6 | 69.8 |
| | 7 | 13 | 30.2 | 30.2 | 100.0 |
| Total | | 43 | 100.0 | 100.0 | |

| I felt comfortable asking my mentor questions relating to practice. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 6 | 14.0 | 14.0 | 14.0 |
| | 2 | 1 | 2.3 | 2.3 | 16.3 |
| | 3 | 3 | 7.0 | 7.0 | 23.3 |
| | 5 | 5 | 11.6 | 11.6 | 34.9 |
| | 6 | 7 | 16.3 | 16.3 | 51.2 |
| | 7 | 21 | 48.8 | 48.8 | 100.0 |
| | Total | | 43 | 100.0 | 100.0 |

| My mentor played a large role in my learning. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|-----------|---------|---------------|--------------------|
| Valid | 1 | 7 | 16.3 | 16.3 | 16.3 |
| | 2 | 3 | 7.0 | 7.0 | 23.3 |
| | 3 | 2 | 4.7 | 4.7 | 27.9 |
| | 4 | 3 | 7.0 | 7.0 | 34.9 |
| | 5 | 7 | 16.3 | 16.3 | 51.2 |
| | 6 | 5 | 11.6 | 11.6 | 62.8 |
| | 7 | 16 | 37.2 | 37.2 | 100.0 |
| Total | | 43 | 100.0 | 100.0 | |

| My team leader was very supportive in areas they felt I needed more learning. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 2 | 4.7 | 4.8 | 4.8 |
| | 2 | 3 | 7.0 | 7.1 | 11.9 |
| | 3 | 2 | 4.7 | 4.8 | 16.7 |
| | 4 | 3 | 7.0 | 7.1 | 23.8 |
| | 5 | 5 | 11.6 | 11.9 | 35.7 |
| | 6 | 3 | 7.0 | 7.1 | 42.9 |
| | 7 | 24 | 55.8 | 57.1 | 100.0 |
| Total | | 42 | 97.7 | 100.0 | |
| Missing | System | 1 | 2.3 | | |
| Total | | 43 | 100.0 | | |

| Feedback motivates me by increasing my sense of task mastery. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|-----------|---------|---------------|--------------------|
| Valid | 1 | 1 | 2.3 | 2.3 | 2.3 |
| | 3 | 1 | 2.3 | 2.3 | 4.7 |
| | 5 | 5 | 11.6 | 11.6 | 16.3 |
| | 6 | 6 | 14.0 | 14.0 | 30.2 |
| | 7 | 30 | 69.8 | 69.8 | 100.0 |
| Total | | 43 | 100.0 | 100.0 | |

| My team leader provides timely and constructive feedback. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|-----------|---------|---------------|--------------------|
| Valid | 1 | 4 | 9.3 | 9.3 | 9.3 |
| | 2 | 2 | 4.7 | 4.7 | 14.0 |
| | 3 | 4 | 9.3 | 9.3 | 23.3 |
| | 4 | 2 | 4.7 | 4.7 | 27.9 |
| | 5 | 6 | 14.0 | 14.0 | 41.9 |
| | 6 | 6 | 14.0 | 14.0 | 55.8 |
| | 7 | 19 | 44.2 | 44.2 | 100.0 |
| Total | | 43 | 100.0 | 100.0 | |

| I am often given current practice information while learning in the field. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 3 | 7.0 | 7.3 | 7.3 |
| | 2 | 2 | 4.7 | 4.9 | 12.2 |
| | 3 | 2 | 4.7 | 4.9 | 17.1 |
| | 4 | 7 | 16.3 | 17.1 | 34.1 |
| | 5 | 5 | 11.6 | 12.2 | 46.3 |
| | 6 | 11 | 25.6 | 26.8 | 73.2 |
| | 7 | 11 | 25.6 | 26.8 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| Transferring of my learning was fluid and timely. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 7 | 16.3 | 17.1 | 17.1 |
| | 2 | 3 | 7.0 | 7.3 | 24.4 |
| | 3 | 2 | 4.7 | 4.9 | 29.3 |
| | 4 | 5 | 11.6 | 12.2 | 41.5 |
| | 5 | 5 | 11.6 | 12.2 | 53.7 |
| | 6 | 13 | 30.2 | 31.7 | 85.4 |
| | 7 | 6 | 14.0 | 14.6 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| There is a lot of repetition in the classroom training. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 3 | 7.0 | 7.9 | 7.9 |
| | 2 | 3 | 7.0 | 7.9 | 15.8 |
| | 3 | 4 | 9.3 | 10.5 | 26.3 |
| | 4 | 1 | 2.3 | 2.6 | 28.9 |
| | 5 | 7 | 16.3 | 18.4 | 47.4 |
| | 6 | 10 | 23.3 | 26.3 | 73.7 |
| | 7 | 10 | 23.3 | 26.3 | 100.0 |
| Total | | 38 | 88.4 | 100.0 | |
| Missing | System | 5 | 11.6 | | |
| Total | | 43 | 100.0 | | |

| I have had trouble getting in-depth information from my colleagues. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 10 | 23.3 | 25.0 | 25.0 |
| | 2 | 8 | 18.6 | 20.0 | 45.0 |
| | 3 | 5 | 11.6 | 12.5 | 57.5 |
| | 4 | 4 | 9.3 | 10.0 | 67.5 |
| | 5 | 8 | 18.6 | 20.0 | 87.5 |
| | 6 | 4 | 9.3 | 10.0 | 97.5 |
| | 7 | 1 | 2.3 | 2.5 | 100.0 |
| | Total | 40 | 93.0 | 100.0 | |
| Missing | System | 3 | 7.0 | | |
| Total | | 43 | 100.0 | | |

| As a new hire, I spend too much time reading manuals and/or materials on the repository. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 12 | 27.9 | 29.3 | 29.3 |
| | 2 | 8 | 18.6 | 19.5 | 48.8 |
| | 3 | 12 | 27.9 | 29.3 | 78.0 |
| | 4 | 4 | 9.3 | 9.8 | 87.8 |
| | 5 | 2 | 4.7 | 4.9 | 92.7 |
| | 6 | 2 | 4.7 | 4.9 | 97.6 |
| | 7 | 1 | 2.3 | 2.4 | 100.0 |
| | Total | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I found the Comprehensive Assessment Guide (CAG) to be useful. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 11 | 25.6 | 26.8 | 26.8 |
| | 2 | 5 | 11.6 | 12.2 | 39.0 |
| | 3 | 6 | 14.0 | 14.6 | 53.7 |
| | 4 | 6 | 14.0 | 14.6 | 68.3 |
| | 5 | 6 | 14.0 | 14.6 | 82.9 |
| | 6 | 5 | 11.6 | 12.2 | 95.1 |
| | 7 | 2 | 4.7 | 4.9 | 100.0 |
| | Total | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I felt the Individual Learning Plan (ILP) was a useful tool to help guide my learning. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 14 | 32.6 | 34.1 | 34.1 |
| | 2 | 6 | 14.0 | 14.6 | 48.8 |
| | 3 | 3 | 7.0 | 7.3 | 56.1 |
| | 4 | 4 | 9.3 | 9.8 | 65.9 |
| | 5 | 8 | 18.6 | 19.5 | 85.4 |
| | 6 | 3 | 7.0 | 7.3 | 92.7 |
| | 7 | 3 | 7.0 | 7.3 | 100.0 |
| | Total | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I felt confident in rating my competencies and prior learning. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 2 | 4.7 | 4.9 | 4.9 |
| | 2 | 5 | 11.6 | 12.2 | 17.1 |
| | 3 | 5 | 11.6 | 12.2 | 29.3 |
| | 4 | 5 | 11.6 | 12.2 | 41.5 |
| | 5 | 5 | 11.6 | 12.2 | 53.7 |
| | 6 | 9 | 20.9 | 22.0 | 75.6 |
| | 7 | 10 | 23.3 | 24.4 | 100.0 |
| | Total | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| Developmental activities were beneficial. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 9 | 20.9 | 23.1 | 23.1 |
| | 2 | 1 | 2.3 | 2.6 | 25.6 |
| | 4 | 6 | 14.0 | 15.4 | 41.0 |
| | 5 | 7 | 16.3 | 17.9 | 59.0 |
| | 6 | 10 | 23.3 | 25.6 | 84.6 |
| | 7 | 6 | 14.0 | 15.4 | 100.0 |
| | | Total | 39 | 90.7 | 100.0 |
| Missing | System | 4 | 9.3 | | |
| Total | | 43 | 100.0 | | |

| I have made changes to how I do my job as a result of learning new knowledge and skills. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|-----------------------|
| Valid | 1 | 2 | 4.7 | 4.9 | 4.9 |
| | 2 | 2 | 4.7 | 4.9 | 9.8 |
| | 4 | 3 | 7.0 | 7.3 | 17.1 |
| | 5 | 8 | 18.6 | 19.5 | 36.6 |
| | 6 | 14 | 32.6 | 34.1 | 70.7 |
| | 7 | 12 | 27.9 | 29.3 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I am personally motivated to challenge myself with new learning. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|-----------------------|
| Valid | 3 | 1 | 2.3 | 2.4 | 2.4 |
| | 5 | 2 | 4.7 | 4.9 | 7.3 |
| | 6 | 11 | 25.6 | 26.8 | 34.1 |
| | 7 | 27 | 62.8 | 65.9 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| At work I feel full of energy. | | Frequency | Percent | Valid percent | Cumulative percent |
|--------------------------------|--------|-----------|---------|---------------|-----------------------|
| Valid | 1 | 2 | 4.7 | 4.9 | 4.9 |
| | 3 | 4 | 9.3 | 9.8 | 14.6 |
| | 5 | 8 | 18.6 | 19.5 | 34.1 |
| | 6 | 19 | 44.2 | 46.3 | 80.5 |
| | 7 | 8 | 18.6 | 19.5 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| During this training program, I persevered even when things got difficult. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|-----------------------|
| Valid | 1 | 1 | 2.3 | 2.4 | 2.4 |
| | 3 | 1 | 2.3 | 2.4 | 4.9 |
| | 4 | 1 | 2.3 | 2.4 | 7.3 |
| | 5 | 2 | 4.7 | 4.9 | 12.2 |
| | 6 | 10 | 23.3 | 24.4 | 36.6 |
| | 7 | 26 | 60.5 | 63.4 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I find the work I do full of meaning and purpose. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|-----------------------|
| Valid | 2 | 1 | 2.3 | 2.4 | 2.4 |
| | 3 | 1 | 2.3 | 2.4 | 4.9 |
| | 5 | 6 | 14.0 | 14.6 | 19.5 |
| | 6 | 11 | 25.6 | 26.8 | 46.3 |
| | 7 | 22 | 51.2 | 53.7 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I am enthusiastic about my learning. | | Frequency | Percent | Valid percent | Cumulative percent |
|--------------------------------------|--------|-----------|---------|---------------|-----------------------|
| Valid | 1 | 2 | 4.7 | 4.9 | 4.9 |
| | 3 | 2 | 4.7 | 4.9 | 9.8 |
| | 4 | 2 | 4.7 | 4.9 | 14.6 |
| | 5 | 3 | 7.0 | 7.3 | 22.0 |
| | 6 | 9 | 20.9 | 22.0 | 43.9 |
| | 7 | 23 | 53.5 | 56.1 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I am enthusiastic about my job. | | Frequency | Percent | Valid percent | Cumulative percent |
|---------------------------------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 2 | 4.7 | 4.9 | 4.9 |
| | 3 | 1 | 2.3 | 2.4 | 7.3 |
| | 5 | 6 | 14.0 | 14.6 | 22.0 |
| | 6 | 15 | 34.9 | 36.6 | 58.5 |
| | 7 | 17 | 39.5 | 41.5 | 100.0 |
| | Total | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| When I am not at work I find myself thinking about things that I have done, or things that need to be done. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 3 | 7.0 | 7.5 | 7.5 |
| | 2 | 4 | 9.3 | 10.0 | 17.5 |
| | 3 | 1 | 2.3 | 2.5 | 20.0 |
| | 5 | 13 | 30.2 | 32.5 | 52.5 |
| | 6 | 10 | 23.3 | 25.0 | 77.5 |
| | 7 | 9 | 20.9 | 22.5 | 100.0 |
| | Total | 40 | 93.0 | 100.0 | |
| Missing | System | 3 | 7.0 | | |
| Total | | 43 | 100.0 | | |

| I felt calm, relaxed, and free from worry during my training program. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 8 | 18.6 | 19.5 | 19.5 |
| | 2 | 4 | 9.3 | 9.8 | 29.3 |
| | 3 | 8 | 18.6 | 19.5 | 48.8 |
| | 4 | 3 | 7.0 | 7.3 | 56.1 |
| | 5 | 10 | 23.3 | 24.4 | 80.5 |
| | 6 | 4 | 9.3 | 9.8 | 90.2 |
| | 7 | 4 | 9.3 | 9.8 | 100.0 |
| | Total | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I am attracted to challenging achievement situations. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 4 | 2 | 4.7 | 5.0 | 5.0 |
| | 5 | 7 | 16.3 | 17.5 | 22.5 |
| | 6 | 18 | 41.9 | 45.0 | 67.5 |
| | 7 | 13 | 30.2 | 32.5 | 100.0 |
| Total | | 40 | 93.0 | 100.0 | |
| Missing | System | 3 | 7.0 | | |
| Total | | 43 | 100.0 | | |

| I usually seek out easy situations with limited challenge. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 13 | 30.2 | 31.7 | 31.7 |
| | 2 | 16 | 37.2 | 39.0 | 70.7 |
| | 3 | 3 | 7.0 | 7.3 | 78.0 |
| | 4 | 2 | 4.7 | 4.9 | 82.9 |
| | 5 | 5 | 11.6 | 12.2 | 95.1 |
| | 6 | 1 | 2.3 | 2.4 | 97.6 |
| | 7 | 1 | 2.3 | 2.4 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I felt I was in control of my learning. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 6 | 14.0 | 14.6 | 14.6 |
| | 2 | 3 | 7.0 | 7.3 | 22.0 |
| | 3 | 5 | 11.6 | 12.2 | 34.1 |
| | 4 | 5 | 11.6 | 12.2 | 46.3 |
| | 5 | 7 | 16.3 | 17.1 | 63.4 |
| | 6 | 10 | 23.3 | 24.4 | 87.8 |
| | 7 | 5 | 11.6 | 12.2 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| As the learner, I assumed primary responsibility for important learning decisions. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 2 | 4.7 | 4.9 | 4.9 |
| | 2 | 1 | 2.3 | 2.4 | 7.3 |
| | 3 | 2 | 4.7 | 4.9 | 12.2 |
| | 4 | 4 | 9.3 | 9.8 | 22.0 |
| | 5 | 8 | 18.6 | 19.5 | 41.5 |
| | 6 | 16 | 37.2 | 39.0 | 80.5 |
| | 7 | 8 | 18.6 | 19.5 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I felt safe to step out of my comfort zone and take risks with my learning. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 2 | 4.7 | 4.9 | 4.9 |
| | 2 | 1 | 2.3 | 2.4 | 7.3 |
| | 3 | 1 | 2.3 | 2.4 | 9.8 |
| | 4 | 3 | 7.0 | 7.3 | 17.1 |
| | 5 | 6 | 14.0 | 14.6 | 31.7 |
| | 6 | 15 | 34.9 | 36.6 | 68.3 |
| | 7 | 13 | 30.2 | 31.7 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I felt I had input and involvement in my learning and development. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 7 | 16.3 | 17.1 | 17.1 |
| | 2 | 2 | 4.7 | 4.9 | 22.0 |
| | 4 | 3 | 7.0 | 7.3 | 29.3 |
| | 5 | 12 | 27.9 | 29.3 | 58.5 |
| | 6 | 8 | 18.6 | 19.5 | 78.0 |
| | 7 | 9 | 20.9 | 22.0 | 100.0 |
| | Total | | 41 | 95.3 | 100.0 |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I felt my Team Leader was involved in my learning and development. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 4 | 9.3 | 10.0 | 10.0 |
| | 2 | 4 | 9.3 | 10.0 | 20.0 |
| | 3 | 1 | 2.3 | 2.5 | 22.5 |
| | 4 | 1 | 2.3 | 2.5 | 25.0 |
| | 5 | 6 | 14.0 | 15.0 | 40.0 |
| | 6 | 10 | 23.3 | 25.0 | 65.0 |
| | 7 | 14 | 32.6 | 35.0 | 100.0 |
| | Total | 40 | 93.0 | 100.0 | |
| Missing | System | 3 | 7.0 | | |
| Total | | 43 | 100.0 | | |

| I felt my mentor was involved in my learning and development. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 10 | 23.3 | 25.0 | 25.0 |
| | 2 | 2 | 4.7 | 5.0 | 30.0 |
| | 3 | 2 | 4.7 | 5.0 | 35.0 |
| | 4 | 3 | 7.0 | 7.5 | 42.5 |
| | 5 | 9 | 20.9 | 22.5 | 65.0 |
| | 6 | 6 | 14.0 | 15.0 | 80.0 |
| | 7 | 8 | 18.6 | 20.0 | 100.0 |
| | Total | 40 | 93.0 | 100.0 | |
| Missing | System | 3 | 7.0 | | |
| Total | | 43 | 100.0 | | |

| Resources and supports were available to support my learning. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 5 | 11.6 | 12.5 | 12.5 |
| | 2 | 4 | 9.3 | 10.0 | 22.5 |
| | 3 | 3 | 7.0 | 7.5 | 30.0 |
| | 4 | 3 | 7.0 | 7.5 | 37.5 |
| | 5 | 7 | 16.3 | 17.5 | 55.0 |
| | 6 | 7 | 16.3 | 17.5 | 72.5 |
| | 7 | 11 | 25.6 | 27.5 | 100.0 |
| | Total | 40 | 93.0 | 100.0 | |
| Missing | System | 3 | 7.0 | | |
| Total | | 43 | 100.0 | | |

| The learning resources and opportunities I accessed were relevant to my work. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|-----------------------|
| Valid | 1 | 5 | 11.6 | 12.2 | 12.2 |
| | 2 | 1 | 2.3 | 2.4 | 14.6 |
| | 3 | 1 | 2.3 | 2.4 | 17.1 |
| | 4 | 3 | 7.0 | 7.3 | 24.4 |
| | 5 | 8 | 18.6 | 19.5 | 43.9 |
| | 6 | 15 | 34.9 | 36.6 | 80.5 |
| | 7 | 8 | 18.6 | 19.5 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I found the classroom learning relevant to my job. | | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------|-----------|---------|---------------|-----------------------|
| Valid | 1 | 3 | 7.0 | 7.5 | 7.5 |
| | 3 | 2 | 4.7 | 5.0 | 12.5 |
| | 4 | 1 | 2.3 | 2.5 | 15.0 |
| | 5 | 11 | 25.6 | 27.5 | 42.5 |
| | 6 | 9 | 20.9 | 22.5 | 65.0 |
| | 7 | 14 | 32.6 | 35.0 | 100.0 |
| Total | | 40 | 93.0 | 100.0 | |
| Missing | System | 3 | 7.0 | | |
| Total | | 43 | 100.0 | | |

| I found the infield learning experience relevant to my job. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|-----------------------|
| Valid | 1 | 3 | 7.0 | 7.3 | 7.3 |
| | 4 | 3 | 7.0 | 7.3 | 14.6 |
| | 5 | 6 | 14.0 | 14.6 | 29.3 |
| | 6 | 3 | 7.0 | 7.3 | 36.6 |
| | 7 | 26 | 60.5 | 63.4 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I have been satisfied with my overall learning experience. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 6 | 14.0 | 14.6 | 14.6 |
| | 2 | 3 | 7.0 | 7.3 | 22.0 |
| | 3 | 6 | 14.0 | 14.6 | 36.6 |
| | 4 | 1 | 2.3 | 2.4 | 39.0 |
| | 5 | 8 | 18.6 | 19.5 | 58.5 |
| | 6 | 11 | 25.6 | 26.8 | 85.4 |
| | 7 | 6 | 14.0 | 14.6 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| I felt worthwhile and valued during this training program. | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 8 | 18.6 | 19.5 | 19.5 |
| | 2 | 1 | 2.3 | 2.4 | 22.0 |
| | 3 | 2 | 4.7 | 4.9 | 26.8 |
| | 4 | 1 | 2.3 | 2.4 | 29.3 |
| | 5 | 5 | 11.6 | 12.2 | 41.5 |
| | 6 | 11 | 25.6 | 26.8 | 68.3 |
| | 7 | 13 | 30.2 | 31.7 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| The goals in my job are: | | Frequency | Percent | Valid percent | Cumulative percent |
|--------------------------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 5 | 11.6 | 12.2 | 12.2 |
| | 2 | 4 | 9.3 | 9.8 | 22.0 |
| | 3 | 10 | 23.3 | 24.4 | 46.3 |
| | 4 | 11 | 25.6 | 26.8 | 73.2 |
| | 5 | 8 | 18.6 | 19.5 | 92.7 |
| | 6 | 3 | 7.0 | 7.3 | 100.0 |
| Total | | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |

| Reaching my job goals is important to: | | Frequency | Percent | Valid percent | Cumulative percent |
|--|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 26 | 60.5 | 65.0 | 65.0 |
| | 2 | 1 | 2.3 | 2.5 | 67.5 |
| | 4 | 10 | 23.3 | 25.0 | 92.5 |
| | 5 | 1 | 2.3 | 2.5 | 95.0 |
| | 6 | 2 | 4.7 | 5.0 | 100.0 |
| | Total | 40 | 93.0 | 100.0 | |
| Missing | System | 3 | 7.0 | | |
| Total | | 43 | 100.0 | | |

| Normally, I meet my job goals. | | Frequency | Percent | Valid percent | Cumulative percent |
|--------------------------------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 17 | 39.5 | 41.5 | 41.5 |
| | 2 | 19 | 44.2 | 46.3 | 87.8 |
| | 3 | 2 | 4.7 | 4.9 | 92.7 |
| | 4 | 3 | 7.0 | 7.3 | 100.0 |
| | Total | 41 | 95.3 | 100.0 | |
| Missing | System | 2 | 4.7 | | |
| Total | | 43 | 100.0 | | |