

Staying Power!

A Supervisor's Guide to
Child Welfare Retention



A Product of
**THE
R&R
PROJECT**
Child Welfare Staff
Recruitment & Retention
An Evidence-Based Training Model

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Session 1 Handout A

Agenda

Staying Power!

A Supervisor's Guide to Child Welfare Retention

Day 1

Session 1—The Contemporary Workforce and Retention

Welcome and Participant Introductions (Icebreaker)

Introduction to the Curriculum

What Does the Future Hold? Fewer Workers and Different Workers

The High Costs of Turnover

Turnover and Retention: Push and Pull Factors

Session 2—The Supervisor and Retention

The Retention-Oriented Supervisor

Supervisors Trump Agencies: Findings from the Gallup Study

Stages of Worker Development

Day 2

Session 3—Supporting Engagement: Staying Power Strategies

Welcome Back & *Embedded Evaluation 1*

The First Day at Your New Job

Welcoming the Newcomer

The Newcomer Interview

Session 4—Supporting Development: More Staying Power Strategies

The Disengagement Process

The *Staying Power!* Interview: Posing the Miracle Question with Your Team or Workgroup

Feedback and Performance Coaching

Wrap Up and Action Planning

Evaluation

Day 3

Session 5—Reducing Burnout, Building Resilience

Welcome and Action Plan Follow Up

Stress, Burnout and Resilience

Job Satisfaction

Two Supervisory Paradigms

Session 6—Developing a Retention Plan

Embedded Evaluation 2

Rewards and Recognition

Action Planning

Summary and Next Steps

Evaluation

Workforce Trends

Workforce Trends in the United States

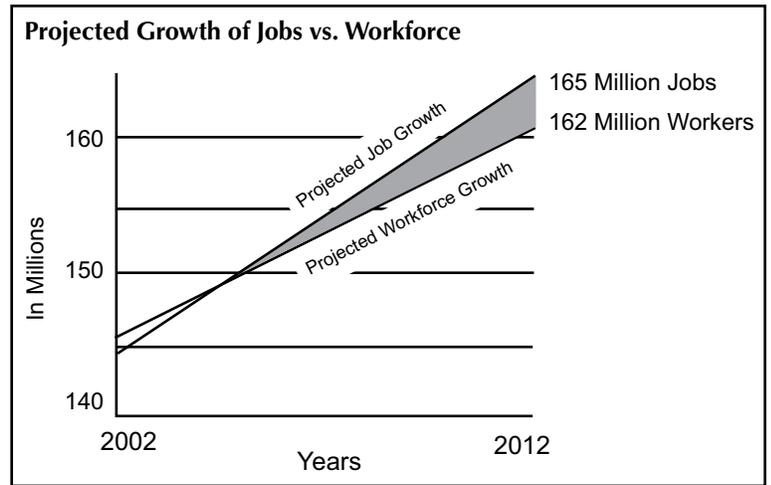
(US Bureau of Labor Statistics, 2004)

The United States Bureau of Labor Statistics (BLS) projects a 15%

growth rate in employment between 2002 and 2012. The highest growth rates will occur in:

- ☞ Education & health services
- ☞ Professional & business services

Projected labor shortage especially among skilled workers will lead to a “sellers” market for skilled workers.



Workforce Trends in Social Work

- ☞ 30% are 55 and older as compared to 13.9% across all occupations
- ☞ High growth occupation (greater than the 14.8% projected national average)
(Bureau of Labor Statistics, 2004; Barth, 2001)
- ☞ Social workers earn about 11% less than those in other service occupations (Barth, 2001)
- ☞ Social workers have high commitment which may lead to “stickiness” & help depress wages (Barth, 2001)

Workforce Trends in Child Welfare

- ☞ Vacancies are staying open longer than in 2000.
- ☞ Vacancy rates for public child welfare workers are significantly higher than those of other state and local government workers.
- ☞ Average salaries are markedly lower than for nurses, teachers, police officers & fire fighters (APHS, 2004).
 - To read the survey report, go to <http://www.aphsa.org/Home/Doc/Workforce%20Report%202005.pdf>

Workforce Trends in North Carolina

- ☞ 73% of employees with less than 5 years experience
- ☞ Statewide vacancy rate = 31%
- ☞ Turnover rates highest in Case Management and Investigations
- ☞ At least 71 days needed to fill a SW III position
(North Carolina Office of State Personnel Study, 2004)

Session 1 Handout C

Workforce Priorities Mobility and Motivation

U. S. Workforce

High mobility

- 46% want to change jobs in the next 6 months
- 75%, in the next 12 months

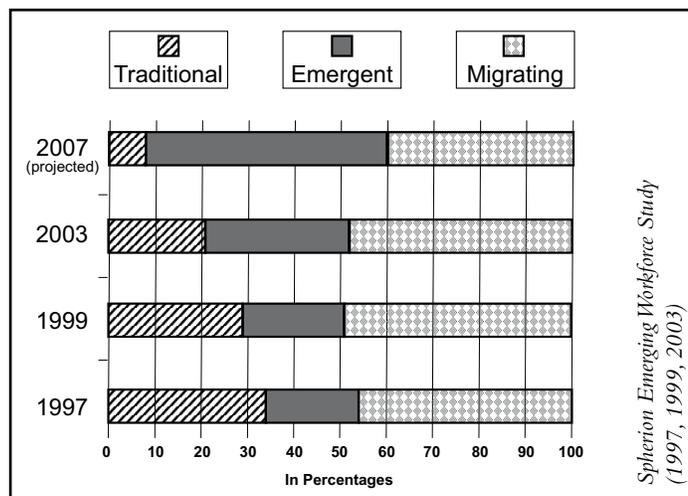
Changing priorities

- 86% cite work fulfillment & work/life balance as #1
- 35% cite being successful at work & moving up the ladder

What motivates workers?

- ☞ Traditional workers prefer job security and stability and like employers to pave their career path
- ☞ Emergent workers take charge of their careers, want to learn new skills and embrace change.
- ☞ Migrating workers have a mix of both emergent and traditional workplace values.

Dimensions	Traditional Worker	Emergent Worker
Loyalty	Tenure	Contribution
Job Change	Damaging to career	Vehicle for growth
Career Path	Company responsibility to provide	Employee responsibility to pursue
Advancement	Based on longevity	Based on performance
Job Security	Required as a driver of commitment	Rejected as a driver of commitment



Are you a traditional, an emergent, or a migrating worker?

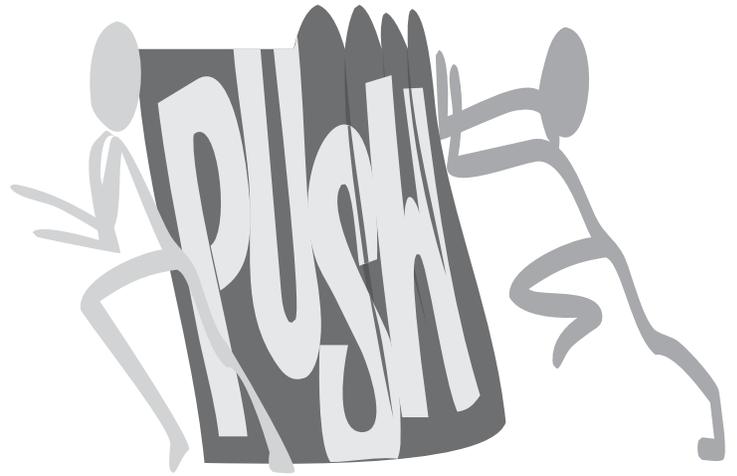
An on-line self assessment tool can be found at the Spherion website: http://www.spherion.com/about_us/emerging_workforce/workers_defined.jsp

Session 1

Handout D

Top 10 Push Factors

Why do people leave?



1. Expectations not met
2. Mismatch between the person and the role
3. Mismatch between the person and the organizational culture
4. Insufficient opportunities for growth and advancement
5. Insufficient recognition or appreciation
6. Problems with direct manager/supervisor
7. Dissatisfaction with pay
8. Stress
9. Lack of work/life balance
10. Loss of confidence in the organization, particularly the leadership

Expanded from Branham, L. (2005). The 7 hidden reasons employees leave. New York: AMACOM.

All Turnover is Not the Same

Employer actions likely to prevent or delay turnover	Employer actions may prevent or delay turnover	Employer actions have little influence on turnover
<ul style="list-style-type: none"> • Expectations not met • Few opportunities for growth and advancement • Poor fit with job • Most of the factors on the “Top 10” list (see Handout 1G) • Strong selection process 	<ul style="list-style-type: none"> • Commuting distance • Family needs • Additions to family • Return to school • Promotion 	<ul style="list-style-type: none"> • Retirement • Promotion • Illness or disability • Relocation

<p>Voluntary Departures</p> <ul style="list-style-type: none"> • Employer actions may prevent or delay turnover 	<p>Voluntary Departures</p> <ul style="list-style-type: none"> • Employer actions are unlikely to prevent or delay turnover
<p>Involuntary Departures</p> <ul style="list-style-type: none"> • Employer initiated 	<p>Unavoidable Departures</p> <ul style="list-style-type: none"> • Employee initiated and unavoidable by either employee or employer

Pull Factors Promoting Retention



Characteristics of the Worker

- ☞ Education and training
- ☞ Sense of mission and investment
- ☞ Desire to help
- ☞ Self-efficacy

The Nature of the Work

- ☞ Realistic job preview
- ☞ Match/"Goodness of fit"
- ☞ Challenging work
- ☞ Diverse tasks
- ☞ Autonomy/decision-making

Co-Workers

- ☞ Need for affiliation
- ☞ Supportive and competent

Supervision

- ☞ Practice support
- ☞ Learning support
- ☞ Mentoring
- ☞ Emotional Support

The Workplace: Agency Climate

- ☞ Clear vision & mission
- ☞ Affirmation & recognition
- ☞ Learning organization orientation

The Agency and the Community

- ☞ Community engagement
- ☞ Positive perception of the agency

Inventory of Current Retention Strategies

In the box to the right of each category below, please write one example of each strategy

Strategies that target...

1. The Worker	
2. The Work	
3. The Supervisor	
4. Supervisory Practice	
5. Professional development and learning organization	
6. Other aspects of agency climate	
7. The community	

Session 2

Handout B

Staying Power! An Employee Perspective

According to research conducted by the Gallup Organization, these questions measure the critical elements needed to attract, focus, and keep the most talented employees.

Staff Needs	Critical Questions	Supervisor Tasks
What do I get?	1. Do I know what is expected of me at work? 2. Do I have the materials and equipment I need to do my work right?	
What do I give?	3. At work, do I have the opportunity to do what I do best every day? 4. In these last seven days, have I received recognition or praise for doing good work? 5. Does my supervisor, or someone at work, seem to care about me as a person? 6. Is there someone at work who encourages my development?	
Do I belong here?	7. At work, do my opinions seem to count? 8. Does the mission/purpose of my company make me feel my job is important? 9. Are my co-workers committed to doing quality work? 10. Do I have a close friend at work?	
Can I grow here?	11. In the last six months has someone at work talked to me about my progress? 12. This last year, have I had opportunities at work to learn and grow?	

Buckingham, M. and Coffman C. (1999). First, break all the rules.

Session 2

Handout C

Stages of Child Welfare Worker Development

Stage	Worker Characteristics
<p>High anxiety</p> <p>Day 1 to 6 months</p>	<ul style="list-style-type: none"> ● Overwhelmed with everything they have to learn and to do ● May feel inadequate to perform necessary tasks ● May be confused about their feelings toward abusive or neglectful parents ● May be confused about their own roles & responsibilities ● Anxiety about life & death decisions ● May have positive feelings – enthusiasm, a sense of excitement, challenge
<p>Make it or break it</p> <p>1–6 months (may overlap high anxiety stage)</p>	<ul style="list-style-type: none"> ● Ambivalence ● Familiar with job and questioning if this is a good fit ● Some degree of confidence in concrete tasks ● May still feel overwhelmed by less concrete tasks ● May still have anxiety about certain roles and responsibilities
<p>Basic skills</p> <p>6 months +</p>	<ul style="list-style-type: none"> ● Core competencies in place ● Recognition of need for more advanced or specialized skills ● More aware of obstacles to effective job performance (caseload size, paperwork time, lack of resources, etc.) ● May desire less supervision ● Feelings of satisfaction and feeling of disillusionment may coexist
<p>Relative independence</p>	<ul style="list-style-type: none"> ● Strong sense of confidence and competence regarding the knowledge, skills, and ability to perform the job ● Capacity to identify problems and options ● Strong sense of independence and autonomy

Factors that affect how quickly they move through stages: Educational background, previous social work or child welfare experience, preservice training, supervisory interventions

Salus, M.K. (2004). *Supervising child protective services caseworkers. Child Abuse and Neglect User Manual Series. Washington, DC: DHHS, Administration for Children and Families.*

Instructions for Worker Developmental Stage Exercise

1. Read the description of the Marelli family (Handout E) and the description of your worker stage (from Handout F).
2. Review what you know about Marla's stage of worker development from Handout C.
3. As a group, make a written list on Handout G, Part 1, of Marla's issues that reflect her developmental stage.
4. As a group, make a written list on Handout G, Part 2, of the strategies the supervisor could use that would reflect an understanding of Marla's stage issues.
5. As a group write a dialog on Handout H between Marla and the supervisor. Be sure the supervisor addresses the issues of Marla's developmental stage.
6. Assign four tasks within your group. These will be your tasks for the report out to the large group.
 - a. Explain Marla's worker developmental stage issues
 - b. Explain the supervisory approaches that could help with these issues
 - c. Read Marla's role of the scripted dialog
 - d. Read the supervisor's role of the scripted dialog

Marla and the Marellis

You supervise a child welfare unit that works with families in which there has been child neglect and the children remain in their homes. Common service needs are for:

- Child care
- Job readiness, job finding and employment support
- Father involvement
- Substance abuse
- Domestic violence
- Parenting education and support
- Interpersonal skills, e.g., for healthy relationships with partners/spouses, families of origin, and employers
- GED, vocational training or higher education
- Mental health

Two weeks ago you assigned the Marelli family to Marla, a worker in your unit. The Marelli family consists of

- Tiffany Marelli, age 22
- Rollie Marelli, age 4
- Ralphie Rodriguez, age 2
- Alex Rodriguez, age 26, father of Ralphie

The family came to the attention of the Department when Rollie and Ralphie wandered out of the yard into the street where they were seen by a neighbor who reported it to the police. The police found Tiffany and Alex in the house. Tiffany was asleep and Alex was smoking marijuana and drinking. Tiffany's subsequent Urine Analysis (UA) identified marijuana. However, only Alex was arrested for drug possession and is now re-incarcerated on parole violation; he likely will be out in three months.

Alex and Tiffany have had an on-off relationship for three years. During that time the police have responded to two reports of domestic violence both of which involved minor injuries for Tiffany. Tiffany says she does not know where Rollie's father is as she has had no contact with him since she became pregnant.

Marla has met with Tiffany twice. Currently Tiffany is awaiting a full substance abuse assessment. She is on the waiting list for a job readiness program that will be about 30 hours per week. Both children recently began full time day care.

Tiffany's Aunt Claudia drove 150 miles from her home to be part of Tiffany's team meeting. She is critical of and frustrated with Tiffany, but she also is the only family member who is still involved in Tiffany's life. Aunt Claudia raised Tiffany for several years when Tiffany's mother left her alone and Child Welfare became involved. Tiffany later moved to a group home after she stole from Aunt Claudia and her friends trashed the house while Claudia was at church. Tiffany and Claudia have had sporadic contact over the past five years.

Tiffany is quite angry about being involved in the Child Welfare system. She screamed at Marla "Child Welfare never helped me or my mom. You guys totally messed up my life—I got no education, no job, and nothing ever goes right for me—my boyfriend beats me up and I'm always broke. You social workers just moved me around my whole life and then dumped me out in the world with nothing. I hate everything you stand for. Just give me the day care for my kids and get me a job—then get the hell out of my life."

Tiffany has made it clear that she will go along with Child Welfare only as much as she has to in order to keep her kids. Marla said to you "She is totally hostile to me. I think I'm taking the brunt of 20 years of rage that she's built up."

Marla soon will begin working with Tiffany and her family team (involving at least Aunt Claudia, a substance abuse counselor and a jobs counselor) on the case plan. Now you, the supervisor, are meeting with Marla to discuss this phase of the casework process.

Marla at Stage 1 High Anxiety

Marla, age 23, recently graduated with a BSW.

This is her first job although she had a field experience working in a group home for young adolescents. She was enthusiastic when she started working six weeks ago. Since then she has had mixed reactions to her experiences.

After shadowing experienced workers, she told you that she sometimes feels quite intimidated by the adults and wonders if she should be assigned to a foster care unit so she could work with children and foster parents. She says she knew parents would be angry but she really doesn't know how to respond; she finds herself feeling flustered as well as angry at them for accepting so little responsibility for their children.

She said "I really wonder about the decision not to remove her kids—I mean, I think she must be really immature or else she would cooperate more with me. So, can we really expect her to take care of her kids? I don't even know how to begin this case plan with her to tell you the truth."

Marla at Stage 2

Make It or Break It

Marla, age 23, has been working in your unit for five months.

This is her first job after receiving a BSW, although she had a field experience working in a group home for young adolescents. Tiffany Marelli is the twelfth case you have assigned to her in which she has primary responsibility.

At first she was quite flustered about working with parents, particularly if they expressed anger. She has gotten more comfortable, but questions whether this is a good fit for her professionally. She says she might prefer working with children only.

She is skilled at documentation but less sure of herself in engaging adult family members. You have observed her several times and she is rather wooden and formal in your opinion, although not disrespectful. You have talked with her about this—she says that she feels her style of interacting helps her to stay focused on the tasks and lessens the chance that she will feel intimidated.

She told you “Many of the parents are older than I am and all of them are more street smart and they all know it—I just feel that being more formal is the best method for me.”

Marla at Stage 3

Basic Skills

Marla, age 24, has worked in your unit for one year.

This is her first job after receiving a BSW, although she had a field experience working in a group home for young adolescents. She has a full case load and she does a better than average job of keeping up with documentation and meeting deadlines, although she frequently criticizes the processes and often makes suggestions for how to streamline them.

She generally is able to involve family members in assessment and planning and support them in working on their plans. However, in your opinion she continues to be rather wooden and formal with clients and is quick to interpret their anger as a sign of lack of cooperation and poor prognosis. This seems to be a reaction to how she first felt on the job—flustered and intimidated by clients' anger.

Marla also is hanging out more with the cynics group at work and she makes jokes in unit meetings about how ironic it is that a social work agency seems to value their employees so little. She is annoyed that her recent request to receive agency funding to attend a week-long out-of-state training on chronic neglect was turned down.

She seems to be less forthcoming in supervisory sessions and recently told you “I know supervision is useful, but frankly, I'd like to spend more time trying to keep up with the paper work and less time talking about my cases. I really want to try to keep this job to 40 hours and that is hard to do with so many meetings.”

Marla at Stage 4 Relative Independence

Marla, age 27, has worked in your unit for nearly four years.

This is her first job after receiving a BSW, although she had a field experience working in a group home for young adolescents.

When she first came to work for you, she was quite intimidated by clients' anger and, probably to compensate, she developed an approach to working with families that you find rather wooden and formal. However, she is never disrespectful and you have never had to reassign one of her cases.

Marla is your best worker as far as adequate documentation and meeting deadlines. You have assigned other new workers to shadow her on these tasks and several workers have said that they better understand how to write case plans, reassessments, and closing summaries having read hers.

Marla prefers to work independently of almost everyone. She has said to you "I feel like I know how to do this job backwards and forwards. I know group meetings are supposed to be a good idea, but frankly I don't see that much value in them—they take a lot of time that I could use more productively. This goes for all the family group meetings and unit meetings and other agency meetings.

I know supervision is a good idea but mostly just for the first year or two on the job. That's not to say I don't appreciate your efforts, but, I'd like to move supervision meetings along more quickly. I just really need to free up some time for real work."

Working with Marla

Worker Stage of Development _____

Part 1

What are the worker developmental stage issues for Marla as she works with Tiffany Marelli to develop the case plan?

Part 2

What are the supervisory strategies that would help Marla in working with Tiffany Marelli to develop the case plan?

Session 2

Handout H

The Dialogue

Use the format below to develop a dialog that reflects the supervisor's understanding of Marla's developmental stage issues.

1 Supervisor

1 Marla

2 Supervisor

2 Marla

3 Supervisor

3 Marla

4 Supervisor

4 Marla

5 Supervisor

5 Marla

Session 2

Handout H (Cont.)

6 Supervisor

6 Marla

7 Supervisor

7 Marla

8 Supervisor

8 Marla

9 Supervisor

9 Marla

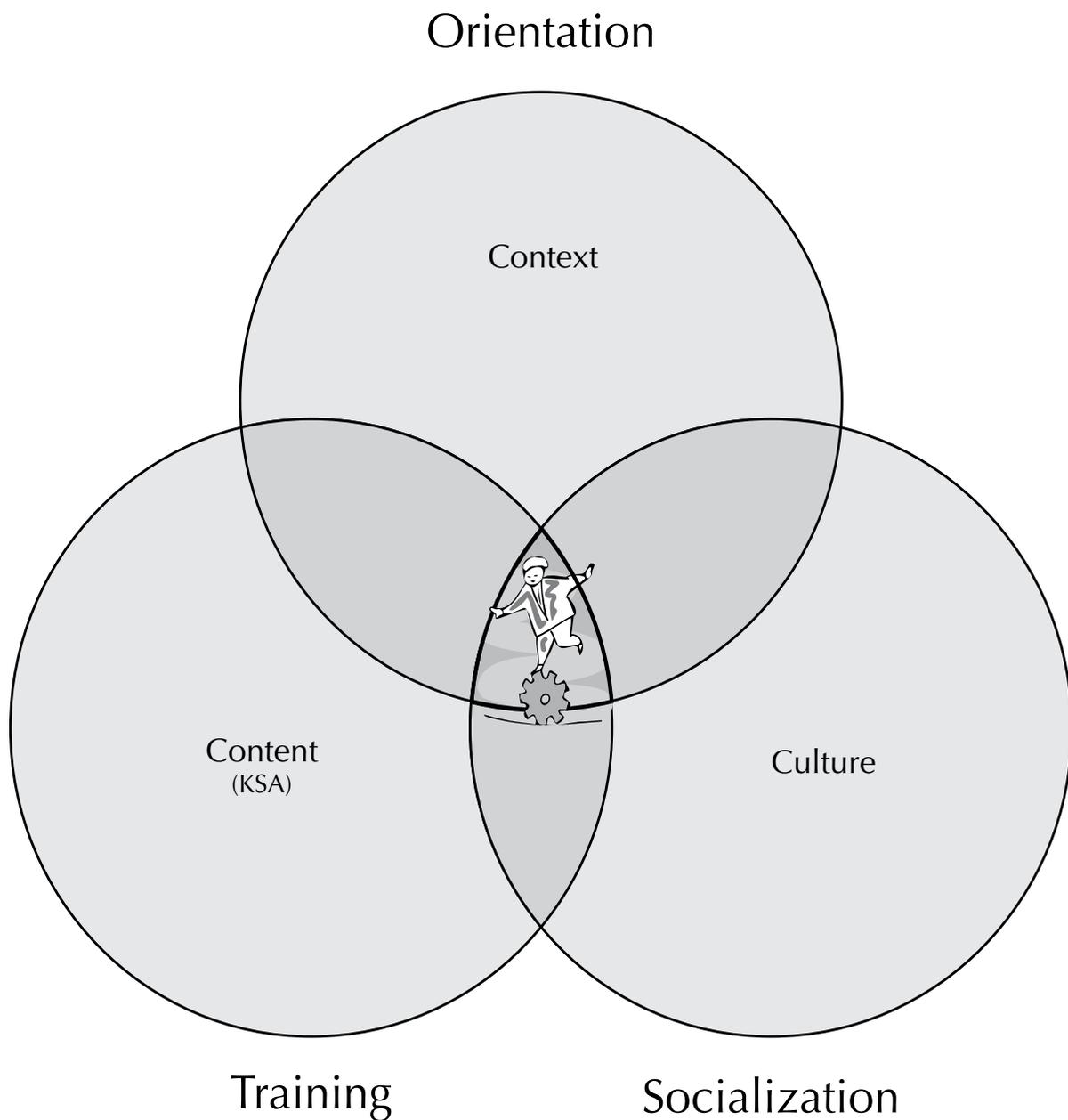
10 Supervisor

The First Day at Your New Job

Imagine that you are a typical new child welfare worker in your agency. You get up and begin your morning routine...

1. What are your thoughts and feelings as you prepare for your first day of work at DSS?
2. What are your impressions when you come to work the first time? As you walk through the door? As you find your desk?
3. How do you feel?
4. What do you hope will happen the first day?
5. At the end of the day when you tell your family and friends about the first day highlights, what will you say?

What Happens When New Staff Arrive?



Session 3

Handout C

Activities for Employee-Centered Engagement

Consider each of the objectives listed in column one. In columns 2 and 3, list some activities that might respond to this objective.

What would you do to...?	Activities	
	1 st Month	6 th Month
1. Build commitment to the agency's mission		
2. Promote positive attitudes about the work		
3. Save time for the supervisor & reduce training time		
4. Promote open communication		
5. Promote sense of belonging		
6. Reduce anxiety & stress of starting a new job		
7. Confirm the job decision		
8. Clarify expectations		
9. Build confidence in the ability to do the job		
10. Provide general support and reassurance		
11. Help worker learn coping skills		

The *Staying Power!* Newcomer Interview

Purposes

- ☞ To engage a new staff member in a discussion about strengths and expectations for the new position
- ☞ To create an opportunity to tailor work expectations and development plans to increase the opportunities for success
- ☞ To clarify misconceptions
- ☞ To set the stage for future stay interviews

When

During the first 2–4 weeks in the office

Possible questions

1. Based on your experiences in the job so far, what have you learned about your strengths?
2. How are things the same or different than you thought they would be?
3. Of all the things you have done so far, what has been most challenging?
4. What is confusing for you at this point?
5. What talents or skills would you most like to use in your new position?
6. What talents or skills would you like to develop more?
7. Given what you know about the job so far, what most appeals to you? What concerns you most?
8. How is our working relationship going so far?

List additional questions in the space below:

Newcomer Interview Scenarios

Scenario One

Name: Natasha Newsome

Age: 26

Background

You are a recent graduate of the local university where you majored in social work. This is your first position since completing your BSW a few months ago. You took a child welfare course offered by your social work program and your field placement was with a foster care social worker in a nearby county. You are excited about the new position in THIS County and feel well-prepared for the work.

You expected to have more time to work with the youth assigned to you and have lots of creative ideas. You notice, however, that other staff seem to spend a lot of time in their offices doing paperwork.

Next time you meet with your supervisor, you want to introduce one of your new ideas for working with youth. You also want to ask for time off since your oldest child has a field trip with her preschool class.

You delayed accepting a new position immediately after graduation because you wanted time with your family. In fact, your greatest concern about the new position is how you will balance the needs of your school age children and the expectations of the position. You feel fortunate to have a job near where you live so that you do not have a long commuting time. During the job interview you did not talk very much about your hopes for balancing family and work responsibilities.

So far, the first week is going well. You like your supervisor and your co-workers. Your supervisor is accessible and you look forward to your next individual meeting with her.

Newcomer Interview Scenarios

Scenario Two

Name: Odessa Oldman

Age: 33

Background

You are delighted to land a job in child welfare at your local Department of Social Services. You were concerned that you might not be able to find a position that allowed you to build on your 2 years of child welfare practice in a nearby state. You hear that this state is quite progressive and emphasizes best practices in child welfare. You look forward to developing your knowledge and skills. You imagine that one day you might direct child welfare services in your community. Of course, you think that before you can achieve your dream, you will probably need to return to school for a graduate degree. You are thinking about timing for the return to school. Meanwhile, you hope to get as much experience as possible. You are looking forward to the next meeting with your supervisor so that you can tell her about your two weeks on the job. You also wonder if you should bring up your career plans at this stage. If possible, you would like to begin the MSW program in the fall.

Newcomer Interview Scenarios

Supervisor Instructions

After two weeks on the job, your newest staff member has completed orientation with the human resources department and you have spent some time with her also. You are pleased that you were able to hire someone with experience in child welfare and hope that you will be able to keep your new worker for a few years. You planned an appointment with her to conduct a newcomer interview.

Your tasks are to discover her strengths and learning needs and begin to formulate a staff development plan with your new worker.

You will interview one of the following new staff:

Natasha Newsome, age 26

Natasha recently graduated from the local university where she earned a BSW. She took a child welfare course and did her field placement in foster care at another county DSS located about 30 miles away from where she lives.

Odessa Oldman, age 33

Odessa recently moved to the community from a nearby state. She has 2 years child welfare experience in that state and you are delighted to get a new worker with experience.

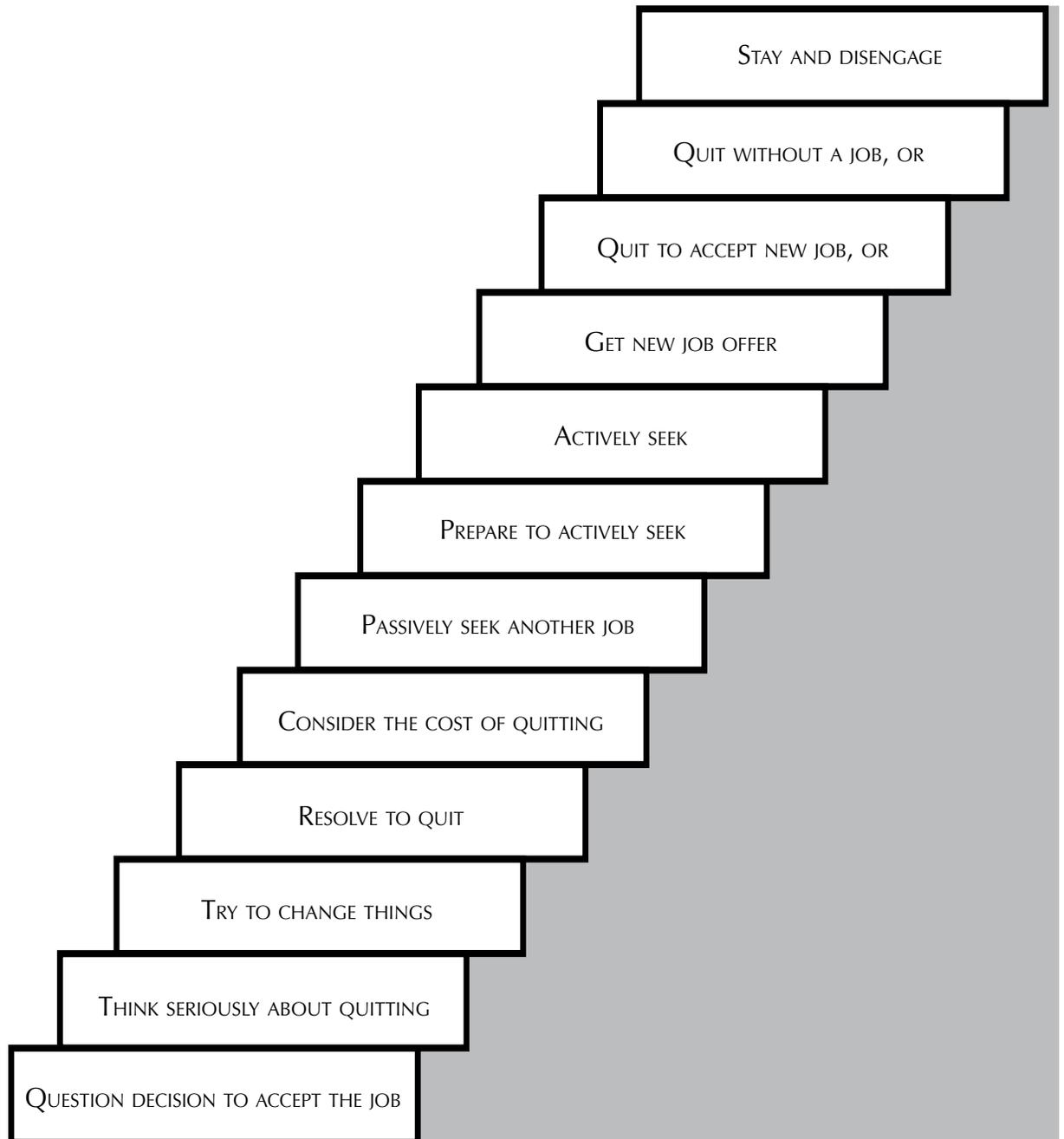
Newcomer Interview Scenarios

Observer Instructions

Please write your observations by answering the questions below.

1. How did the supervisor set up the interview and establish rapport?
2. What did the supervisor do to identify strengths?
3. How did the supervisor elicit and then clarify misconceptions about the job?
4. How did the supervisor discover learning needs?
5. How did the supervisor engage the new worker in outlining the staff development plan?
6. Strengths you observed:

The Disengagement Process



Branham, L. (2005). The 7 hidden reasons employees leave. New York: AMACOM

The *Staying Power!* Interview

Posing the Miracle Question with your Team or Workgroup

Use the miracle question.

Imagine that while you are asleep tonight, a miracle happens. The miracle is that this agency is the best place to work that you could imagine. However, because you are asleep, you don't know that the miracle has happened. So, when you wake up tomorrow morning and come to work, what will be different that will let you know that a miracle has happened that this is a great place to work?

- ☞ Staff begin to identify elements of their own miracles. Write responses on newsprint for all to see. Use this process to come to agreement on what the miracle looks like for the group.
- ☞ Use the scaling question to assess current conditions and identify strategies to move closer to the miracle.
- ☞ On a scale of one to ten (ten being that the miracle has happened now in our agency and one being just the opposite), where would you say we are as a team?
- ☞ Ask staff to share the numbers they picked and what aspects of the miracle they currently see in the team?
- ☞ Next, ask staff what they will see if the team is just one number higher than it is now. Record responses on a flip chart and engage the team in a discussion of the strategies listed. As a group, select 1 or 2 strategies that have broad support.
- ☞ Ask the group to agree to work on these strategies for a specified time period (the next month, quarter). Assure them that they will have an opportunity to reassess the miracle at the end of this time. Discuss what it will take to implement these strategies.

Pichot, T. and Dolan, Y. (2003). Solution-focused brief therapy: Its effective use in agency settings. New York: Haworth Press.

The *Staying Power!* Interview with Individuals

Purpose

- ☞ An opportunity for supervisors to discover what individual staff value and what motivates each person to remain employed at the agency
- ☞ Helps the supervisor develop individualized strategies to respond to the “push” factors for each staff member
- ☞ Conveys to staff that the supervisor cares and that each staff member is valued and important.

What the supervisor needs

- ☞ The ability to establish trust with workers
- ☞ The courage to hear things about yourself without becoming defensive
- ☞ Willingness to listen and thank people for their input
- ☞ Willingness to respond with empathy

When? On a regular basis

- ☞ When someone is first employed
- ☞ At the time of a performance review
- ☞ Each quarter
- ☞ When concerns arise

How?

- ☞ Arrange a time for the discussion

Possible interview questions:

Possible responses:

Performance Coaching

“Coaching is unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them.”

—John Whitmore
Coaching for Performance, 2004

The Coaching Game Plan

Prerequisites for coaching	Awareness of what is required Take responsibility
Skills required for performance coaching	Effective questioning Active listening
Sequence of events during a coaching session	G – Goals. What do you want? R – Reality. What is happening now? O – Options. What could you do? W – Will. What will you do?

Benefits of Coaching

Coaching Inventory

Assessing Your Coaching Style

Directions

Circle the number of the response that best identifies the extent to which you engage in this activity or behavior.

	Rarely or Seldom	Occasionally or Sometimes	Frequently
Please record each response carefully, as some of the numerical values change due to the nature of the statement.			
1. I spend time with my employees to help them develop professionally and in their careers.	1	2	3
2. I spend time with my employees discussing with them how to perform to their highest abilities.	1	2	3
3. I observe my employees and target any skills or behaviors for further development.	1	2	3
4. When giving feedback to an employee, I prefer to guard the feelings of the employee by softening the feedback.	3	2	1
5. When meeting with an employee, I ensure privacy and uninterrupted time.	1	2	3
6. In a developmental meeting, I encourage an employee to tell me as much as he or she can about the issue.	1	2	3
7. I revise development plans that have previously been agreed upon with the employee as needed and provide further coaching.	1	2	3
8. I resist losing my best employees to other opportunities within the company.	3	2	1
9. During a formal performance appraisal or employee progress review, I devote time to discussing plans to further improve performance.	1	2	3
10. I identify and communicate the consequence of an employee not developing to his or her potential.	1	2	3
11. In a performance or development discussion, I describe to the employee specifically what the ideal performance or behavior is.	1	2	3
12. In a developmental or performance discussion, we concentrate on my perspective rather than the employee's.	3	2	1
13. I encourage a two-way discussion by asking employees for their perspective on areas for development or improvement.	1	2	3
14. I periodically review with employees their progress toward established development goals.	1	2	3
15. I set time aside throughout the year, outside of performance appraisal and other formal processes, to discuss each employee's professional development and advancement.	1	2	3
16. I create a work environment that allows employees to change and improve their performance over time.	1	2	3

Session 4

Handout E (Cont.)

	Rarely or Seldom	Occasionally or Sometimes	Frequently
Please record each response carefully, as some of the numerical values change due to the nature of the statement.			
17. When I identify a development need for an employee, I just discuss it with them without worrying about any formal advance planning for the meeting.	3	2	1
18. I provide specific feedback to the employee on performance and development and suggest changes for improvement.	1	2	3
19. In a development or performance discussion, I pay attention to and consider the employee's perspective.	1	2	3
20. In a meeting with an employee, I tend to concentrate so much on what I want to say that I don't always hear what the employee is saying.	3	2	1
21. I evaluate my employee's development and reinforce any increase in competence.	1	2	3
22. During a formal performance appraisal or employee progress review, I devote time to discussing development and career advancement goals.	1	2	3
23. I leave performance discussions to performance appraisal meetings only.	3	2	1
24. Before actually conducting a developmental meeting with an employee, I determine specifically what I want the employee to do differently and why.	1	2	3
25. In a developmental meeting, I help the employee to identify barriers to future development and ways to overcome them.	1	2	3
26. When meeting with an employee, I show that I am interested and attentive through my nonverbal behaviors, such as facing the employee directly, making eye contact, etc.	1	2	3
27. I make sure I have understood everything an employee has said through behaviors such as concentrating, paraphrasing, and checking for understanding.	1	2	3
28. It is not appropriate for me to assist employees in implementing development plans, so I leave them on their own for the most part.	3	2	1
29. I help my employees to better understand the expectations of our organizational culture and environment and how they can impact their professional aspirations.	1	2	3
30. I actively identify performance improvement opportunities for individual employees.	1	2	3
31. If and when I note a development need or opportunity for an employee, I take time to analyze the situation and to determine the root causes and barriers to improvement.	1	2	3
32. I give honest feedback that helps employees to better understand how their behaviors and performance are perceived within the organization.	1	2	3
33. I convey a positive attitude throughout a coaching session that communicates my belief in the employee's ability to reach agreed-upon goals.	1	2	3
34. I probe for further information from an employee through behaviors such as concentrating and paraphrasing and checking for understanding.	1	2	3
35. I monitor the employee's use of a skill or behavior that was targeted for improvement on the job.	1	2	3

Silberman, M. (2003). *The active manager's tool kit*. New York: The McGraw Hill Corporation.

Coaching Inventory Part II

Scoring Your Coaching Style

Directions

Transfer the numerical values (1, 2, 3) you have given for each item to the spaces in the columns below. (Please record each number carefully, as some of the numerical values change within each column or category.) Add the numbers in each column for a total score for each category.

Commitment toward Professional Development	Commitment toward Performance Development	Assessment, Diagnosis, and Planning
1.	2.	3.
8.	9.	10.
15.	16.	17.
22.	23.	24.
29.	30.	31.
Total:	Total:	Total:

Meeting Face-to-Face and Giving Feedback	Attending	Listening and Responding	Implementation and Follow-Up
4.	5.	6.	7.
11.	12.	13.	14.
18.	19.	20.	21.
25.	26.	27.	28.
32.	33.	34.	35.
Total:	Total:	Total:	Total:

Interpretation

Look at your scores in each category as one indication of the degree to which you use or are committed to this coaching philosophy, behavior, or skill.

Scores in the 12- to 15-point range indicate use of or commitment to these coaching areas.

Scores in the 5- to 8-point range indicate areas of coaching on which you may want to focus more attention.

Session 4

Handout G

Plotting Your Coaching Style

To create a profile of your coaching strengths and highlight opportunities for improvement, plot the scores from each of the seven categories on the graph below. Create a plot line by connecting the circled numbers.

	Commitment toward Professional Development	Commitment toward Performance Development	Assessment, Diagnosis, Planning	Meeting Face-to-Face and Giving Feedback	Attending	Listening, Responding	Implementation, Follow-Up
Most	15	15	15	15	15	15	15
	14	14	14	14	14	14	14
	13	13	13	13	13	13	13
	12	12	12	12	12	12	12
	11	11	11	11	11	11	11
	10	10	10	10	10	10	10
	9	9	9	9	9	9	9
Least	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
	5	5	5	5	5	5	5

You may also want to plot your employees' scores (from the "Employee" inventories) on the graph in a different color to compare to your own scores.

What Have You Learned? Journaling Your Coaching Insights

Use this section to analyze the results of the Coaching Inventories to identify the coaching areas in which you want to improve.

1. Look at the Coaching Inventory (Self) scores as well as the Coaching Inventory (Employee) scores. What do the score values (Self and Employee) and profile graph tell you about each category below? Also, compare your self-score to your employees' scores and reflect on the possible reasons for any differences.
 - a. Commitment toward Professional Development
This category refers to your commitment to coaching employees for career advancement and growth within the organization.
 - b. Commitment toward Performance Development
This category refers to your commitment to coaching employees to achieve even higher job performance.
 - c. Assessment, Diagnosis, and Planning
This category refers to your skill at assessing and diagnosing the need for coaching for each employee, as well as planning for an upcoming coaching meeting.
 - d. Meeting Face-to-Face and Giving Feedback
This category refers to engaging in actual face-to-face coaching meetings with employees and your skill in giving them relevant and direct feedback.
 - e. Attending
This category refers to your skill in attending to the employee's perspective, needs, and self-esteem during the coaching meeting.
 - f. Listening and Responding
This category refers to your own skill at listening carefully to the employee and responding appropriately during the coaching meeting.
 - g. Implementation and Follow-Up
This category refers to working with the employee to establish, implement, and monitor a development plan as a result of the meeting.
2. Look over the relative scores and plotted points from your inventories. Which categories appear to be most in need of your further attention?

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Supervising For *Staying Power!* The Six Steps for Retention

Step One: Scan the Environment—Understand the Baseline

Analyze the PUSH and PULL Factors in your community, agency, and work unit.

1. What community factors affect recruitment and retention for your agency?
 - a. Availability of workers
 - b. Talent pool
 - c. Competition from other organizations
2. What data are available about turnover and retention for the agency as a whole and for each unit in the agency?
 - a. Recruitment data
 - b. Retention data or turnover data
 - i. Statistics
 - ii. Exit interviews
3. What do the data suggest about targeting strategies for recruitment and retention? How can you agency become an “employer of choice?”

Step Two: Supervisory Self Development – Understand Self

Reflect on the supervisory skills linked with staff retention. Develop a plan to strengthen and use retention-oriented skills.

4. Do I have an appropriate balance of task and process skills in my practice as a supervisor? Do I need to strengthen or allocate more time to supervisory skills that support retention?
5. To what extent am I able to allocate time and attention to retention oriented supervisory practices?
6. What organizational support do I need to be more retention oriented in my practice?
7. What resources are available to support me as a supervisor?

Step Three: Understand Your Unit and Staff

8. Does my supervisory relationship with each staff person reflect individualized developmental needs, interests, motivations?
9. Do I have staff in the disengagement process? Can I intervene to interrupt the process?
10. Do I understand what my team believes will improve workplace conditions?
11. Do I understand what each staff person needs in order to feel successful?
12. Am I aware of the career goals for each staff member that I supervise?
13. How would my staff answer if they were asked what I think about them? Do I give sufficient feedback to my staff?

Step Four: Develop Program and Individualized Retention Plans

14. Be clear about goals. How will you know if the plan is successful for the program and for the individual?

Step Five: Implement Plans

15. What planning time is needed?
16. Who needs to be prepared for implementation?
17. What resources are necessary?
18. How will progress be monitored?

Step 6: Assess Progress, Update Plans, Implement Updated Plan.

19. Determine indicators of progress. How will you know if your plans are making a difference?
20. Fine tune the plans.

The *Staying Power!* Action Plan

Review your notes from the various activities during the last 2 days and select one strategy that you will begin to implement between now and the next training date. Write the strategy you selected in the space below. Be as specific as possible about the strategy.

What is the strategy?

1. What is the anticipated outcome or benefit from implementing this strategy?

2. What are the specific steps you will take to implement the strategy?

3. What are potential roadblocks or barriers?

4. What resources are needed?
 - a. How will you acquire these resources?

 - b. What will you do if the resources are not available?

5. Who else needs to be involved or be prepared for implementation of this strategy?

6. When will you begin working on this strategy?

7. How will you assess your progress?

The *Staying Power!* Action Plan Analysis

Instructions

Reflect on the action plan you completed during the last session and answer the following questions for each strategy you identified in Session 4.

Strategy 1

1. Briefly state the strategy you selected.
2. How did you implement this strategy?
3. What went well when you tried to implement this strategy?
4. What barriers did you encounter and how did you deal with them?
5. Did you achieve the anticipated outcome or benefits? How do you know (what are the indicators you used)?
6. In retrospect, is there anything you would do differently?
7. Will you continue to work on this strategy? Why or why not?
8. Do you have advice for your peers regarding this strategy? Do you have “lessons learned” that you can share?
9. What consultation needs do you have regarding this strategy?

Defining Terms Related to Stress and Coping

Burnout

- ☞ Physical, emotional, and psychological exhaustion caused by long term involvement in emotionally disturbing situations
- ☞ A breakdown of psychological defenses that workers use to cope with intense job-related stressors
- ☞ Emerges gradually with exposure to ongoing job stressors

Secondary Trauma

- ☞ The stress resulting from helping or wanting to help a traumatized or suffering person
- ☞ Can affect a person who is a professional, friend or family member
- ☞ Symptoms felt by the individual suffering from Secondary Traumatic Stress can be nearly identical to those of the primary victim he or she is trying to help.
(National Resource Center on Family Centered Practice and Permanency Planning)

Compassion Fatigue

- ☞ The formal caregiver's reduced capacity or interest in being empathic due to repeated exposure to traumatic events and situations.
- ☞ Left unattended, compassion fatigue can result in:
 - Secondary trauma
 - Job burnout

Resilience

- ☞ The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress
- ☞ The ability to “bounce back” from difficult experiences

Ten Ways to Build Resilience

1. **Make connections.** Good relationships with close family members, friends, or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.
2. **Avoid seeing crises as insurmountable problems.** You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.
3. **Accept that change is a part of living.** Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.
4. **Move toward your goals.** Develop some realistic goals. Do something regularly -- even if it seems like a small accomplishment -- that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?"
5. **Take decisive actions.** Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.
6. **Look for opportunities for self-discovery.** People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for life.
7. **Nurture a positive view of yourself.** Developing confidence in your ability to solve problems and trusting your instincts help build resilience.
8. **Keep things in perspective.** Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.
9. **Maintain a hopeful outlook.** An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.
10. **Take care of yourself.** Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.

Additional ways of strengthening resilience may be helpful. For example, some people write about their deepest thoughts and feelings related to trauma or other stressful events in their life. Meditation and spiritual practices help some people build connections and restore hope.

The key is to identify ways that are likely to work well for you as part of your own personal strategy for fostering resilience.

Excerpt from the The Road To Resilience, a publication developed by the American Psychological Association. The full pamphlet is available on-line at <http://www.apahelpcenter.org/featuredtopics/feature.php?id=6>

Burnout, Secondary Trauma, Compassion Fatigue & Child Welfare Practice

Your group will have about 15 minutes to plan and produce an 8–10 minute segment for the “Oprah Show.” Select the member who will play the role of Oprah. Other group members can serve as panelists for a group interview or may take other roles associated with the show. Your objective is to help the television audience understand burnout in the lives of child welfare workers. Please develop your own questions. The following items are offered to suggest the range of topics you might cover during the interview.

- ☞ What factors contribute to burnout of social workers in child welfare practice?

Oprah will interview the expert supervisors and ask you about secondary trauma, compassion fatigue and general burnout.

- What is burnout? Is it different than secondary trauma or compassion fatigue? Are these different terms for the same phenomena?
 - How do you know when someone is experiencing burnout, secondary trauma, or compassion fatigue?
 - If a worker is experiencing secondary trauma, does that mean the worker cannot do the job?
 - What are the personal and institutional factors that seem to be involved with burnout?
- ☞ Oprah should be provocative and ask probing questions. She should try to find out the behaviors that demonstrate burnout. She should try to get out stories from the expert social workers that illustrate behaviors reflective of resilience or burnout. Consider giving the audience the opportunity to pose questions to the expert panel. Oprah should be prepared to summarize the major points of the episode at the end of the show.
- ☞ Possible Guests
 - Spouse or family member of worker
 - Researcher
 - Client
 - Worker
 - Supervisor
 - Psychologist



Resilience & Child Welfare Practice

Your group will have about 15 minutes to plan and produce an 8–10 minute segment for the “Oprah Show.” Select the member who will play the role of Oprah. Other group members can serve as panelists for a group interview or may take other roles associated with the show. Your objective is to help the television audience understand resilience in the lives of child welfare workers. Please develop your own questions. The following items are offered to suggest the range of topics you might cover during the interview.

- ☞ What does it take to be a resilient social worker in child welfare practice?
 - Oprah will interview you, the expert supervisors, about
 - What is resilience?
 - How do you know resilience when you see it?
 - What are the characteristics of resilient staff and supervisors?
 - What you have seen and experienced regarding the factors that make a resilient worker?
 - How can we strengthen resilience?
 - What are the personal and institutional factors that seem to promote resilience?
- ☞ Oprah should be provocative and ask probing questions. She should try to find out the behaviors that demonstrate resilience. She should try to get out stories from the expert social workers that illustrate how they became resilient. Consider giving the audience the opportunity to pose questions to the expert panel. Oprah should be prepared to summarize the major points of the episode at the end of the show.
- ☞ Possible Guests
 - Spouse or family member of worker
 - Researcher
 - Client
 - Worker
 - Supervisor
 - Psychologist



Coping Strategies Secondary Trauma, Compassion Fatigue, and Burnout

To avoid burnout and to help staff deal effectively with the effects of secondary trauma, supervisors can:

Individual Interventions

- ☞ Stress management and coping skills
- ☞ Build resilience
 - See *The Road to Resilience*—<http://www.apahelpcenter.org/featuredtopics/feature.php?id=6>
- ☞ Talk about the emotional impact of the work

Organizational Interventions

- ☞ Conduct crisis debriefings after a traumatic event
- ☞ Provide on-going support and validation after a trauma
- ☞ Institute a trauma support group
- ☞ Initiate supportive activities on the unit level
- ☞ Provide a religious or spiritual consultant
- ☞ Train

Components of Job Satisfaction

- ☞ Self actualization
- ☞ Environmental support for achievement
- ☞ Job related affect
- ☞ Working conditions
- ☞ Professional self-esteem

Dorman, R.L. and Shapiro, J.P. (2004). Preventing burnout in your staff and yourself: A survival guide for human services supervisors. Washington, DC: CWLA Press.

Two Paradigms for Child Welfare Supervision

Supervision Paradigm 1—Hallmarks

1. Supervisor is the source of knowledge, the worker is the receptacle
2. Worker might make a mistake, thus needs overseeing. Emphasis is more on prevention of mistakes, rather than developing skills and generalizing learning to new situations
3. Supervisor is responsible for the clients' welfare and thus the ultimate decision maker
4. Supervision is somewhat authoritarian and hierarchical and thus sets the stage for a climate in which the worker fears criticism

Supervision Paradigm 2—Hallmarks

5. Supervisor discovers worker competencies by identifying and building on the worker's knowledge and amplifying successes.
6. Supervisor encourages the worker to analyze his/her own practice, often by using tentative, exploring, and supportive language.
7. Supervisor collaborates with worker find strategies and solutions to problems.
8. Supervisor creates a climate of trust and safety in supervision.

Condensed from Berg and Kelly (2000) Building solutions in child welfare services

Date _____

Assessing Supervisors' Use of Paradigm Characteristics

Instruction

Read the dialog on the page below. For each of the supervisor's lines, identify one or two hallmarks (from 1–11 on Handout 5H) that BEST reflect what the supervisor's words represent.

Note: The supervisor may display hallmarks from one paradigm only or both.

Dialog 1

- 1 Supervisor I wanted to meet so we could catch up about what's going on with the Maxwell family. This is the second time this family has come into our system and I want to be sure we are doing everything we can so that Ronnie's life stabilizes; I don't want to see him in foster care a year from now. _____
- Worker I really think that the chances of Ronnie's dad getting it together are pretty low. I mean, he went through that 30 day inpatient program for alcoholism and just two months later he's already been picked up on a DUI.
- 2 Supervisor I don't want you to make up your mind so quickly. He needs to have a fair shake at recovery so be careful about a rush to judgment. _____
- Worker So, you don't think I ought to be talking to him about a TPR or relinquishment?
- 3 Supervisor No, I don't, not yet. We are only at the third month of foster care so we have several months to go. Our judge usually doesn't even want to consider a TPR before the 9-month point for older kids like Ronnie. _____
- Worker OK, that's good to know. What do you think I ought to do?
- 4 Supervisor Well for right now it makes sense to see what the substance abuse evaluator says. Given this DUI, Ronnie's dad is going to have to get reassessed. _____
- Worker OK, I'll do that.
- 5 Supervisor Alright, let's do some brainstorming about what kinds of issues you might want to address with the substance abuse evaluator. _____
- Worker Well, I'm thinking about that in-service training we had on Motivational Interviewing—and I know that's the main approach they are using at the substance abuse clinic now. So, I guess I should be asking about factors that seem to be predictors of real change.
- 6 Supervisor: OK, great, I am not as familiar with this as you are—tell me some more about those. _____
- Worker Well, I know that the specific “change talk” they look for has to do with commitment and implementation intentions, rather than factors such as desire and reasons to change.
- 7 Supervisor Interesting. Given this framework, what might you talk to the counselor and Ronnie's father about? _____
- Worker One example would be his specific plan for staying sober over the next two weeks.
- 8 Supervisor OK, that's a good example—you really are making good, practical use of that training. _____

The Supervisor as a *Staying Power!* Partner

1. Use positive speech that conveys empathy for the worker.
2. Seek to understand the worker's assessment and intervention approach before giving advice.
3. Share your experience and "expert knowledge" as a partner and consultant. Avoid giving directives.
4. Provide a safe environment for workers to explore successes and defeats.
5. Encourage workers to learn from each other.

Recognition and Reward File Cards

Timely recognition of good work is important for both morale and motivation. While financial compensation is important, many forms of reward and recognition do not require a large budget. Use the cards provided to identify creative, feasible, and meaningful ways to recognize staff and post them around the room to share with others.

Launching the *Staying Power!* Action Plan

The Intra-Agency Action Plan

Working in a small group with others from your agency, review your notes from this training, reflect on the situation in your agency and discuss collective strategies that may improve retention in your agency.

1. What is our current status with regard to retention of child welfare staff?
2. What are we doing well with regard to retention? Can this be strengthened?
3. What can we do to improve our capacity to retain child welfare staff? (Brainstorm to generate a list of ideas.)
4. Evaluate the ideas on the list generated above and eliminate ideas that are not related to retention and those that cannot be implemented in your agency.
 - a. Consider feasibility of the idea (time, resources, expertise).
 - b. Consider support available to implement the idea.
 - c. Consider the expected outcome of the idea.
 - d. Is there a natural order to the ideas?
 - e. Other criteria for evaluation?
5. Select one or more ideas that you will work with other supervisors to implement in your agency.
6. Complete an Intra-Agency Strategy Worksheet for each idea your group selects.
7. Decide how you will monitor your collective progress.

The Team/Intra-Agency Strategy to Promote Retention

1. What is the strategy?
2. What is the anticipated outcome or benefit from implementing this strategy?
3. What are the specific steps you will take to implement the strategy?
4. What are potential roadblocks or barriers?
5. What resources are needed?
 - a. How will you acquire these resources?
 - b. What will you do if the resources are not available?
6. Who else needs to be involved or be prepared for implementation of this strategy?
7. When will you begin working on this strategy?
8. How will you assess your progress?
9. How will you work with others to provide support and peer consultation as you implement this strategy?

The Individual Action Plan to Promote Retention

Revisit your notes from the peer consultation session and from the various activities during the training. Develop or revise your personal action plan to enhance your capacity to supervise for retention.

1. What is the strategy?

2. What is the anticipated outcome or benefit from implementing this strategy?

3. What are the specific steps you will take to implement the strategy?

4. What are potential roadblocks or barriers?

5. What resources are needed?
 - a. How will you acquire these resources?

 - b. What will you do if the resources are not available?

6. Who else needs to be involved or be prepared for implementation of this strategy?

7. When will you begin working on this strategy?

8. How will you assess your progress?