



Removing the Revolving Door: Strategies to Address Recruitment and Retention Challenges

Learner Guide

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Introduction to Removing the Revolving Door

As human service agencies struggle with the perennial problem of retaining qualified support staff, the “new” economy with its low unemployment and relatively higher wages has made recruitment of new employees much harder. The pool of qualified potential employees continues to shrink and yet the demand for workers continues to increase. Furthermore, current demographics do not suggest a reversal of this trend very soon. Human service agencies not only are competing with each other for new employees, they are also competing with the many existing and emerging service industries of the new millennium, (e.g., travel, financial investment, hospitality, customer service). Many of these new service industries have more leeway to increase wages and benefits in ways that human service agencies cannot.

While there are fewer people applying for vacant jobs, the work itself is changing in ways that will require even more skill, commitment, creativity and knowledge of the people who do enter the field. Individualized, person-centered, consumer-directed models of support are redefining the roles of those involved in human services, so that we can no longer accept situations where direct support professionals are disempowered and limited in their opportunities to engage in decision-making and problem-solving with the consumers they support. As these changes are pushing the support service industry as a whole away from heavy regulation and paper compliance to the actual achievement of outcomes for people, top-heavy agency bureaucracy and supervision have to give way to streamlined, outcome-focused, and participatory methods of management.

For many agencies it will take a major adjustment of agency leadership, policy and practices in order to move toward these managerial changes. To do so, they must embrace a new paradigm for their company culture. In this new paradigm, many things will be different, including the following:

- Frontline supervisors (FLS) and direct support professionals (DSPs) will have to be empowered to make spontaneous decisions that are in the best interests of the people they support.
- Authoritarian supervision strategies must be replaced with progressive training and development opportunities so that FLS and DSPs have the skills, knowledge and attitudes to make appropriate decisions and to deal effectively with the variety of situations they face.
- FLS and DSPs will need to be an integral part of corporate decision-making processes since they will know the most about what is working and what is not.
- Agencies will need to embrace and nurture a highly diverse workforce.
- Employees need to be rewarded and compensated for developing additional skills, especially those that have direct impact on the quality of life of people receiving supports, and those which help the agency work more efficiently.
- Promotional opportunities will need to be redefined so that DSPs shouldn't have to “climb out” of direct support positions before they are recognized or rewarded for a job well done and the demonstration of additional skills.

We believe that if all agency members embrace the changes necessary, they will meet the challenges of recruiting and retaining high-quality employees. Employees will be more productive, more stable, and offer the people who need direct support better quality services. This training curriculum is one way to begin the journey to create these changes.

Removing the Revolving Door was developed to train the FLS in human service agencies to become active in their organizations and at their individual sites in the recruitment, retention, and training of direct support professionals. This curriculum and the strategies presented within it will be most effective if agency policies and practices support the proposed interventions. However, even if the entire agency is not ready to change, FLS who complete this training should have the skills, attitude, and competence to make major changes and influence turnover at their own sites.

Because many interrelated skills are required to effectively change practices to improve recruitment and retention outcomes, *Removing the Revolving Door* is created to be delivered much like a college level course with assignments and reading in-between each session and with the expectation that participants come ready to learn and to be challenged.

The primary participants of this curriculum are meant to be FLS, but the content would be applicable to other people in a human service agency who are interested in learning about improving recruitment and retention of high-quality staff members, including agency owners and administrators, board members, parents and consumers, human resource personnel, and direct support professionals who are invested in these issues. In addition, these same recruitment and retention strategies could be applied to positions other than direct support, such as nurse, therapist, social worker, etc. with some modifications and additional resource materials.

Removing the Revolving Door is based on research-based competencies for frontline supervisors (The Minnesota Frontline Supervisor Competencies and Performance Indicators, 1998) that were developed following a comprehensive job analysis regarding the role of frontline supervisors. This curriculum is also based upon current research-based strategies known to affect recruitment and retention of employees. It focuses on strategies that will address the challenges and encourage frontline supervisors to take an active role in workforce development.

The training curriculum consists of both a *Facilitator Guide*, and a *Learner Guide*. The Facilitator Guide is designed to be used by trainers and facilitators who have a good understanding of the issues and how they affect their agencies. Step-by-step instructions are provided in the Facilitator Guide for each activity.

The Learner Guide is designed to be used as a workbook during the training and as a reference guide for the participants once the training has been completed. It includes instructions to complete various exercises, space for taking notes about the mini-lectures presented during the training, worksheets to be completed both in and out of the

classroom and a variety of other useful tools. The information provided in the Learner Guide can be used as reference material and aids for the participants as they apply the principles and strategies suggested in the curriculum to their real work experiences.

This curriculum is highly relevant to the needs of community human services across the country. However, demographics and recruitment and retention rates vary from state to state, agency to agency, and over time. Much of the background information about recruitment and retention outcomes in this curriculum is based on studies of direct support professionals and frontline supervisors employed by community human service agencies in Minnesota. The information was current when this curriculum went to press in 2001. We recommend that you maintain a current understanding of how these issues are affecting your communities and to use more current information when it is available. Ultimately, however, the most important numbers will be the ones participants identify and track from their agencies or sites during and after the course of instruction.

Curriculum Goals

This curriculum has several broad goals. The goals describe the specific outcomes the curriculum addresses and that participants are expected to achieve. After completing the curriculum the participants will:

- Organizational Participation--Know and understand how recruitment and retention issues affect those receiving supports, the sites for which they are responsible, and the whole organization. Participants will effectively participate in organization-wide activities and communicate with others around these issues.
- Participatory Management and Supervisory Skills—Know and understand their management responsibilities and a range of participatory management techniques, use strategies that collaboratively incorporate DSP input in management decisions, and promote DSP job growth, promotion, and responsibility.
- Team-Building and Conflict Management-- Proactively develop and support work teams; identify areas where their work teams are having difficulty, and employ effective team-building and conflict management strategies as needed.
- Recruitment/Selection—Know and understand a range of effective recruitment and selection strategies and demonstrate the skills necessary to select and hire new employees who are appropriate for the job, can meet the needs of the people they support, and who are likely to stay.
- Orientation, Training, and Mentoring—Know and understand formal and informal training, orientation, and mentoring practices in order to respond to the needs, desires, and interests of new and existing employees.
- Job Analysis and Performance Appraisal—Know how to develop and use accurate DSP job descriptions and use them in performance appraisals.
- Recognition and Employee Motivation--Understand the importance of recognition in job satisfaction and match specific recognition techniques to the unique needs of the individual DSP.

While the participants can reasonably expect to gain this knowledge, understanding and initial skill, this curriculum is just the starting point. There is no one answer to recruitment and retention problems and agencies must view addressing these challenges as an ongoing part of providing services. Participants should plan to meet with others in their agencies regularly (every 3-6 months or more) to review their progress in tackling issues related to recruitment, retention and training of direct support professionals and adjust their interventions as necessary to meet new challenges and to build on progress made. The agency leadership group (e.g., executive directors, managers, and human resource and quality assurance administrators) must provide direction, and the necessary support and resources to the frontline supervisors if they want and expect quantifiable improvements in recruitment and retention outcomes.



Module 1: How Organizational Practices and FLS Roles Shape and Influence Staff Recruitment, Retention, and Training

Session 1

Module 1: How Organizational Practices and FLS Roles Shape and Influence Staff Recruitment, Retention and Training.

Session 1: Introduction and Participant Competencies

Module 1 is delivered over 2 sessions and provides an overview of recruitment and retention issues in organizations, including the critical role of the FLS.

In this first session, participants will be introduced to each other and get an overview of the whole course. They will be given tools for assessing these issues at their site or agency, and provided with an overview of potential strategies they can use to improve their recruitment and retention outcomes. Participants will begin to assess their current skill levels, identify their training and development needs, and start on a plan for their site to improve recruitment and retention outcomes.

The following competencies and skills will be achieved or introduced in Module 1:

Competency Area: Organizational Participation—The competent FLS knows and understands how recruitment and retention issues affect those receiving supports, the sites for which he or she is responsible, and the whole organization, and effectively participates in organization-wide activities and communicates with others around these issues.

1. Knows the annual turnover and vacancy rate at the sites for which they have direct responsibility and how these compare to the organization as a whole.
2. Knows how to develop and implement a plan for reducing unwanted turnover and vacancies at their own site or across the agency as a whole.
3. Supports other FLSs in understanding and learning about recruitment and retention strategies and why they are important.
4. Monitors turnover, recruitment success, and employee satisfaction and uses the results to improve personnel practices.
5. Identifies the necessary resources for individuals served and for DSPs, and advocates for these resources with their managers.

Competency Area: Participatory Management and Supervisory Skills—The competent FLS is knowledgeable about his or her management responsibilities and a range of participatory management techniques, and is skilled in using strategies that collaboratively involve DSP input in management decisions and promote DSP job growth, promotion, and responsibility.

1. Encourages or nominates DSPs to participate in organizational cross-functional teams, committees, or advisory boards.
2. Seeks input from other staff and from consumers and their family members in making hiring decisions.
3. Delegates tasks or duties to staff as needed (above and beyond job descriptions) for special events and activities.

4. Seeks staff opinions and input regarding various issues (e.g., program plans, budgets, procedures) and empowers staff to make decisions.
5. Attends and actively participates in agency management, planning, and cross-functional work group meetings.

Competency Area: Team-Building and Conflict Management—The competent FLS is proactive in developing and supporting work teams; able to identify areas where his or her work team is having difficulty; and able to employ effective team-building and conflict management strategies as needed.

1. Facilitates teamwork and positive interactions and attitudes among staff.
2. Provides counseling and support to staff when conflicts arise.
3. Provides formal communication to staff through communication logbooks or memos, and by facilitating effective meeting and purposeful interactions.
4. Encourages staff to maintain appropriate boundaries regarding personal vs. professional issues.
5. Coordinates and facilitates annual, quarterly, and as needed, consumer planning meetings or assists DSP in this process.
6. Coordinates and facilitates staff meetings.
7. Understands that factors such as culture, age, gender, and other life experiences or perspectives may have an impact on communication and helps team members resolve conflicts based on miscommunication due to these and other factors.
8. Welcomes new employees and helps new and existing employees transition smoothly into a functioning team.

Unit 1 A: Overview of the Course and Course Goals

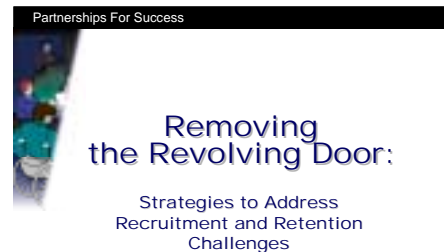
This unit helps participants get familiar with each other and the facilitator; provides an overview of the course, its goals, and the competencies they are expected to achieve; and starts them in self-assessing their current training and development needs in the area of recruitment and retention.

Activity Name: 1A-1— Housekeeping and Sign-In

Goals of the Activity:

- ✓ Help participants feel comfortable in the training environment.
- ✓ Gather names and contact information of the participants.
- ✓ Provide participants with needed materials.

Time: 10 minutes



524 1

Activity Name: 1A-2 Getting to Know You

Goals of the Activity:

- ✓ Introduce participants to each other and the instructor.
- ✓ Introduce participants to a tool they could use in their plan for reducing unwanted turnover.
- ✓ Familiarize participants with the *Learner Guide*

Time: 25 minutes

Activity Name: Unit 1 A-3 Agenda Review

Goals of the Activity:

- ✓ Let participants know the flow of the day, including what materials will be used when, and when breaks are scheduled.

Time: 5 minutes



Partnerships For Success: Removing the Revolving Door

Session 1 Agenda

- 30 min. Welcome/Sign-in/Icebreaker
- 20 min. Overview of Course and Goals
- 10 min. Review Course Syllabus
- 30 min. Self-Assessment of Current Skills
- 10 min. Break
- 25 min. Overview of Workforce Challenges
- 30 min. Why you? The FLS Role in RRT
- 45 min. Strategies Overview
- 45 min. Components of a RRT Plan
- 25 min. Summary/Questions Re: Assignments

006.1

Frontline Supervisor Self-Assessment

Your Name: _____ **Date Completed:** _____

Name and title of person filling out assessment: _____

Purpose of this tool:

This assessment tool is designed to use as one method to help you as a Frontline Supervisor (FLS) identify your current level of skill in the areas of recruitment and retention of qualified Direct Support Professionals (DSP), and to serve as a basis for a self-development plan in these areas. While self-assessment of skills is critical, you may also consider having others, such as some of the people you supervise or your supervisor, also fill out this form to give a more well-rounded review of skills. By seeking others' input you will not only discover how well you apply the skill statements listed, but also how important others feel these skill statements are to your role as an FLS.

Instructions:

Please rate your performance on each skill statement in the tables on the following pages. Please check the box to the right of the skill statement that most accurately reflects your performance (Introductory, Practice, Proficient, or Advanced). Also, in the left hand columns, please describe how important that skill is in your job duties. For example, if the skill is part of your job description and used frequently, check High; if it is a skill that is not frequently required, check Low, etc. Below are the definitions to use when considering your performance level and the priority of each skill.

When you have ranked every competency on this assessment form you can use the attached Self-Development Plan worksheet to help guide you in which skills are most critical to work on first.

✓ **Performance Level Scale**

Introductory: I have little or no knowledge of this skill statement or strategies for implementing them.

Practice: I have some knowledge of this skill statement. I understand the importance of the skill statement but do not have an understanding of how to implement it.

Proficient: I have good knowledge of this skill statement and I am usually able to use these skills effectively on the job. However, I need additional information and support in using this skill in new or unfamiliar situations.

Advanced: I have superior knowledge of this skill statement and always use this skill well and can deal with almost any situation effectively.

Not Applicable: There is no opportunity in this setting for me to practice or demonstrate competence in these skill areas.

✓ **Job Priority Level Scale**

Low: This skill is rarely required of me and is not necessary.

Medium: This skill is required of me but is not used daily and/or I could get by with not knowing or practicing the skill.

High: This skill is extremely necessary to my position. I use it almost daily or if I don't use it daily, it is critical that I have the skill when the job does require it.

Note: Many of these identified skill statements come from the publication *The Minnesota Frontline Supervisor Competencies and Performance Indicators*. This publication is a set of identified competencies and skill statements that relate to the many different tasks an FLS must attend to, not just those in the area of recruitment and retention of qualified staff. The statements directly from this publication are identified by an asterisk (*) at the beginning of the statement as well as the page number and number of the broad competency statement and the letter of the skill statement as seen in the booklet. For more information about *The Minnesota Frontline Supervisor Competencies and Performance Indicators* please contact: University of Minnesota staff at 612-624-0060. A downloadable PDF copy of this publication can be found at: <http://rtc.umn.edu/dsp/pubs/index.html>

✓ **Competency Area: Organizational Participation**

The competent FLS knows and understands how recruitment and retention issues affects receiving supports, the sites for which he or she is responsible, and the whole organization for which they work, and effectively participates in organization-wide activities and communicates with others around these issues.

Job Priority Level			Skill Statements	Performance Level				
High	Medium	Low		Introductory	Practice	Proficient	Advanced	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows the actual annual turnover and vacancy rate at the sites for which they have direct responsibility and how these compare to the organization as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows how to develop and implement a plan for reducing unwanted turnover and vacancies at their own site or across the agency as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supports other FLS in understanding and learning about recruitment and retention strategies and why they are important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*Monitors turnover, recruitment success, and employee satisfaction and uses the results to improve personnel practices. (page 31-5, Z)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* Identifies necessary resources for individuals served and DSP and advocates for these resources with their managers. (page 19-2, M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

✓ **Competency Area: Recruitment/Selection**

The competent FLS is knowledgeable about a range of effective recruitment and selection strategies and has the skills necessary to find and hire new employees who are appropriate for the job, can meet the needs of the people they support, and who are likely to stay.

Job Priority Level

High
Medium
Low

Skill Statements

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | * Recruits new DSP by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, welfare-to-work programs and other sources of potential new hires. (page 27-5, A) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | * Recruits and mentors community volunteers and intern students. (page 34-7, C) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | * Assists in the development of promotional materials including newsletters, newspaper articles, brochures and videos, and contacts with media. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Understands the importance and components of a realistic job preview (RJP) in the hiring process and uses these methods effectively with potential new hires. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | * Schedules and completes interviews with potential new DSP in collaboration with DSP and individuals served and family members. (page 27-5, B) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Understands, develops and uses structured interviews and other methods for making decisions regarding an applicant's suitability to the job and organization. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Can articulate the difference between recruitment and selection and the importance of both. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Seeks input from other staff and from consumers and the family members in making hiring decisions |

Performance Level

Introductory
Practice
Proficient
Advanced
N/A

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

✓ **Competency Area: Orientation, Training, and Mentoring**

The competent FLS is knowledgeable about formal and informal training, orientation, and mentoring practices that respond to the needs, desires, and interests of new and existing employees.

Job Priority Level

Performance Level

High	Medium	Low		Introductory	Practice	Proficient	Advanced	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skill Statements					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* Takes a direct interest in the roles and responsibilities of the staff. (page 16-1, G)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* Coordinates, schedules and documents staff participation and performance in orientation and in-service training and completion of other alternative self-directed learning and development. (page 32-6, B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* Observes and solicits feedback from staff, consumers and their families regarding DSP training need and desired opportunities. (page 32-6, C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* Provides orientation and answers questions from new staff through a variety of formal and informal instructional and learning activities. (page 33-6, E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* Identifies potential trainers and provides resources, coaching and opportunities for DSP training. (page 33-6, H)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides mentorship opportunities to new and existing DSP as needed or desired to promote retention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands the purpose of orientation and implements strategies to help welcome new DSP and help them feel comfortable in their new positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands adult learning principles and uses them to effectively train DSP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*Teaches and coaches DSP in the most effective approaches to achieving direct-support competencies (Page 19-2,L)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

✓ **Competency Area: Job Analysis and Performance Appraisal**

The competent FLS should be knowledgeable about the process of developing and using accurate job descriptions for DSP and using them in performance appraisals

Job Priority Level

High
Medium
Low

Skill Statements

- Is aware of the Community Support Skills Standards and how they can be used in development of job descriptions and performance reviews.
- *Completes staff performance reviews by gathering input from peers, consumers, family members and agency personnel as required by policy and procedure. (page 28--5, I)
- *Develops and modifies job descriptions as needed. (page 29--5, N)
- Understands the importance of accurate job descriptions and timely review processes.
- Provides coaching and feedback to staff regarding performance issues.
- Provides necessary coaching and as needed, discipline action, including demonstrating correct performance for staff

Performance Level

Introductory
Practice
Proficient
Advanced
N/A

-
-
-
-
-
-

✓ **Competency Area: Participatory Management and Supervisory Skills**

The competent FLS is knowledgeable about his or her management responsibilities and a range of participatory management techniques and is skilled in using strategies that collaboratively involve DSP input in management decisions and promote DSP job growth, promotion, and responsibility.

Job Priority Level

High
Medium
Low

Skill Statements

- Encourages or nominates DSP to participate in organization-wide cross-functional teams, committees or advisory boards.
- *Seeks input from other staff and from consumers and their family members in making hiring decisions. (page 27-- 5, C)
- Delegates tasks or duties to staff as needed (above and beyond job description) for special events and activities.
- * Seeks staff opinions and input regarding various issues (e.g., program plans, budgets, procedures) and empowers staff to make decisions. (page 15--1, C)
- Attends and actively participates in agency management, planning, and cross-functional work group meetings.

Performance Level

Introductory
Practice
Proficient
Advanced
N/A

-
-
-
-
-

✓ **Competency Area: Recognition and Employee Motivation**

The competent FLS understands the importance of recognition in job satisfaction and has the ability to match specific recognition techniques to the unique needs of individual DSPs.

Job Priority Level

High
Medium
Low

Skill Statements

- *Effectively communicates with staff by listening to their concerns, supporting and encouraging their ideas and work, thanking them for their contributions and providing positive feedback regarding performance. (page -- 1, A)
- *Recognizes the need for and plans celebrations with staff.
- Treats DSPs as professionals and acknowledges their unique skills and contributions.
- Effectively uses agency-wide recognition plans, as well as personal ways of acknowledging others for work well done.

Performance Level

Introductory
Practice
Proficient
Advanced
N/A

-
-
-
-

✓ **Competency Area: Team-Building and Conflict Management**

The competent FLS is proactive in developing and supporting work teams; able to identify areas where his or her work team is having difficulty; and able to employ effective team-building and conflict management strategies as needed.

Job Priority Level

High
Medium
Low

Skill Statements

- *Facilitates teamwork and positive interactions and attitudes among staff. (page 16--1, D)
- *Provides counseling and support to staff when conflicts arise. (page 16-1, E)
- *Provides formal communication to staff through communication log books or memos, and by facilitating effective meeting and purposeful interactions. (page 16-1, F)
- * Encourages staff to maintain appropriate boundaries regarding personal vs. professional issues (page 16--1, H)
- * Coordinates and facilitates annual, quarterly, and as needed, consumer planning meetings or assists DSP in this process. (page--4,D)
- * Coordinates and facilitates staff meetings (page--5, L)
- * Understands that factors such as culture, age, gender and other life experiences or perspective may have an impact on communication and helps team members resolve conflicts based on miscommunication due to those and other factors.
- Welcomes new employees and helps new and existing employees transition smoothly into a functioning team.

Performance Level

Introductory
Practice
Proficient
Advanced
N/A

-
-
-
-
-
-
-
-

Frontline Supervisor Self-Development Plan in the Area of Recruitment and Retention

Name: _____ Date: _____

1) List the 2 competency areas where you had the most skill statements that were listed as high priorities and low performance ability on the FLS self-assessment form (your most critical and immediate needs).

1.

2.

2) Identify where in the course these skills are taught (what units or modules will be most helpful in learning about these skills).

3) Create a goal statement (what you want to accomplish) regarding these critical need areas

<i>(a) during the training session and</i>	<i>(b) in the next 3-6 months:</i>

4) List 4 specific steps you can take that will help meet your goal statements.

<i>During Training Session</i>	<i>Over the Next 3-6 Months</i>
1.	
2.	
3.	
4.	

Unit 1 B: Understanding Workforce Challenges and the Pivotal Role of the FLS in DSP Recruitment and Retention

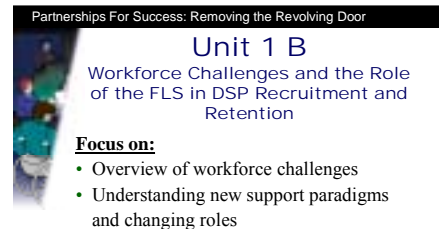
This unit will help participants understand the depth and nature of the recruitment and retention problems in human service agencies. They will understand how changing demographics and trends in human services have made a perennial problem even more problematic for service providers. They will learn about the attributes needed by FLS and DSPs in order to thrive in this new environment.

Activity Name: Unit 1B Introduction

Goals of the Activity:

- ✓ Review the content and time for unit.

Time: 1 minute



Partnerships For Success: Removing the Revolving Door

Unit 1 B

Workforce Challenges and the Role of the FLS in DSP Recruitment and Retention

Focus on:

- Overview of workforce challenges
- Understanding new support paradigms and changing roles

SLM 17

Activity Name: 1B-1 Workforce Challenges

Goals of the Activity:

- ✓ Provide participants with overview and facts about current workforce challenges and the future implications for the industry.
- ✓ Help the FLS link their behavior and skills to recruitment and retention issues.

Time: 25 minutes

Background Information:

Recruitment, retention and training have challenged human service agencies for many years. Recently, however, they have reached near crisis proportions. In a recent study, 129 administrators reported that their top staffing problems were: finding qualified DSPs (reported by 70% of administrators), staff turnover (56%), staff motivation (43%), and staff training and development (34%) (Larson, Hewitt, & Anderson, 1999). Several other studies also confirm the extent of recruitment and retention challenges. A 1999 study in North Carolina reported that 70% of administrators have problems finding new DSPs (Test, Solow & Flowers, 1999).

The extent and impact of recruitment challenges can be illustrated by findings from an evaluation of Minnesota's Home and Community Based Waiver service system (Hewitt, Larson & Lakin, 2000). In that study, 75% of administrators reported problems finding qualified applicants and 8.2% of all DSP positions were vacant at the time of the survey. More importantly, case managers reported that the number of different people in the lives of consumers (e.g., turnover) and recruiting staff are serious to extremely serious problems. Furthermore, 50% of people whose family member received supported living services reported that staff turnover was a problem as did 48% of families receiving in-home supports. Staffing issues were particularly troublesome for families receiving in-home supports or respite services. Only 46% of families reported they received the total number of hours of respite services they were allocated. Only 56% of families said in-home supports were available when needed.

Staff turnover rates have consistently averaged between 45% and 70% during the last 25 years in community residential settings for persons with intellectual disabilities throughout the United States (e.g., George & Baumeister, 1981; Lakin, Bruininks, Hill & Hauber, 1982; Larson & Lakin, 1992; Larson, Lakin & Bruininks, 1998). Turnover is problematic because of the resulting lack of continuity in the lives of individuals with intellectual disabilities and because of the high cost associated with replacing a leaving worker (estimated to be more than 1/3 of a worker's annual salary; Department of Labor as cited in Mercer, 1999). Although turnover rates have remained fairly steady over time because recruiting replacement workers has become so difficult, providers report recruitment and retention is a crisis.

Unfortunately, on-going challenges with recruitment are exacerbated by our current employment situation. The Department of Labor estimates that the number of workers ages 18 to 44 years old will drop by 1.96 million nationally between 1996 and 2006 (Fullerton, 1997). While the number of workers is projected to decrease, the demand for community social services is expected to skyrocket in the next several years. The number of people ages 75 and older has grown from 8.1 million in 1976 to 13.5 million in 1996. This group is expected to grow to 15.5

million by 2006 (Fullerton, 1997). The Bureau of Labor Statistics projects that the number of personal care and home health aides will increase 58% and the number of social and human service assistants will grow 53% between 1998 and 2008 (Fullerton, 1999). Another economic force influencing the DSP workforce is the U.S. economy. In 1975, the U.S. unemployment rate was 8.3%. There were plenty of people looking for work who could be counted on to fill vacant positions. However, thanks to a growing economy, the U.S. unemployment rate in May, 2000 was 4.0% (U.S. Census Bureau 1989; 1999; BLS Website).

In the past 25 years, many studies have been conducted examining DSP recruitment, retention and training. A longitudinal study of turnover among newly hired DSPs found that of all DSPs who left the agency in a year, 45% left in their first six months of employment, and 23% left between six and twelve months after hire (Larson, Lakin & Bruininks, 1998). Of 124 new hires followed for one year, 38% left voluntarily and 15% were fired. The primary implication of these findings is that interventions to reduce turnover (and to reduce the need to recruit large numbers of new staff members) need to focus on recruitment and selection practices, as well as on orientation and training practices. Firing 15% of new hires suggests that pressure to hire people has become so severe that people who are not suited for jobs are no longer being screened out during the hiring process.

Several factors differentiated between new hires who stayed 12 months and those who quit or were fired. Four key differences between these groups were that those who stayed:

- Were more likely to hear about the job from “inside sources”
- Thought promotions were likely
- Were more committed and more satisfied after 30 days
- Had fewer unmet expectations about the job and about their employer

These findings suggest that recruitment practices and initial employment experiences play an important role in who will stay and who will leave.

Turnover was higher in homes supporting individuals with more difficult support needs (level of MR, challenging behavior, mental illness, ADL needs). It was also higher in homes with lower starting pay, newer supervisors, and fewer DSPs eligible for paid leave. Supervisors play a critical role in turnover outcomes. Further, turnover was lower in homes where the supervisor valued treating workers fairly (when selected from among thirty possible interventions to address staffing issues). In addition, when new staff were asked why they wanted to leave their jobs, the most common reasons for wanting to leave were: 1) problems with co-workers; 2) inadequate pay or benefits; and 3) problems with supervisors. This suggests that teamwork and supervisor skill are critical in improving retention outcomes. Unfortunately, turnover for front line supervisors was 27%.

A Note About Wages: While many things can be done at the provide agency level to address recruitment and retention challenges, the importance of providing adequate wages and benefits to DSPs cannot be overlooked. Lower wages have consistently been shown to be associated with higher staff turnover (e.g., Lakin, 1981; Braddock & Mitchell, 1992; Larson, Lakin & Bruininks, 1998; Hewitt, Larson & Lakin, 2000). Wages for DSPs continue to be low overall, with DSPs who work for private providers earning considerably less than those working in the public sector. In addition, despite the importance in recruitment and retention, few DSPs are eligible for these

Partnerships For Success: Removing the Revolving Door

DSP Workforce - 2

- Perpetually high turnover
 - 45-70% in residential settings
 - 33% in vocational settings
- Low unemployment makes recruitment the number one issue
- Shrinking labor pool
 - People ages 18-44 decline 4% by 2005
- Competition for workers increasing
 - 136% increase in demand by 2005
- Cost per hire \$2,500 - \$4,000
- Inadequate/poor training
- Lack of career paths

Slide 18

Partnerships For Success: Removing the Revolving Door

In MN We Know

- 45% leave within first 6 months
 - 23% leave between 7-12 months
- New hires who stayed 12 months were
 - More likely to hear from inside source
 - Had fewer unmet expectations
 - Thought promotion was likely
 - More committed/satisfied
- Common reasons for leaving
 - Co-worker problems
 - Inadequate pay/benefits
 - Problems with supervisors

Larson, Lakin & Bruiniaks, 1998
Slide 19

Partnerships For Success: Removing the Revolving Door

MN Staff Study: Other Findings

- Newer homes had higher turnover
- Supervisor turnover was 27% in 12 months
- Turnover was lower in homes where the supervisor valued treating workers fairly

Larson, Lakin & Bruiniaks, 1998
Slide 20

Partnerships For Success: Removing the Revolving Door

Supervisor Skills

- Staff relations (e.g., teamwork)
- Direct support
- Facilitating and supporting consumer support networks
- Program planning and monitoring
- Personnel management
- Training and staff development activities
- Promoting public relations
- Maintenance
- Health and Safety
- Financial Activities (e.g., banking, budgets and contracts)
- Scheduling and Payroll
- Coordinating vocational supports
- Coordinating policies, procedures, and rule compliance
- Office work and computers

Slide 21

Activity Name: 1B-2 New Paradigms in Support

Goals of the Activity:

- ✓ Provide an overview regarding the changes in support services and how roles are changing for those involved (consumers, families, FLS, support organizations, DSPs, communities).

Time: 30 minutes

Background Information:

The transformation of the service system for persons with intellectual disabilities from primarily institutional care to primarily community services was one of the remarkable social accomplishments of the last twenty-five years. The movement toward community supports substantially changed the lives of people with intellectual disabilities as well as the responsibilities and work locations of the people who provide direct support to them. In June 1977, 207,356 of 247,780 people with intellectual disabilities (84%) receiving residential services in the United States were living in institutional settings of 16 or more residents. By June 1999, of the 361,172 people in the United States receiving residential services for persons with intellectual disabilities, only 82,718 (22.9%) were living in institutional settings (Prouty & Lakin, 2000); the rest were living in small community homes. The shift toward community supports brought to direct support work much smaller working environments. This decentralization of services has dramatically changed the organization of direct support work and the demands and experiences of those performing it.

Along with the changing size and location of residential supports, the expectations for the types of supports provided has changed dramatically from expecting custodial care (food, clothing, shelter): to expecting training and habilitation: to expecting full community and social inclusion. When DSPs worked in institutions they typically worked daily with on-site co-workers, supervisors, administrators, and medical and therapy professionals. Today DSPs typically work without an on-site administrator and often they work alone. Today, DSPs in community settings have much greater responsibility for making decisions related to people's health and safety, and are expected to provide the energy, commitment and creativity necessary to offer people significant opportunities for social and community involvement.

Partnerships For Success: Removing the Revolving Door

Changes in Supports and Services

- Supported living/Supported work
- Self-determination/Empowerment
- Self-advocacy
- Choice
- Outcomes
- Natural supports/relationships
- Person-centered planning and supports

506-21



- Partnerships For Success: Removing the Revolving Door
- ### Changes in DSP Roles
- Ability to identify strengths in others/self
 - Respect for diversity
 - Capacity to listen and reflect
 - Creativity
 - Ability to solve/resolve problems
 - Ability to work in teams and independently
- 508-24

- Partnerships For Success: Removing the Revolving Door
- ### Changes in FLS Roles
- DSP attributes plus:**
- Long distance supervision strategies
 - Understanding and managing diversity
 - Ability to empower and trust others
 - Ability to do PR with others (neighbors, families, community)
 - “Big picture” organizational thinking
- 508-25

- Partnerships For Success: Removing the Revolving Door
- ### General Attributes of an Effective Supervisor
- | | |
|-----------------|--|
| • Compassionate | • Problem-solver |
| • Creative | • Respectful |
| • Decisive | • Self-directed |
| • Empathetic | • Self-reflective |
| • Fair | • Understanding |
| • Flexible | • Visionary |
| • Humble | • System-thinker (can see the “big picture”) |
| • Objective | |
- 508-26

Unit 1 C: Developing a Plan to Meet the Challenges

In this unit, participants will be introduced to a number of tools that will be useful in developing and evaluating the effectiveness of a site plan or agency plan for reducing turnover and improving recruitment practices. An overview of the strategies that will be discussed and used in-depth throughout the course will be presented.

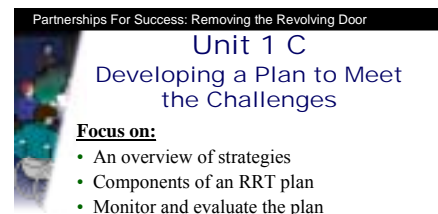
Activity Name: Unit 1C Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute

Background Information: None



506-27

Activity Name: 1C-1 Tools for Understanding Recruitment and Retention

Goals of the Activity:

- ✓ Introduce participants to some of the tools they will use to create and monitor plans to improve recruitment and retention at their sites.

Time: 20 minutes

Background Information:

Assessing Retention Outcomes

Why assess recruitment and retention?

A good workplace assessment is important for several reasons:

- It can help agencies to identify the precise nature of the staffing problems in various sectors of the agency.
- It can also help in selecting intervention strategies to address identified challenges.
- It provides a baseline or point of comparison against which the results of intervention can be compared.
- Finally, assessment results can be used to identify and encourage strategies that are working and to identify what is not working, so changes can be made.

What to assess

The process of assessing workplace recruitment and retention practices and problems requires many types of information. To establish a baseline the agency must clearly define who counts as a direct support professional, and how DSPs who work at several sites, or only “on-call” hours will be counted. It is most efficient if the same definitions and formulas are used for all sites and services within the agency. The procedure for establishing a baseline has several components including: developing an accurate job description, examining retention outcomes and recruitment practices, gathering specific information about positive and negative job features, describing any changes or special incentives that may have influenced recruitment or retention, and summarizing the information gathered. This handout describes how to measure retention outcomes.

Examining retention outcomes

Retention outcomes that should be assessed include:

- turnover rates (crude separation rate) for direct support workers and for supervisors,
- average tenure (months worked),
- vacancy rates (% of positions vacant), and
- percent of workers who leave the site within six months of hire.

Computing current outcomes and setting goals for each site and for the agency allows the agency to identify sites that are struggling and those that are doing well. This facilitates information exchanges within the agency to identify why experiences differ across sites.

Tenure of current workers (stayers)

Tenure is the length of time an employee has worked for a site or agency. The average tenure of stayers is a convenient measure to use when comparing retention success for sites within an agency or to compare an agency's retention success to that of similar agencies. To compute the average tenure of workers at a particular site, list each worker and the number of months the worker has been at the site (or in the agency). Add the number of months for each worker at the site (or in the agency) and divide by the total number of workers. The result will be the average number of months workers have been at the site. This average can be compared across sites within the agency. Be sure to consider the number of months the site has been open when evaluating the results. Separate computations for direct support professionals and supervisors can be helpful.

$$\text{Average tenure} = \frac{\text{Sum of number of months tenure of current staff at the site}}{\text{Number of staff at the site}}$$

Average tenure of leavers

To compute the average tenure of people who have left a site or an agency (leavers), identify all leavers in the past twelve months. For each leaver, note the total number of months worked before quitting. Add the number of months for each leaver and divide the total by the number of leavers. The result is the average number of months a worker stayed before leaving. Computing separate numbers for workers who were fired versus those who quit voluntarily may be helpful. Be sure to include all workers who were paid for one or more hours of work. It is very common for some workers to quit after training or in their first few days. Including those workers in the calculations is important. In the Minnesota staff study, the average leaver had seven months tenure (Larson, 1997).

$$\text{Average tenure of leavers} = \frac{\text{Sum of number of months in site for all leavers}}{\text{Number of leavers}}$$

Tenure Category (for stayers or leavers)

Examining tenure in more detail can assist agencies in targeting interventions to workers at a particular point in their career. One strategy is to divide stayers or leavers into groups according to the number of months they have worked. For example, to compute the proportion of leavers who stayed less than six months, count the number of workers who left in the last 12 months. Then count the number of workers in that group who stayed less than six months before leaving. Divide this number by the total number of workers who left and multiply the result by 100. This same formula can be used to compute the proportion of leavers who stayed six to twelve months, and the proportion who stayed more than twelve months. In the Minnesota staff study, 45% of all new hires left before completing six months and 23% left between six and twelve months after hire (Larson, Lakin & Bruininks, 1998). When many leavers have six or fewer months tenure, intervention strategies that address the needs of recruits and new hires are likely to be helpful (e.g., using inside sources, providing realistic job previews, providing mentors for new hires, conducting socialization interventions).

$$\text{Percent of leavers w/lt six months tenure} = \frac{\text{Num leavers w/lt six months tenure}}{\text{Total number of leavers}} \times 100$$

Turnover (Crude Separation Rate)

The crude separation rate compares the number of people who quit to the number of positions in a site or agency. Like tenure, turnover is a convenient measure to use to compare retention problems across sites within an agency or to compare an agency to similar agencies. To compute the turnover rate in a particular site, count the number of workers in a particular category (e.g., direct support workers) who left the site within the last twelve months (leavers). Include all workers who left, even if they quit one day after hire or were hired but never showed up for work. Divide this number by the average number workers at the site during the last twelve months. Multiply the result by 100. The resulting percentage (which may be higher than 100%) reflects the annual crude separation rate. Turnover rates can be compared across sites and can be computed for the agency as a whole. Over the last 25 years, crude separation rates have consistently averaged between 50% and 70% for residential direct support workers.

$$\text{Crude separation rate} = \frac{\text{Number of leavers in 12 months}}{\text{Number of positions at site}} \times 100$$

Vacancy rates

A different indicator of how much trouble an agency or a site is having with recruitment is the vacancy rate. The vacancy rate can be computed by counting the number of positions at the site (or agency) that are currently funded but have no specific person assigned (overtime or substitutes may be being used to cover these open positions). Divide that number by the total number of positions at the site (or agency) and multiply the result by 100.

$$\text{Vacancy rate} = \frac{\text{Number of funded positions currently vacant}}{\text{Total number of funded positions}} \times 100$$

Example

On the following page we have provided an example of how these retention measures were calculated for one particular site. We have listed all of the current workers at the site (stayers), positions that have been funded but are currently not filled (vacancies), the workers from this site who have left the site (leavers), and the reasons each person left. Every person who worked at this site in the previous 12 months was listed.

We computed the month's tenure in the home for stayers, rounded to the nearest month, using each person's start date and the date the analysis was conducted as the reference point. We computed the month's tenure for leavers, rounded to the nearest month, using the person's start date at the home and the last date worked at the home as the reference points.

Results

In doing the computations, we learned that current workers in Group Home A have been with the home for an average of 22.6 months. Among the stayers, 33% had been in the home for less than 6 months when the analysis was completed, 11% had been in the home 7 to 12 months, and 55% had been in the home for more than one year.

Workers who left Group Home A during the last twelve months had worked in the home an average of 11 months before quitting. For this home, the turnover rate was 50% for the last 12 months. Among the people who left group home A, 40% left in the first 6 months after hire, 20% left 7 to 12 months after hire, and 40% had been with the home for more than a year before

they left. Four of five of the leavers left voluntarily (they quit). The fifth was fired (20% of all leavers were fired). The vacancy rate in this home was 10%.

This home has two distinct groups of workers, a long-term staff, and new hires. Interventions are clearly needed to reduce the number of workers who leave early in their employment at the site. Among the issues that should be explored further are: how well are newcomers accepted by the existing staff, why are so many people leaving in the first six months. However, workforce interventions for this home also need to remember the long-term employees. They may need enhanced training or career development opportunities or other supports that can be identified only by asking them about their needs and issues. They may also have valuable insight about workforce issues and strategies to address them.

Example: Direct Care Staff Members in Group Home A (11/1/98 to 10/31/99)					
Staff Member (ID or Initials)	Status	Hire Date	Compute Date	Months in home	Tenure Group
1	Stayer	11/6/94	10/31/99	60	13+
2	Stayer	8/12/95	10/31/99	45	13+
3	Stayer	11/30/96	10/31/99	35	13+
4	Stayer	10/3/97	10/31/99	25	13+
5	Stayer	7/5/98	10/31/99	20	13+
6	Stayer	1/3/99	10/31/99	10	7-12
7	Stayer	6/14/99	10/31/99	5	0-6
8	Stayer	9/5/99	10/31/99	2	0-6
9	Stayer	10/1/99	10/31/99	1	0-6
10	Vacancy				
Stayer Total	10		Quit Date	203	
11	Quit	2/5/97	3/5/99	25	13+
12	Quit	10/2/97	1/2/99	15	13+
13	Fired	11/1/98	6/10/99	8	7-12
14	Quit	4/30/99	9/25/99	5	0-6
15	Quit	6/25/99	9/1/99	2	0-6
Leaver Total	5			55	

Average tenure of stayers = $\frac{203 \text{ months}}{9 \text{ stayers}} = 22.6 \text{ months per stayer}$

Tenure category for stayers

0-6 months $\frac{3 \text{ stayers have 0-6 months tenure}}{9 \text{ total stayers}} \times 100 = 33\% \text{ have 0-6 months tenure}$

7-12 months $\frac{1 \text{ stayer has 7-12 months tenure}}{9 \text{ total stayers}} \times 100 = 11\% \text{ have 7-12 months tenure}$

13+ months $\frac{5 \text{ stayers have 13+ months tenure}}{9 \text{ total stayers}} \times 100 = 55\% \text{ have 13+ months tenure}$

Average tenure of leavers = $\frac{55 \text{ months}}{5 \text{ leavers}} = 11 \text{ months per leaver}$

Tenure category for leavers

0-6 months $\frac{2 \text{ left with 0 to 6 months tenure}}{5 \text{ left during the last 12 months}} \times 100 = 40\% \text{ left in first 6 months}$

7-12 months $\frac{1 \text{ left with 7 to 12 months tenure}}{5 \text{ left during the last 12 months}} \times 100 = 20\% \text{ left after 7-12 months}$

13+ months $\frac{2 \text{ left with after more than 12 months}}{5 \text{ left during the last 12 months}} \times 100 = 40\% \text{ left after 12 months}$

5 left during the last 12 months

Crude separation rate = $\frac{5 \text{ leavers in the last 12 months}}{10 \text{ funded positions}} \times 100 = 50\% \text{ turnover rate}$

Vacancy rate = $\frac{1 \text{ funded position is vacant}}{10 \text{ positions are funded}} \times 100 = 10\% \text{ vacancy rate}$

Site Plan Page 2

5. Who will be involved in developing, implementing and evaluating the intervention? What roles will each type of person play?

6. What will you do? What are the main steps in implementing this intervention?

7. What are the costs associated with this intervention?

Annual DSP Turnover and Vacancy Rate

Please complete the following five formulas. Fill in every box and complete all calculations. Use information regarding DSP positions in the last 12 months. Direct Support Personnel (DSP) – people whose primary job responsibility is to provide support, training, supervision, and personal assistance to people supported by your agency. At least 50% of a DSPs hours are spent in direct support tasks. DSPs may do some supervisory tasks, but their primary job responsibility and more than 50% of their hours are spent doing direct support work. Unless noted specifically, do not include workers whose position is only “on-call.”

Date filled out: _____

1) Average tenure of current Direct Support Professionals (Stayers):

$$\text{Tenure of stayers} = \frac{\text{Sum of the number of months worked by all current DSP employed today}}{\text{Total number of DSP employed today}}$$

Fill in:

 $\frac{\text{Sum of months}}{\text{Total \# DSP Stayers}} =$

 months

2) Average tenure of Direct Support Professionals who left in last 12 months (Leavers):

$$\text{Tenure of leavers} = \frac{\text{Sum of months worked by DSP who worked in last 12 months and resigned before today}}{\text{Total number of DSP who worked in last 12 months and resigned before today}}$$

Fill in:

 $\frac{\text{Sum of months}}{\text{Total \# DSP Leavers}} =$

 months

3) Percent of Direct Support Professionals leavers with less than 6 months tenure

$$\% \text{ of leavers} = \frac{\text{Total num. of DSP who worked in last 12 months and left before working 6 months} \times 100}{\text{Total number of DSP who worked in last 12 months and resigned before today}}$$

Fill in:

 $\frac{\text{\# DSP left before 6 months} \times 100}{\text{Total \# DSP Leavers}} =$

 %

4) Crude separation rate (Turnover) for Direct Support Professionals

$$\text{Turnover} = \frac{\text{Total number of DSP who left in last 12 months}}{\text{Total number of DSP positions in agency today}} \times 100$$

$\frac{\text{Total N of leavers}}{\text{Current Staff} + \text{Vacant positions}} \times 100 =$

 %

5) Vacancy Rate for Direct Support Professionals

$$\text{Vacancy Rate} = \frac{\text{Total number of vacant DSP positions as of today}}{\text{Total number of DSP positions as of today}} \times 100$$

$\frac{\text{Total N vacant positions}}{\text{Total N DSP positions}} \times 100 =$

 %

Organizational and Site History with Recruitment and Retention Issues Page 1

Ask at least 2 people to help you understand the history of the organization’s attempts in the area of recruitment and retention of direct support professionals. If possible speak to the CEO, a top-level administrator, a board member, parents or consumers who have been with the organization for some time or someone in human resources. For site information, use your own knowledge and seek input from others such as consumers, families and other DSP with various levels of tenure at your site, to help understand how the issues affect various people associated with the site.

Please indicate the people with whom you talked to gather this information:

Name	Role with agency	Number of years associated with agency.

Part A. Organization-wide information:

- 1) What is the current annual turnover and vacancy rate organization-wide?

- 2) What methods for recruiting new staff does the organization use most often? Have they changed in the last few years? How and Why?

Which have been the most effective? Why?

Which have been the least effective? Why?

Organization and Site History Page 2

3) Is staff turnover a big concern? Why? (e.g., how does it affect consumers, long-term DSP, families, the agency, FLS, etc.)

4) What methods for reducing turnover has the organization tried?

Which have been the most effective? Why?

Which have been the least effective? Why?

Part B. Your Site:

5) What are the biggest challenges at your site? (e.g., location, lack of teamwork, not welcoming to newcomers, consumer demographics, etc.)

6) What has been tried to improve the situation? (e.g., innovative recruitment, team-building, enhanced training, etc.)

7) How are people at the site affected by these issues? (Coworkers, consumers, FLS, etc.)

Activity Name: IC-2 An Overview of Strategies to Improve Recruitment and Retention

Goals of the Activity:

- ✓ Provide a quick overview of the various strategies regarding improving recruitment and retention that will be introduced in the course.

Time: 20 minutes

Background Information:

Several types of interventions can be used to improve workforce outcomes, including: management practices, recruitment and selection interventions, orientation and training interventions, and recognition. This curriculum describes several interventions in each of these categories.

Management practices interventions include using high-performance work practices, participatory management and teams and team-building. The list of high-performance work practices is based on a national study of several hundred Fortune 500 companies across the United States (Huselid, 1995). In that research, organizations that experienced lower turnover rates and higher employee commitment and satisfaction were significantly more likely to use formal information-sharing programs such as company newsletters, formal job analyses for all positions, promotion from within, regular attitude surveys (e.g., staff satisfaction questionnaires), comprehensive training programs, involvement of employees in quality circles, access to company incentive plans and profit sharing, access to formal grievance procedures, and employment testing for recruits. Participatory management practices find ways to involve employees at all levels in formal and informal decision-making. Teams and team-building approaches acknowledge the importance of teams and actively promote healthy team functioning.

Recruitment and selection strategies address recruitment and retention challenges by marketing the agency more effectively and by reducing the number of hiring mistakes that are made. Innovative recruitment practices use strategies such as recruitment and hiring bonuses to increase the number of recruits who have inside information about the company, and use both short-term and long-term approaches to building a stable workforce. Realistic job previews (RJPs) provide positive and negative information about the job and the organization that recruits are unlikely to know or are likely to have unrealistic expectations about before they are offered a position.

Orientation and training strategies improve the effectiveness of employees by supporting new employees adequately and by providing all employees the information and skills they need to do their jobs effectively. Effective orientation practices focus on welcoming new employees to the organization. Competency-based training approaches ensure that workers can actually demonstrate new skills on-the-job before giving them credit for completing training. Intentional learning environments are designed to encourage workers to develop new skills as the need arises. Performance evaluations are used to provide feedback to employees and to establish

goals for future performance. Mentoring programs provide one-to-one support from someone who is not the person's supervisor to reinforce learning and facilitate successful employment.

Recognition strategies acknowledge the contributions made by all employees. Recognition includes treating DSPs as professionals and providing regular meaningful reminders to employees acknowledging them as individuals (e.g., birthday cards), and as employees. Networking interventions seek to improve professionalization for DSPs and other employees by providing opportunities for them to gather formally and informally with others within the organization, and in similar organizations, for support and mutual encouragement. Finally, effective recognition programs specifically acknowledge the important contributions of employees who have been with the agency for longer periods of time.

Partnerships For Success: Removing the Revolving Door

Strategies Overview

- High performance work practices
- Participatory management
- Teams and teambuilding
- Innovative recruitment
- RJPs
- Effective orientation
- Competency based training
- Intentional learning
- Performance evaluation
- Mentors
- Recognition
- Networking
- Rewarding long-term employees

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Partnerships For Success: Removing the Revolving Door

High Performance Work Practices

- Provide a formal information-sharing program (e.g., Newsletter)
- Conduct a formal job analysis of all positions
- Fill non-entry level jobs from within
- Administer attitude surveys regularly
- Provide more training
- Involve workers in quality circles
- Provide access to company incentive plans and profit-sharing
- Provide access to a formal grievance procedure
- Use employment tests for recruits (Huselid, 1995)

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***Removing the Revolving Door
Evaluation***

Date: _____

What topics were covered this session?

What worked well for you this session?

What would you like to see done differently in future sessions?

Comments or issues regarding previous sessions or out-of-session assignments:

Thank you!



Module 1: How Organizational Practices and FLS Roles Shape and Influence Staff Recruitment, Retention, and Training

Session 2

Module 1: How Organizational Practices and FLS Roles Shape and Influence Staff Recruitment, Retention, and Training

Session 2: Introduction and Participant Competencies

Module 1 is delivered over 2 sessions and provides an overview of recruitment and retention issues in organizations, including the critical role of the FLS. In the first session, participants were introduced to each other and given an overview of the whole course. They were given tools for assessing how critical these issues are at their site or in their agency and they were provided with an overview of potential strategies they can use to improve their recruitment and retention situation. Participants began to assess their current skill level related to being effective supervisors in areas of recruitment and retention and they began to identify their own training and development needs. They started on a plan for their site to make the changes necessary to improve retention and recruitment practices.

In-between sessions participants were asked to read materials on the topics of recruitment and retention and to begin using the tools (agency site plan, annual turnover and vacancy rate worksheet, and organizational and site history plan) to discover what their trouble spots are, what has been done about them previously, and who will help them develop and implement a meaningful site plan.

In this session participants will learn about organizational practices that can help improve overall employee satisfaction. They will examine the mission, vision, and values of their organizations and how a good fit between the mission and vision of an organization and its employees is important. They will learn about participatory management and they will think about how they can increase the opportunities for DSPs to be active in the organization and at their sites. Lastly, they will learn about the importance of teamwork in a human service organization, the purpose of teams, what teams do, and how managers and supervisors can facilitate teamwork.

The following competencies and skills will be achieved or introduced in Module 1:

Competency Area: Organizational Participation—The competent FLS knows and understands how recruitment and retention issues affect those receiving supports, the sites for which he or she is responsible, and the whole organization, and effectively participates in organization-wide activities and communicates with others around these issues.

1. Knows the annual turnover and vacancy rate at the sites for which they have direct responsibility and how these compare to the organization as a whole.
2. Knows how to develop and implement a plan for reducing unwanted turnover and vacancies at their own site or across the agency as a whole.
3. Supports other FLSs in understanding and learning about recruitment and retention strategies and why they are important.
4. Monitors turnover, recruitment success, and employee satisfaction and uses the results to improve personnel practices.

5. Identifies the necessary resources for individuals served and for DSPs and advocates for these resources with their managers.

Competency Area: Participatory Management and Supervisory Skills—The competent FLS is knowledgeable about his or her management responsibilities, and a range of participatory management techniques, and is skilled in using strategies that collaboratively involve DSP input in management decisions and promote DSP job growth, promotion, and responsibility.

1. Encourages or nominates DSPs to participate in organizational cross-functional teams, committees, or advisory boards.
2. Seeks input from other staff and from consumers and their family members in making hiring decisions.
3. Delegates tasks or duties to staff as needed (above and beyond job descriptions) for special events and activities.
4. Seeks staff opinions and input regarding various issues (e.g., program plans, budgets, procedures) and empowers staff to make decisions.
5. Attends and actively participates in agency management, planning, and cross-functional work group meetings.

Competency Area: Team-Building and Conflict Management—The competent FLS is proactive in developing and supporting work teams; able to identify areas where his or her work team is having difficulty; and able to employ effective team-building and conflict management strategies as needed.

1. Facilitates teamwork and positive interactions and attitudes among staff.
2. Provides counseling and support to staff when conflicts arise.
3. Provides formal communication to staff through communication logbooks or memos, and by facilitating effective meeting and purposeful interactions.
4. Encourages staff to maintain appropriate boundaries regarding personal vs. professional issues.
5. Coordinates and facilitates annual, quarterly and, as needed, consumer planning meetings or assists DSP in this process.
6. Coordinates and facilitates staff meetings.
7. Understands that factors such as culture, age, gender, and other life experiences or perspectives may have an impact on communication and helps team members resolve conflicts based on miscommunication due to these and other factors.
8. Welcomes new employees and helps new and existing employees transition smoothly into a functioning team.

Activity Name: Session 2 Check-In and Warm-Up

Goals of the Activity:

- ✓ Help participants feel comfortable in the training environment.
- ✓ Have participants sign in and review their contact information.
- ✓ Reacquaint participants with each other and the topic.
- ✓ Provide participants with a chance to ask questions about the previous session.
- ✓ Have participants turn in their assignments.
- ✓ Have participants discuss their reading assignments and written assignments.

Time: 45 minutes

Partnerships For Success: Removing the Revolving Door

Module 1 (Session 2)

How Organizational Practices and FLS Roles Influence Recruitment, Retention, and Training

Focus on:

- Understanding how organizational practices and climate affect recruitment and retention outcomes
 - Mission and vision
 - Supervisory practices
 - Participatory management
 - Teamwork

06A-10

Partnerships For Success: Removing the Revolving Door

Session 2 Agenda

- 45 min. Check-in and Warm-up
- 50 min. Mission, Vision, and Core Values
- 40 min. Participatory Management
- 15 min. Break
- 70 min. Understanding Teams
- 40 min. Applying Teamwork
- 25 min. Summary/Questions Re: Assignments

06A-11

Unit 1 E: Mission, Vision, and Core Values: The Importance of Organizational Fit

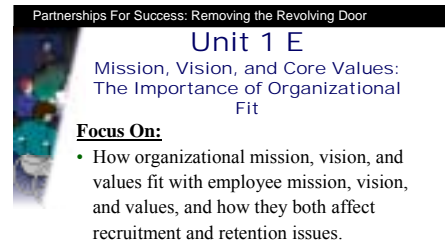
Organizations with a clearly defined mission, values and vision, (MVV) will have an advantage in recruitment and retention. By helping employees and potential employees understand the MVV of the organization, they are more likely to know if the organization fits with their personal view and are more likely to be satisfied with their employment if there is a good match.

Unit 1E Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute

The slide features a dark background with a vertical strip of colorful, abstract light patterns on the left side. The text is white and centered.

Partnerships For Success: Removing the Revolving Door

Unit 1 E

Mission, Vision, and Core Values:
The Importance of Organizational
Fit

Focus On:

- How organizational mission, vision, and values fit with employee mission, vision, and values, and how they both affect recruitment and retention issues.

588-01

Activity Name: 1E-1 The Effect of Organizational Mission, Values, and Vision on Recruitment and Retention

Goals of the Activity:

- ✓ Participants will understand how the relationship between organizational Mission, Values, and Vision can affect employee satisfaction and recruitment and retention.

Time: 50 minutes

Background Information:

Mission, vision and values guide both corporate and individual actions. Beginning with the end in mind is the second habit in Stephen Covey's book, The 7 Habits of Highly Effective People (1989). The idea is that individuals and organizations have an end to which they are striving. However, they are not always aware of the mission, vision, and values that guide their actions. Mission statements give direction and clarify choices. According to Covey, a personal mission statement answers the questions: What do I want from my life? What do I value? What are my talents? At the end of my life what do I want to have accomplished? It describes the roles an individual has in life, and the goals the person has for those roles. An organizational mission statement reflects the shared vision and values of everyone in the organization. Covey suggests that having a shared mission, developed with involvement from all members of the organization, can create unity and commitment, and create a set of guidelines by which individuals in the organization govern themselves. This unit encourages participants to consider their own mission, vision and values and then to compare and contrast them with the mission, vision and values of the organization of which they are a part.

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Quality Outcomes: How Do We Get There?

- The right people:
 - Empowered consumers
 - Competent employees
 - Friends & family
- Doing the right things:
 - Vision & values
 - Commitment
 - Effective support & helping strategies

506-01



Partnerships For Success: Removing the Revolving Door



How Do Mission, Values and Vision Affect These?

- RJPs
- Orientation of new employees
- Staff-to-staff interactions
- Staff-to-consumer interactions
- Performance reviews
- Interactions with the “community”
- DSP/FLS decision-making

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Partnerships For Success: Removing the Revolving Door



Mission and Vision (From the MNFLSCPI)

Mission: Design, implement, and evaluate community support services that help people live as valued, contributing, and self-determined members of their community.

Vision: Community services to people with disabilities in Minnesota help communities recognize, provide, and use their capacities to include all of their members. Community services provide exemplary service and supports for consumers and direct support personnel (DSP) through continued evaluation and ongoing systemic change.

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Mission and Vision Worksheet

Use this worksheet to help you define your personal mission and vision regarding your work and compare it to your organization's mission and vision.

- 1) Write your personal mission here: (Think about: Why do you do the work you do rather than some other type of work? What do you like about it? Why is it important? What type of results do you want to achieve?)

My personal mission is:

- 2) Write your personal vision here: (Think about: If there were no barriers to your mission what kind of work would you be doing in a year? How would things look? What is your mission in action? Who would you be talking to and working with?)

My personal vision is:

- 3) Now write down your organization's mission and vision. Feel free to paraphrase as needed. If you are unaware of any formal written mission and vision write down what, based on your experience with the organization, you think its unspoken mission and vision is.

- 4) What are the first things that strike you when you compare your personal mission and vision with your organizations? What is similar and what is different? What do you think of both of these?

Unit 1 F: Creating Opportunities for Staff to Participate in the Life of the Organization

This unit helps participants understand how DSP participation affects retention, ideas for improving DSP presentation and possible barriers. Organizations show respect and understanding of the initial role that DSP's play in their organization by actively seeking their participation in organizational decisions and acting on DSP advice. Employees who feel respected, heard and understood are more likely to be satisfied with the organization and, in turn, are less likely to resign.

Unit 1F Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute

A slide graphic for Unit 1 F. It features a dark background with a colorful abstract image on the left. The text is white and blue. The title is 'Unit 1 F' in blue, followed by 'Creating Opportunities for DSPs to Participate in the Organization' in white. Below that, it says 'Focus on:' in white, followed by a bulleted list of three items: 'How decision-making affects retention', 'Seeking input, support, and buy-in from others', and 'FLS role in facilitating the participation of DSPs'.

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Unit 1 F

Creating Opportunities for DSPs to Participate in the Organization

Focus on:

- How decision-making affects retention
- Seeking input, support, and buy-in from others
- FLS role in facilitating the participation of DSPs

588-47

Activity Name: 1F-1 Organizational Participation

Goals of the Activity:

- ✓ Help participants understand the role of participatory management in recruitment and retention.
- ✓ Help participants identify and commit to implementing ways to support DSP organizational participation.

Time: 40 minutes

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DSP Participation in Organizations

- Include DSPs in individual support teams
- Member of quality improvement team
- Board of Directors liaison
- Review and provide input to house or site budgets
- Participate in HCFA or other licensing reviews
- Support families and their issues
- Recognition and motivation committee member
- Review and provide input into all new policies

508.01

Partnerships For Success: Removing the Revolving Door

Participatory Management

- Provide opportunities for DSP voices to be heard
- Include DSPs in decisions regarding individual consumers
- Include DSPs in decisions regarding agency policies and procedures
- Cross functional teams/committees
- Respond to concerns and follow-up
- Create an environment of openness and respect

508.01

Improving the DSP Role in Organizational Participation Worksheet

Part B- Implementing and Evaluating

Before Session 4 fill in part IV regarding the progress of your implementation and turn in to your training facilitator at the beginning of Session 3.

1. In one or two paragraphs describe the action you have completed since the training session to improve DSP participation. Describe what happened or what the outcomes were.
2. Discuss what barriers you encountered and how you dealt with them.
3. How satisfied were you with the results/ changes? How did others (DSPs, managers, leadership teams) think or feel about your work?
4. What do you plan to do next? How will you use the feedback from yourself and others in your future plans?

Unit 1 G: Understanding the Impact of Teamwork on Successful Organizations

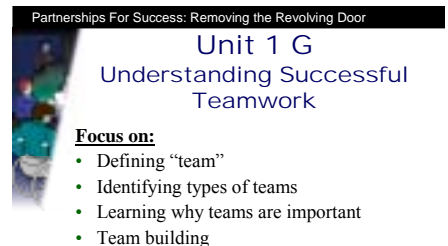
Almost every organization relies on “team work” to get the job done, but human services teams have some unique aspects. DSPs, FLS and others have to be able to work with a variety of different teams, such as individual support teams or work teams, on any given day and still perform almost all their work independently. In human services many of these teams are highly diverse with members coming from variable ethnic, racial, economic, and educational backgrounds. These challenges make understanding and supporting positive team development. This unit helps positive learners define and identify teams and why they are important.

Unit 1G Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute



Partnerships For Success: Removing the Revolving Door

Unit 1 G

Understanding Successful Teamwork

Focus on:

- Defining “team”
- Identifying types of teams
- Learning why teams are important
- Team building

54/59

Activity Name: 1G-1 What is a Team?

Goals of the Activity:

- ✓ Help participants understand some of the possible meanings for the word “team” and how that compares to their own definition.

Time: 10 minutes

What Does the Word “Team” Mean to You?

KEY WORDS AND PHRASES:

VARIOUS DEFINITIONS OF “TEAM”

The word ‘team’ can be traced back to the Indo-European word ‘*deuk*’ (to pull); it has always included a meaning of ‘pulling together.’ (The modern sense of team, ‘a group of people acting together’, emerged in the 16th century.) We define ‘teams’ as any group of people who need each other to accomplish a result” (Senge, 1994)

“Teams are a collection of people who rely on group collaboration to experience success and reach goal achievement” (Minnesota Department of Human Services, 1993).

“The definition of an effective team can be expressed using the letters T E A M as follows:

Two or more people working closely together
Encouraging and supporting one another to
Achieve in an efficient way
Mutually agreed-upon and appropriate goals” (Rees, 1997)

“Teams are a group of people

- They bring their experience and background to the group
- They are not people who just happen to know each other

Who collaborate on a regular basis,

- They need to work together to be effective. Success does not happen by accident.
- Unlike a drop-in support group, a team meets on an ongoing basis (e.g., work unit) or
- Until a specific project has been completed (e.g., task force).

Share mutual interests,

- A group of individuals form a bond because of their common values and mutual concerns.

And achieve success via a common purpose and jointly developed and agreed-upon goals.”

- A team is motivated to resolve a problem or create a vision that benefits them and others.

It is the shared focus and direction which motivates the group and helps them to develop and accomplish goals (Sauer, 1994).

Activity Name: 1G-2 Types of Teams

Goals of the Activity:

- ✓ Provide participants with an overview of the types of teams they may encounter in human services and their varying roles as part of a team.

Time: 10 minutes

Background Information:

Direct support professionals have plenty of opportunities to observe and participate in a number of different types of teams within the organizations. Some organizations involve direct support professionals in organizational teams, others do not. Some work units within organizations function as teams, others do not. This section has information about various types of teams.

INTACT WORK TEAMS

Intact work teams are usually operational, ongoing work teams that report to a supervisor or manager. In many cases, the supervisor is the designated team leader. These teams are given a variety of roles and responsibilities. Within health and human services, intact teams typically are comprised of your coworkers (e.g., the staff of a group home, the day shift on a specific unit at a nursing home) and the supervisor. These teams are responsible for the provision of health or human services to individuals and the general day-to-day operation of the group home, unit or program in which the team works. In almost all organizations these teams are semiautonomous in that they work in conjunction with management to plan, form, manage and correct their own work. Intact work teams usually are long-range, with members joining and leaving the team on an ongoing basis.

CROSS-FUNCTIONAL OR PROJECT TEAMS

These teams are made up of selected individuals who work on a specific project or task in addition to their normal jobs. Members on these teams often have different roles within the organization in which they work. Project or cross-functional teams generally have a more narrowly defined task or purpose and are often time limited. Examples of cross-functional teams within health and human services might include: a human rights committee, a quality assurance committee, team assigned to coordinate an awards banquet, or a team convened to develop a new individual service plan.

Direct support professionals, nursing assistants and personal care assistants are involved in project and cross-functional teams to varying degrees. In many organizations, people in these roles are completely left out of these teams, in others, the direct support perspective is always sought. Agency to require DSP participation on these cross-functional or project teams.

INTERDISCIPLINARY OR SUPPORT TEAMS

Interdisciplinary teams are common within both health and human service provider organizations. These teams are convened to assist in the development, implementation and ongoing review of program and treatment plans for human service and health care recipients. They are cross-functional in that they are comprised of members having various roles within the organization and in the individual consumer's life. Typically at least one direct support or health care professional is a member of these teams. Other common members include the service participant, parents or other family members, friends, social workers, nurses, physicians, therapists and other people identified by the individual receiving support and his or her family. Interdisciplinary teams meet initially when the individual begins receiving services and then periodically thereafter. Special team meetings can be called to discuss progress.

It is often awkward for direct support professionals when they begin attending interdisciplinary team meetings. This feeling of awkwardness often is because the group can be intimidating to, and sometimes not welcoming of, direct support professionals. Direct support professionals bring information and skills to the team that no one else does. They really know the individual. They most likely spend more time in a given week with the individual than many others on the team spend in a year. It is important for them to be assertive, provide information, ask questions, and challenge discussion and decisions made in these team meetings that they do not agree with.

In some agencies, direct support professionals may not be invited to be a member on an interdisciplinary team. This is most unfortunate. As an FLS you should try to influence your agency to acknowledge the important contributors of DSPs to the planning process and to provide DSPs with opportunities to participate.

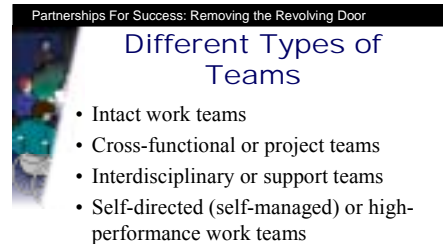
SELF-DIRECTED OR HIGH-PERFORMANCE TEAMS

Self-directed or high-performance teams are not common within health and human services settings at the direct support level. However, as these services move toward more community-based, individually-oriented service systems, the use of high performance teams will likely become more common as they may provide reasonable solutions to the difficulties of managing community programs. Self-directed work teams create an environment that empowers employees to contribute to the improvement of services by giving them the authority to improve the work itself. This often results in more satisfying jobs that offer employees greater challenge, variety, and opportunity for enhancement.

Self-directed teams are comprised of a group of employees who share the responsibility for a particular service or job unit. The team is comprised of individuals who possess the knowledge, skills and abilities to complete all assigned tasks. These teams have been given the authority by management to implement, control and improve all work processes. Self-directed or high performance teams are accountable for production, scheduling, quality and costs. Members of these teams are often asked to develop new skills so that they can assume flexible roles and responsibilities.

Self-directed and high-performance teams are usually responsible for:

- Monitoring and reviewing overall process and performance.
- Scheduling and inspecting their own work.
- Assigning tasks to its members.
- Solving problems.
- Improving work performance and processes.
- Conducting its own performance reviews.
- Selecting new team members.
- Preparing budgets.
- Providing training for team members.
- Scheduling vacations.
- Coordinating work with other teams within the organization.
- Communicating and collaborating with management.



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Different Types of Teams

- Intact work teams
- Cross-functional or project teams
- Interdisciplinary or support teams
- Self-directed (self-managed) or high-performance work teams

588 11

Activity Name: 1G-3 Team Attributes

Goals of the Activity:

- ✓ Help participants list what attributes of teams help them work effectively and those that do not.
- ✓ Help participants identify common characteristics of teams that impact their effectiveness.

Time: 30 minutes

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Things to Know About Teams

- Healthy teams don't always "get along."
- Teams grow, develop and change over time.
- Teams need to be nurtured and planned.
- A common understanding of purpose and roles among members is essential.
- Individuals have different abilities and comfort levels with "team" activities.

66A.12

BEST TEAMS

10 TIPS ON HOW TO MAKE YOUR TEAM SUCCESSFUL

-- (MINNESOTA DHS, 1993)

1. Set a “can-do” tone in team meetings.
2. “Visualize” success and expect it.
3. Provide ongoing feedback on how the team is doing.
4. Let each member know that his or her appreciation matters.
5. Establish team procedures.
6. Focus team members on tasks and processes.
7. Brainstorm ideas and seek causes.
8. Address team problems.
9. Revisit team mission, process and goals.
10. Celebrate team success, at each step of the way, and recognize effort of all members.

RESULTS OF WORKABLE TEAMS (NESS, 1994)

When team members are clear about their roles and the team function, when they cultivate the traits of an effective team, and when they value the participation of paraprofessionals, the results are:

- Goals are realistic and possible because everyone contributes in developing them.
- The team members are committed and support each other.
- Priorities are understood and agreed upon.
- Ideas and communication are encouraged.
- Problem solving is done effectively.
- Feedback is honest and “on-target.”
- Conflict is okay, and is even seen as a normal way to discuss and solve problems.
- Team members get support from each other to be productive team members and productive in their personal goals.
- Team members encourage each other to try new ideas with clients or students and they support each other for those efforts.
- Team members understand the importance of EACH member of the team as an individual.

CHARACTERISTICS OF EFFECTIVE TEAMS (ICI, THE PARAPROFESSIONAL, 1995, PP. 27-28)

In order for a team to be effective, team members must have:

- An understanding of each person's role on the team.
- An understanding of the purpose of the team.
- An ability to talk to each other about issues that affect the efficiency of the team.
- A willingness to support each other in the team.
- An understanding of how the team works.
- An ability to effectively work through both interpersonal and task-oriented challenges.
- An understanding that more collaboration means less competition to provide the best services for the individual.
- An ability to use conflict positively rather than destructively.
- An ability to work with other groups to assist the individual.
- A sense of interdependence among team members.

Activity Name: 1G-4 Why Are Teams Important?

Goals of the Activity:

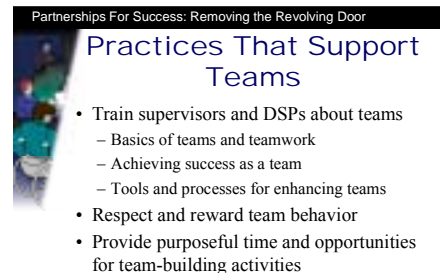
- ✓ Help participants understand why healthy functioning teams are important not only for consumer outcomes but for retention purposes as well.
- ✓ Help participants understand their role in helping teams function effectively.

Time: 20 minutes

Background Information:

Because there are so many teams in human services, there is often an unspoken expectation that teams will automatically form and function efficiently. Unfortunately, this isn't true. Quite often there are teams that never quite gain a common vision and focus and so flounder aimlessly. Other teams have members that are openly hostile to one another. Hostility, apathy, or other problems caused by poorly functioning teams can send workers looking for better prospects at other agencies. Knowing how and why teams function and what the attributes are that make the teams successful is important, but agencies must also put into place practices that support teams.

Since problems with coworkers and supervisors are common reasons for people to leave, and turnover is higher in new homes (with new teams), it is important to focus on this aspect of retention and to infuse purposeful team-building expectations and opportunities into the life of the organization.



Partnerships For Success: Removing the Revolving Door

Practices That Support Teams

- Train supervisors and DSPs about teams
 - Basics of teams and teamwork
 - Achieving success as a team
 - Tools and processes for enhancing teams
- Respect and reward team behavior
- Provide purposeful time and opportunities for team-building activities

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Activity Name: 1G-5 Planning for Team-Building

Goals of the Activity:

- ✓ Help participants apply what they have learned about teams to the team with whom they currently work.

Time: 40 minutes

Team-Building Worksheet

1. What type of team is this?
2. Describe the problem on an issue that this team is facing:
3. What do you think is at the basis of the teams issue (think about: Are there common mutually agreed upon and clearly defined roles? Are there gender, racial, age or other unresolved issues? Are there specific issues between team members that need resolution?)
4. How do these issues affect retention?
5. List 4 or 5 things you could try, to help this team function more smoothly:
6. What resources might you need?



Module 2: Frontline Supervisors' Roles and Responsibilities in Staff Recruitment and Selection

Session 3

Module 2: FLS Roles & Responsibilities in Staff Recruitment and Selection

Session 3: Introduction and Participant Competencies

The best time to think about reducing turnover is before making a decision to hire someone. An employee who is the right “fit” for the job and the organization will do better and is more likely to last. Due to a shortage of new potential employees many agencies take the “has a pulse, can work” approach, and will tell employees almost anything to get them in the door. Unfortunately, that’s the first step in building and maintaining a revolving door where employees go almost as fast, or faster, than they come. When new employees have different expectations of a job than the reality, they are very likely to leave early.

In Module 2 participants will begin to understand why taking a more deliberate approach to hiring and recruiting will pay off in the end. Recruitment and selection methods that help agencies and FLS find the right employees are introduced.

The participants will learn how to identify the unique attributes of their organization and sites and how to incorporate this information into recruitment and selection strategies. They will learn how to recruit new employees through targeted recruitment and by using existing employees and others familiar with the agency as recruiters.

They will learn why it is important to use realistic job preview (RJP) strategies to help potential applicants more clearly understand the position before they take the time to go through the interview process. In addition, participants will examine how to develop RJP that work. They will be introduced to interviewing and hiring strategies that help them better identify an employee who will succeed and those who will not.

The following competencies and skills will be achieved or introduced in Module 2:

Competency Area: Recruitment/Selection--The competent FLS is knowledgeable about a range of effective recruitment and selection strategies and has the skills necessary to find and hire new employees who are appropriate for the job, can meet the needs of the people they support, and who are likely to stay.

1. Recruits new DSP by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, welfare-to-work programs and other sources of potential new hires.
2. Recruits and mentors community volunteers and intern students.
3. Assists in the development of promotional materials including newsletters, newspaper articles, brochures and videos, and contacts with media.
4. Understands the importance and components of a realistic job preview (RJP) in the hiring process and uses these methods effectively with potential new hires.

5. Schedules and completes interviews with potential new DSP in collaboration with DSP and individuals served and family members.
6. Seeks input from other staff and from consumers and their family members in making hiring decisions.
7. Understands, develops and uses structured interviews and other methods for making decisions regarding an applicant's suitability to the job and organization.
8. Can articulate the difference between recruitment and selection and the importance of both.

Session 3 Check-in and Warm-up

Activity Name: Session 3 Check-in and Warm-up

Goals of the activity:

- ✓ Help the participants feel comfortable in the training environment.
- ✓ Help participants sign in and review their contact information.
- ✓ Reacquaint participants with each other and the topic.
- ✓ Provide participants with a chance to ask questions about the previous session.
- ✓ Have participants turn in their assignments.
- ✓ Have participants discuss their reading and written assignments.

Time: 35 minutes

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Module 2 (Session 3) FLS Roles in Recruitment and Selection

Focus on:

- Marketing and effective use of internal and external recruitment sources
- Understanding RJPs
- Effective employee selection

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Partnerships For Success: Removing the Revolving Door

Session 3 Agenda FLS Roles in Recruitment and Selection

35 min.	Check in and warm-up
50 min.	Understanding recruitment
20 min.	Niche markets
15 min.	Marketing your organization/site
45 min.	RJP
15 min.	Break
30 min.	RJP- continued
95 min.	Employee selection
25 min.	Summary/questions Re: Assignments

SLA 17

Unit 2 A: Effectively Marketing Your Organization to Prospective Employees

Helping bring new people to the pool of prospective employees is the first step in recruitment. Organizations need to reach out to new markets and use the resources they have (such as existing employees) to help bring new applicants to the agency. These recruitment efforts will be most effective if the organization has a clear idea why someone would want to work for them and can articulate that to potential recruits. Working with existing employees, board members, neighbors, individuals who receive supports, and their families, to assist in recruitment efforts is another way to widen the pool.

Activity Name: Unit 2A Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute

Background Information:

The hiring process includes two distinct but interrelated activities, recruitment and selection. Recruitment is the process used by the organization to communicate with potential employees that a position is available, and what the position entails in a manner that helps find potential employees who are interested in the position (Wanous, 1992). Selection refers to the process of deciding which candidates best meet the needs of the organization. Units 2A and 2B describe strategies that can be used to improve recruitment success. Unit 2C describes selection strategies. Both recruitment and retention efforts are important to hiring success. If an agency focuses only on recruitment, they risk making costly mistakes in hiring people who will not stay or worse, who will have to be hired because of their actions or inactions. If an agency ignores recruitment, they will not have an adequate number of applicants to make it possible to exclude applicants who are not a good match for the organization.

Partnerships For Success: Removing the Revolving Door

Unit 2 A

Effectively Marketing Your Organization/Site

Focus on:

- Discovering your organization's uniqueness
- Targeting your message to new audiences
- Inside versus outside recruitment sources
- Using current employees as realistic recruiters

58-78

Activity Name: 2A-1 Understanding Recruitment

Goals of the Activity:

- ✓ Provide participants with an overview of types of recruitment strategies that they could use and issues to consider when implementing these strategies.

Time: 20 minutes

Background Information:

Inside recruitment sources give information about the job that only an “insider” could provide. Several studies have found that people who heard about the job from an inside source are more likely to stay on the job for at least a year (e.g., Larson, Lakin & Bruininks, 1998). These strategies are more effective than outside sources such as newspaper ads, employment agencies and job boards, because people who hear about the job from an inside source have a more realistic idea about the job and often built in support. New workers who understand what to expect from a job are less likely to quit.

Inside sources include rehiring former employees, or hiring referrals from former and current workers and from family members and friends of current staff and people being supported (Wanous, 1992).

Partnerships For Success: Removing the Revolving Door

Recruitment Difficulties: The Reasons

- Low unemployment 3%
- Increased demand for services
- Increased demand for workers with “people skills”
- Shrinking labor pool, especially ages 18-44
- Lack of industry identity

5/26/11

Partnerships For Success: Removing the Revolving Door

Recruitment Source Definitions

- Inside: Actively seek and find new hires by using people who are already affiliated with your organization.
- Outside: Actively seek and find new hires by looking to people who have no affiliation with your agency.

5/26/11

Partnerships For Success: Removing the Revolving Door

Recruitment Strategies - 1

- Effective marketing
- Use inside sources
- Recruitment bonuses for current staff
- Recruitment cards
- Bonus for new hires
- Provide hands-on experience to potential recruits
- Include consumers, families and DSPs in recruitment efforts

06-011

Partnerships For Success: Removing the Revolving Door

Recruitment Strategies - 2

- Develop regional recruitment consortia
- Present career opportunities to students and workers in employment programs
 - High school
 - Post-secondary
 - School-to-work
 - Welfare-to-work
- Offer paid internships and community service opportunities
- Recruit and train new workers in anticipation of openings
- Minimize use of outside sources (newspaper ads, web sites, job boards, employment agencies)

06-012

Activity Name: 2A – 2 Bonuses

Goals of the Activity:

- ✓ Provide participants with an understanding of the difference in hiring vs. recruitment bonuses.
- ✓ Provide an opportunity for participants to consider the implications of using either type of bonus within their agency.

Time: 30 minutes

Background Information:

Recruiting new employees through current and former employees, board members, family members and consumers can increase the information available to recruits and reduce the number of new hires who leave because their expectations were not met. One way to encourage inside recruitment is to provide bonuses to people who refer a successful candidate for an open position. Bonus programs can be structured in many ways. Some organizations offer gift certificates for meals or merchandise when an insider (employee, board member, family or consumer) refers a successful candidate. Others offer cash awards ranging in value from \$25 to \$700 or more. The selection of a bonus should be based on discussions with current employees and others. Bonuses should not be paid simply for finding someone who applies for a job. The bonus should only be paid if the person is hired and actually stays on the job for a given period of time.

The goal of a recruitment bonus program is to reduce the number of people who are hired but quit within the first six months because they did not understand what the job was really like. Employees should know this is the goal and should be encouraged to provide accurate and complete information about jobs to people they are recruiting. Many organizations extend their bonus programs for an entire year. A current employee who recruits a person would get part of the bonus once the new person is hired and has completed initial training and orientation. The remainder of the bonus is paid when the new employee has completed 6 or even 12 months on the job with satisfactory performance.

A hiring bonus differs from a recruitment bonus because it is paid directly to a successful applicant. Many service industry employers including telemarketing companies and fast food restaurants offer cash bonuses, quick raises (e.g., 25 cents per hour each month for the first 3 months), or other bonuses to applicants who are hired and have satisfactory job performance ratings. Like recruitment bonuses the goal of the hiring bonus is not simply to increase the number of applicants. Rather the goal is to increase the number of new hires who stay for 6 to 12 months or longer. Therefore, multiple part bonuses paid over time are more effective than a one-time bonus paid shortly after hire. In addition, long-term employees (1 year +) should not be forgotten in Bonus structures.



Recruitment and Hiring Bonuses

- Recruitment bonus: A person affiliated with the agency is given a monetary or other bonus (e.g., a gift certificate or merchandise) for recruiting someone who is actually hired or who stays a specific minimum length of time.
- Hiring bonus: A new recruit is given a monetary or other bonus (e.g., a gift certificate or merchandise) for accepting a position or staying with a job for a specific length of time.

Bonus Possibilities at Your Agency Worksheet

Answer these questions:

1) Does your agency currently use:

a. Recruitment bonuses? Yes No
If yes, please describe.

b. Hiring bonuses? Yes No
If yes, please describe.

2). If you answered “yes” to either a or b in question 1, answer the following questions. If you answered “no” skip to question #3 below.

a. ”Yes” we do use recruitment bonuses.

Reflection questions:

What works well about the use of recruitment bonuses in your agency?

What could be changed for this practice to work better?

b. ”Yes” we do use hiring bonuses.

Reflection questions:

What works well about the use of hiring bonuses in your agency?

What could be changed for this practice to work better?

3). If your agency/site is not currently using bonuses, please answer parts a and b below.

a. “No” we do not use recruitment bonuses.

Reflection questions:

Do you think the use of recruitment bonuses is a viable option at your agency? Why? Why not?

What might it look like in your agency?

b. “No” we do not use hiring bonuses.

Reflection questions:

Do you think the use of hiring bonuses is a viable option at your agency? Why? Why not?

What might it look like in your agency?

4). Discuss in your small group all member responses. Be prepared to share your discoveries with the large group

Activity Name: 2A –3 What’s In It For the Recruit?

Time: 20 minutes

Goals of the Activity:

- ✓ Help participants understand how to identify what is unique and positive about their agency or site when marketing and recruiting.
- ✓ Help participants think about niche markets and how benefits can be gained through selective marketing.
- ✓ Help participants become familiar with some of the aspects of their agencies that may need to change if they want to be more successful in recruiting potential employees from new markets.

Background Information:

To compete successfully for a dwindling supply of employees, human service agencies must consider what sets them apart from other human service agencies and from other service industries. They must then develop, implement and evaluate comprehensive marketing plans designed to let prospective and new employees know what the organization is about, its mission, vision and values, history and its’ commitment to direct support professionals. The marketing plan should identify the important characteristics of the culture of the organization so that they can be shared with recruits. It should answer the question: What is unique about the organization and why would a prospective employee choose it over the agency down the street or other industries?

Given the demographic trends in the U.S. and the increased need for additional employees within community human service settings, organizations will have to expand the pool of potential employees from whom they select employees. Strategies such as cultivating relationships with career and placement resources through mailings of job listings and networking with area high school guidance counselors and post-secondary training programs are key to recruiting high quality candidates over the long-term (Levy, Levy, Freeman, Feiman, & Samowitz, 1988). In expanding the pool, the information potential recruits have is important. Whether through internships or work experience, previous experience is clearly associated with lower turnover rates (cf., Balfour & Neff, 1993; Lakin, 1981).

One potential source of new recruits is immigrant workers. Many human service agencies have had great success in recruiting recent immigrants to the U.S. into direct support positions. Immigrant workers bring with them new experiences and insights into the roles and work of direct support. Many immigrants are highly educated and have years of experience in health or human service careers. Ethnic and culturally diverse publications, community centers and organizations are all excellent places to market positions to immigrant workers.

Adequate supplies of employees will depend on tapping new sources of potential recruits, including older or displaced employees and people from groups that have traditionally experienced high unemployment rates (e.g., unskilled employees, and high school dropouts). To recruit these employees it will be necessary to join with community education and training programs such as school-to-work initiatives, welfare-to-work initiatives, post-secondary

education programs, “tech prep” initiatives and vocational/technical programs to recruit and train new direct support employees. State and federally funded workforce centers or one-stop shops provide valuable information for employers and can be an excellent resource for those who want to expand their recruitment sources.

While defining the unique aspects of your agency is critical, human service agencies will do best in working collaboratively with each other to bring recruits to the industry as a whole. Collaborative work allows for leveraging of services when marketing and recruiting. Emphasis should be on making people aware of the employment opportunities and benefits of working in this industry.

Activity Name: 2A –4 Your Ad Here!

Goals of the Activity:

- ✓ Help participants practice marketing to niche markets and new groups of potential new employees.

Time: 15 minutes

Background Information:

Traditional forms of advertising include print advertisements in the help wanted section of local papers and web site advertisements. The most effective places for print ads may vary depending on the size of the community and on the educational requirements for new hires. Many supervisors report higher success with print ads placed in local community papers than in large metropolitan area newspapers, especially when recruiting individuals who are not required to have college degrees. Increasing the diversity of your workforce may require advertising in culturally specific newspapers. In some cases this may even include advertisements in non-English language papers. In addition to newspapers, print ads that are posted at local libraries or supermarkets, at local colleges and universities, and at workforce centers can also enhance your visibility. Such ads can sometimes be larger, allowing you to market your image more completely.

Unit 2B: Realistic Job Previews (RJPs)

Realistic job previews are a critical component to hiring people who are right for the job. A realistic job preview is any technique an organization uses to help prospective employees understand enough about the realities of the job that they can make an informed decision about whether to apply or accept a position or not. While it is not the purpose of the RJP to scare away people who may be inappropriate for the job or agency, it is intended to help people who clearly do not want to work in this field or in this type of agency to choose to not apply or accept an offer of a position. This way, time spent interviewing, hiring, orienting, and training people who are clearly not a good match for the field or organization is minimized. Organizations need to consider developing RJP methods. Each site has unique attributes, from its location or size to the people who are supported there. Therefore, a customized site RJP may be required as well.

Activity Name: Unit 2B Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute

Background Information:

Realistic job previews are used to recruit people who will stay and do the job with personal satisfaction because they have a realistic impression of the job before they accept it. Realistic job previews are based on the theory of unmet expectations. That theory states that unmet expectations held by newcomers about important aspects of the job and organization cause low job satisfaction. Low satisfaction causes newcomers to quit (Porter & Steers, 1973). RJPs reduce the likelihood that a person who accepts a position will leave because they didn't know what they were getting themselves into.

Components of realistic job previews include gathering information from new and long-term workers about the positive and negative characteristics of the job, summarizing information recruits are unlikely to know or are likely to have unrealistic expectations about, developing a strategy to present the information to recruits before they decide whether to take the job, and implementing and evaluating the RJP (Wanous, 1992).

RJPs could include inviting prospective employees to a meal or recreational activity at the home, showing interviews with consumers, parents and current staff members, preparing a photo scrapbook describing the job that can be viewed with a consumer or a DSP providing commentary, showing a videotape of the typical household routines, delivering information about the job verbally to potential employees, or providing opportunities for potential employees to meet the people who live in the house and to observe the household routines. The goal is to provide a consistent set of non-distorted information about the job and the organization so that the recruit can make an informed decision about whether or not to take the job.

Characteristics of effective RJPs include:

- Make it clear to the applicant that the purpose of the job preview is to help them make a thoughtful choice about whether this is a good job for them.
- Use credible information. Whenever possible use quotes from, tapes of, or results of surveys of current employees to present the information
- Use a method to communicate the information that matches the message. Longer RJPs may work better in booklet or photo scrapbook form. Shorter RJPs may be more effective as a videotape. Make sure the videotape images match the tone of the message (negative information should not be communicated verbally by smiling workers in great surroundings). Make sure that if direct observations are used, that the observation of both positive and negative features of the job are included (Pick busy times when staff are too preoccupied to put on a “show.”)
- Balance the negative and positive job factors so the RJP reflects actual negative and positive organizational characteristics actually experienced by the employees.
- Present the RJP information early in the application process, before the prospective employee has invested much time and effort, and before the applicant makes a commitment to the organization/job. (Wanous, 1992)

Studies that developed and implemented RJP interventions clearly show the benefit of the procedure in reducing turnover (e.g., Wanous, 1992; Williams, Labig & Stone, 1993). One analysis reported that RJPs improve retention rates by 9% - 17% (McEvoy & Cascio, 1985). Another study reported that RJPs increase retention of workers 12% for agencies with annual retention rates of 50%, and 24% for agencies with annual retention rates of 20% (Premack & Wanous, 1985). In short, RJPs make a difference, one that is larger for agencies with higher turnover rates. (Larson, Hewitt & Lakin, 1994)

Agencies struggling with turnover and recruitment problems may benefit from examining their practices with the standards that define high quality RJPs. In deciding how to use RJPs in a particular setting it is important to consider the current ability of the organization to attract and retain newcomers, the expectations of newcomers before and after the RJP and how well those expectations reflect job realities, the ability of newcomers to select jobs that meet their job wants, initial job attitudes (satisfaction, organizational commitment, intent to stay or leave), job performance, and job survival and voluntary turnover rates (Wanous, 1992). Current employees can provide a great deal of information about aspects of employment in a specific setting that should be part of a realistic presentation of work in that setting.

Newly hired DSPs reported that the things that made them want to stay were the people in the home - both the residents and their coworkers, and the rewards of being needed. Some employees found the ability to tailor hours to their needs a positive aspect of the work (Larson, Lakin & Bruininks, 1998). Others appreciated being a valued member of a team. Among the challenging aspects of the job for some workers were physically demanding resident behavior, low pay and inadequate benefits, problems with their coworkers and supervisor, and limited opportunities for advancement. Providing accurate information about these issues to new recruits early in the application process is an essential part of the recruitment process.

New direct support workers identified several types of information they considered important to provide to recruits (Larson, Lakin & Bruininks, 1998). Among the positive features of the job they felt should be stressed was that the job is rewarding, the residents can be fun, and the coworkers can be good people to be around and fun. Negative features included the specific nature of difficult or unpleasant tasks, specific pay and benefits packages offered, and the hours the person would be expected to work. They also said recruits need to be fully aware of the duties and responsibilities of the job, and the need to be flexible and patient. Each agency and often each home will have specific unique job characteristics that are important to address as well, so that more specific job preview materials are needed as well.

Partnerships For Success: Removing the Revolving Door

Unit 2 B

Realistic Job Previews

Focus on:

- What is a RJP?
- How do RJPs affect recruitment and retention?
- The components of an effective RJP.

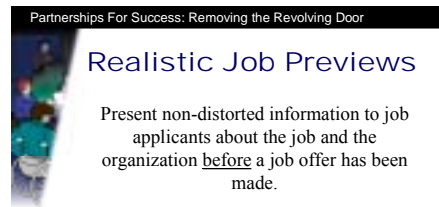
58/61

Activity Name: Unit 2B-1 What is an RJP?

Goals of the Activity:

- ✓ Let participants know what a Realistic Job Preview is, and why and how RJPs are used.
- ✓ Help participants understand the various types of RJPs that could be used and the considerations in implementing them.

Time: 10 minutes



Wanous (1992)

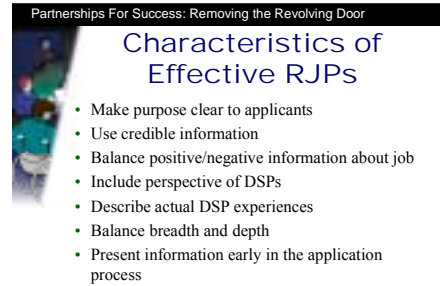
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Activity Name: Unit 2B-2 Characteristics of an Effective RJP

Goals of the Activity:

- ✓ Let participants know about the major components of an effective Realistic Job Preview.
- ✓ Let participants view and evaluate an existing RJP.

Time: 30 minutes



Partnerships For Success: Removing the Revolving Door

Characteristics of Effective RJPs

- Make purpose clear to applicants
- Use credible information
- Balance positive/negative information about job
- Include perspective of DSPs
- Describe actual DSP experiences
- Balance breadth and depth
- Present information early in the application process

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Realistic Job Preview Evaluation

Organization: _____ Type of RJP: _____

Key Criteria for Realistic Job Previews	Quick Report A=Excellent F=Very Poor
<p>1. Make the <u><i>purpose clear</i></u> to the applicant. (To help people decide whether to take a job if offered).</p> <p>Comments:</p>	
<p>2. Use <u><i>credible information</i></u> about actual work life. (For example, preparing and eating meals, participating in staff meetings, shopping with consumers).</p> <p>Comments:</p>	
<p>3. Include specific <u><i>thoughts and feelings of current workers</i></u> about the job.</p> <p>Comments:</p>	
<p>4. Balance <u><i>positive/fun and difficult/unpleasant tasks</i></u> to reflect actual experiences. (For example, participating in a 5K run with a consumer and completing personal cares).</p> <p>Comments:</p>	
<p>5. Highlight a <u><i>variety of job features</i></u> to show the depth and breadth of the work (For example, salary & benefits, coworker characteristics, staff training opportunities).</p> <p>Comments:</p>	

Developing an RJP Worksheet

1. What about your agency (site) is unique that you would want to convey to prospective new employees? What sets your agency (site) apart from others?

2. Who can provide an accurate picture of the DSP role within your agency (site) to make sure that both the positive and negative aspects are revealed?

3. What are unique differences, issues, or circumstances that DSPs within your agency (site) need to handle (e.g., specific characteristics of people served, family's relatives, vehicle requests) and can these be included in your RJP?

4. What mode or modes of delivery would you recommend for the RJP to be delivered to potential new hires in your agency? Why?

5. Using information from numbers 1 through 4, develop a draft of an action plan to begin your next steps.

Specify a format	Who is responsible?	When (start and end dates)	Resources Needed	Evaluation (How will you know that it is done?)

Unit 2C: Making Employee Selection a Top Priority

Activity Name: Unit 2C Introduction

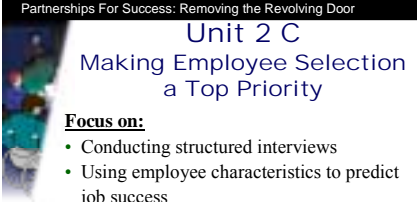
Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute

Background Information:

Selection is the process used to improve matches between employee skills and potential and organizational job requirements. Selection is based on the premise that a mismatch between the employee's skills and the job requirements can lead to poor performance and termination of the employee, for underqualified employees or to dissatisfaction and voluntary quitting for an overqualified employee. Structured interviews are a technique designed to increase the likelihood that the employer will gather the information needed to determine whether an applicant is a good match with the organization's culture and skill needs. Structured interviews are based on the premise that the best predictor of future behavior is past behavior in similar circumstances that was recent or that reflected long-standing behavior patterns. Many different types of questions can be used to solicit information about past performance. Among the more helpful questions types are: Superlative adjectives (e.g., describe the most/least, best/worst, hardest/easiest...), first and last questions (e.g., Tell me about the last time you...), and accomplishment (e.g., describe your most significant accomplishment in ...). Structured interviews are just one of many possible approaches to interviewing. There are more books available on the topic of selection and hiring practices (try the business section of your local library or bookstore). One caution, this curriculum does not address the legal issues related to hiring and selection practices. Agencies that are using this curriculum to train new supervisors are encouraged to supplement this information with current information from an internal or external human resources professional.



Partnerships For Success: Removing the Revolving Door

Unit 2 C

Making Employee Selection a Top Priority

Focus on:

- Conducting structured interviews
- Using employee characteristics to predict job success
- Matching potential recruits to the needs of the organization, co-workers, and people you support

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Activity Name: Unit 2C-1 Using Structured Interviews

Goals of the Activity:

- ✓ Provide participants with an understanding of what a structured interview is and why agencies should use them.

Time: 15 minutes

Partnerships For Success: Removing the Revolving Door

Structured Interviews

- Each recruit answers the same set of questions
- Questions address job skills and focus on behaviors that distinguish excellent performers from poor performers
- Questions ask recruits to describe past experiences related to expected job behavior
- Score answers based on predetermined scale that defines excellent and poor responses. Anchor the scale with specific examples.

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Sample Structured Interview Questions

Based upon CSSS competency areas.

Instructions: This document contains example structured interview questions for agencies supporting persons with disabilities. The questions are based on the Community Support Skills Standards (available from HSRI <http://www.hsri.org/cgi/hsri.cgi>). We recommend that you choose questions that suit the needs of your agency and the people to be interviewed. We suggest your agency ask the same set of questions of all applicants for a particular position.

A. Competency Area 1: PARTICIPANT EMPOWERMENT

1. Describe a situation when you assisted an individual to recognize that he or she had several choices in how to handle a difficult problem. What was the situation, what did you do, and what was the final outcome?
2. A participant at the group home in which you work has recently told you she thinks she might be a lesbian and would like to meet other women in the gay community. What steps would you take to empower her?
3. Describe a situation where you've encouraged someone to advocate for him/herself?
4. You and a person with disabilities you support are at a local restaurant. When the waitress comes to take your order, she looks and speaks only to you. The person you are with can give his/her own order. What would you do?

B. Competency Area 2: COMMUNICATION

1. Describe ways in which you have communicated with a person who does not communicate verbally?
2. Your new coworker Mohamed, is Muslim. During the month of Ramadan he is fasting during the day, and has asked you to change duties with him so he will not have to cook for the people who live in the group home. You cook a great deal already, and don't want to take on the extra duties for him. How do you respond to him?
3. Your coworker has a habit of interrupting you at staff meetings. In the past you've waited for her to finish and bring up your point again, only to have her interrupt once more. As a result, you often leave staff meetings feeling frustrated because your issues were not addressed. How do you address this issue?
4. Describe a situation in which your attempts to communicate with someone were ineffective. What was the situation, what did you do and what happened as a result?
5. Describe the worst misunderstanding you were involved in at your last job. What was the situation, what did you do, and what happened as a result?

C. Competency Area 3: ASSESSMENT

1. Sally's mother expresses concern to you that Sally may be hard of hearing, and tends to ignore her when she is talking. You have noticed this, but have also found that when Sally is around friends or watching television her hearing appears to be fine. You suspect Sally is choosing to not listen to her mother. Sally's mother recently told you she wants her daughters hearing tested

and asks you your thoughts. How might you share your assessment of the situation with her mother?

2. Tell us about a time when someone was injured and you had to make an immediate judgment on what needed to be done to help the person. Describe the injury and your steps in making the assessment.
3. Describe a situation in the past where you've participated in a team assessment process. What was your role?
4. Tell me about the last time you solved a problem where you had to do a lot of hard thinking and analysis; what difficulties did you encounter, how did you overcome them, what was the result?

D. Competency Area 4: COMMUNITY & SERVICE NETWORKING

1. A person you support tells you when he was a child his family went regularly to a Catholic church and he would like to become active in the faith again. How do you support him in this goal?
2. Midori, a Japanese-American is quiet and doesn't leave the house. She is not involved in any activities and has no personal relationships. Midori claims she has no areas of interest but seems unhappy with her life. How might you assist Midori in recognizing and developing areas of interest?
3. Please describe some community resources you have had contact with in your own neighborhood. How might those resources be used by a person with a disability?
4. Think about the last time you moved to a new community. What strategies did you use to find places to engage in your favorite leisure activities? How did you go about meeting people with interests similar to yours? John recently moved from a large institution to a supported living setting. How might you assist John to learn about and become part of his new community?
5. Describe the most embarrassing situation you have experienced when you were with a person with a disability. What was the situation, what did you do, what happened as a result? What, if anything, would you do differently if you experienced a similar circumstance in the future?

E. Competency Area 5: FACILITATION OF SERVICES

1. Tell me about a time when you had to practice professional confidentiality. What was the situation? What did you do? What was the outcome?
2. When working with persons with developmental disabilities, what do you think is key in establishing a solid working relationship?
3. A few weeks after developing her support plan, Rachel changes her mind about wanting to get a job. How might you respond?
4. Describe a situation in which you helped a person set a goal and then supported the person to achieve that goal. What was the goal and how did you help?
5. Describe a situation in which you or someone you know needed a medical, psychological or other support service but was having trouble getting it. What was the situation, what did you do, what was the result?

F. Competency Area 6: COMMUNITY LIVING SKILLS & SUPPORTS

1. Describe the best meal you have ever prepared for a group of people.
2. Describe the household chore or duty you like least. What strategies do you use to ensure that the chore or duty is completed?
3. Describe the household chore or duty you like most. What strategies do you use to ensure that the chore or duty is completed?
4. What actions would you take if you recognized a person showing signs of having an allergic reaction (e.g., hives)?
5. Kamol, a resident in the group home where you work, was raised in a Thai community. Lately, he has expressed how much he misses his mother's cooking and talks about Thai dishes he loved as a child. How might you respond to this situation?
6. Describe a time when you were required to provide medical assistance or treatment to another person. What was the situation, what did you do, what happened as a result?

G. Competency Area 7: EDUCATION, TRAINING, & SELF-DEVELOPMENT

1. How have you kept up on relevant resources and information about a topic of interest to you?
2. What else besides your education and job experience qualifies you for this job?
3. Describe the last thing you did for self-improvement.
4. Tell me about the best class you have ever taken. What was the class? Why was it good?
5. What is the next thing you want to learn how to do, or how to do better? What is your plan for accomplishing this?

H. Competency Area 8: ADVOCACY

1. What advocacy organizations/services are available in this community that might assist persons with disabilities?
2. Tell me about a situation where you have advocated on behalf of another person or a time when someone else has advocated on your behalf. What made that advocacy successful or unsuccessful?
3. Describe a time when you witnessed a person with disabilities being teased by a coworker or other person. What did you do? What could you have done to assist that person?

I. Competency Area 9: VOCATIONAL, EDUCATIONAL, AND CAREER SUPPORT

1. Mali would like to join a Hmong quilting group, but she has no method of transportation other than the bus, which is a long and confusing ride. What could you do as her DSP to support her in gaining access to this program?
2. Describe a time when you have supported another person in a vocational or educational program or with their career development?
3. Describe the things you have done in the last couple of years to advance your career. What supports did you use/receive? What was the most helpful assistance you got?
4. Describe the first job you ever had. What would you do to adapt that job so that it could be performed by someone who could not walk (talk, see, hear etc.)?

J. Competency Area 10: CRISIS INTERVENTION

1. Betty, a person in the home where you work, is sensitive to loud noises. One afternoon, the maintenance crew comes to the house to do yard work and the sound of the riding mower sends her into a panic. She begins pacing rapidly, while crying and covering her ears. She picks up a nearby object in attempt to throw through the window towards the maintenance worker. How would you handle this situation?
2. Describe the last time you became involved in a conflict or crisis situation. What was the situation? What did you do? How well did it work? What would you have done to prevent the situation from occurring?
3. Think about the most difficult person you remember ever dealing with at work or school. Describe the most difficult situation you remember encountering with that person. How did he/she react to you? How did you deal with the situation? What did you do about your own feelings? Did you ever discuss your differences with this person? If not, why not? If yes, what happened?

K. Competency Area 11: ORGANIZATIONAL PARTICIPATION

1. Tell me about the mission of the last company you worked for. Did you agree or disagree with that mission. Why?
2. Describe a situation where you played a role in making a change within your last place of employment (or church, community center or club). What was the situation, what did you do, what was the result?
3. Describe a situation in which you had a conflict with a co-worker. What was the issue, what did you do, what was the outcome of the conflict?
4. Describe a situation in which you had a conflict with your supervisor. What was the issue, what did you do, what was the outcome of the conflict?
5. What was the best experience you have ever had as a member of a team? What was your role on the team? What made it a good experience?
6. Describe the worst supervisor you have ever had. What made that person a poor supervisor? How did you work with that person to complete your job duties?
7. Tell me about the last time you found yourself trying to do too many different things at the same time. How did you handle the situation?
8. Describe the co-worker who you most appreciate? What characteristics or qualities of that person do you most appreciate?
9. What behaviors do you think are most important/most valued by team members or co-workers in the workplace? Of the behavior you just listed, please do a self-evaluation and tell me which is your strongest most positive co-worker behavior? Which might be a possible improvement area for you?
10. What does teamwork mean to you? Give some examples of things you have done to be a good team member, or to improve teamwork.

L. Competency Area 12: DOCUMENTATION

1. Tell me some of the reasons you feel documentation is important.

2. Describe a situation in which someone you know used words to describe a person or a group of people who showed disrespect. What if anything did you do in that situation?
3. Describe a situation in which you were asked to document an event. Describe what occurred, what information was documented, and the reasons behind your documentation.
4. What was the best thing you ever wrote? What was the topic? What made this the best thing you ever wrote?
5. Describe the most difficult writing assignment you have ever had. What was the assignment, and how did you handle it?
6. Describe the last paper or writing assignment you completed in school or at work. What was the assignment, what did you do, what was the outcome of the assignment?

Experience, Credentials and Self-Evaluation/Opinion Questions

1. Describe a typical day in your most recent job.
2. Describe any classes, experiences, or training you have received that prepare you for this job.
3. Most of us have more than one reason for leaving a job. What are some of yours, from past or present experience?
4. What one or two words would most of all of your previous supervisors use to describe you?
5. What part(s) of you last/present position did you like least? What did you do to try to overcome the situation? What would you think if you know in advance that this situation would be present in your new job?
6. Under what circumstances might you seek out a co-worker or peer for advice or suggestions? Provide examples of time you did that in the past.
7. Describe your ideal job. Discuss the amount and type of supervision you prefer, contact and kinds of relationships with co-workers, job tasks, and freedom to work or to make decisions.
8. Under what circumstances might you seek out a co-worker or peer for advice or suggestions? Provide examples of time you did that in the past.
9. If you had the authority or power, what one thing would you change about your current/last position?
10. Other than money, what rewards, benefits, or work situations are most important for you?
11. How much time did you miss from work last year? The year before?
12. What suggestions has your supervisor given you for performance improvement or development?
13. We have all made mistakes in our job, some bigger than others. Tell me about the biggest work place mistake you ever made. What were the circumstances, and how did you deal with it? What did you learn from the experience?
14. Tell me about your schedule flexibility, and your work schedule preferences.
15. If you were offered this position and you accepted, what one or two major contributions do you think you would make, in the short term (in the first few weeks) and in the long term (after a year or so)?
16. What is the most common misperception other people have about you?

Interview questions developed by Talley Sjonberg, Karen Pederson, Amy Hewitt, Sherri Larson (Institute on Community Integration) & Julie Stocker (Hiawatha Homes, Rochester, MN).

Activity Name: Unit 2C-2 My Structured Interview

Goals of the Activity:

- ✓ Provide participants with the opportunity to develop a structured interview for their agency (site).

Time: 30 minutes

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Structured Interviews

- Each recruit answers the same set of questions
- Questions address job skills and focus on behaviors that distinguish excellent performers from poor performers
- Questions ask recruits to describe past experiences related to expected job behavior
- Score answers based on predetermined scale that defines excellent and poor responses. Anchor the scale with specific examples.

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A Primer on Structured Behavioral Interviewing

February 18, 2001

Guiding Principles

- The best predictor of future behavior is past behavior in similar circumstances that was recent or that reflected long-standing behavior patterns
- Ask candidates to describe situations they have faced and how they handled them. (Situation, behavior, outcome)
- If you use more than one interviewer, divide up the competency areas ahead of time, allow each interview to address a smaller number of areas.
- When you sell your organization be realistic.
- Keep your questions open-ended.
- Start with the assumption that the candidate has no skills and allow him or her to demonstrate capabilities.
- Consider the interview a collection of “movies” which contain three elements - situation, behavior, outcome.

Problems To Avoid:

- Assuming that people are better at the things they like to do.
- Taking information on strengths and weaknesses at face value.
- Asking why do you want the job or what are your career goals (most candidates cannot predict accurately their future career paths).
- Statements of attitude and philosophies are poor predictors of people’s actual behaviors.
- Hypothetical questions force candidates to say what he/she thinks the interviewer wants to hear.

Strategies For Gathering Information In An Interview:

Experience Questions

- Used to put candidate at ease, provide overview of past experience, and to set stage for other questions
- **Sample questions**
 - Duties in last job
 - Responsibilities in last position
 - What do you typically do when you have a difference of opinion with your boss?
 - Describe a typical day in your most recent position.

Credentials

- Obtain information about a person’s education, employment history, and past achievements which is verifiable, using other sources
- **Sample questions**
 - What degrees do you hold?
 - What was your major?
 - What special recognition have you received?

Self-Evaluation Opinion

- Yields information about what the applicant thinks about a topic
- Reveals areas for probing
- Provides information the applicant thinks is important
- Invites applicant to say what he thinks you want to hear
- Makes a candidate who thinks quick and speaks fluently seem very competent
- Doesn't provide any evidence about what the candidate has done
- Falsely implies that if a candidate likes a task he or she can perform it

Behavior Description

- Situation, behavior, outcome - detailed accounts of specific events from an applicant's past
- Example: Tell me about the last time you solved a problem where you had to do a lot of hard thinking and analysis; what difficulties did you encounter, how did you overcome them, what was the result?
- Types of Behavioral Questions
 - Superlative adjectives
 - most/least
 - best/worst
 - hardest/easiest
 - First and last questions.
 - Tell me about the last time you...
 - Accomplishments.
 - Describe your most significant accomplishment in... Advantages: more objective assessment of applicant qualifications, applicants enjoy telling what they've done, top performers can describe accomplishments
- Disadvantages: takes more time, requires more skill and effort

Technical Questions

- Help determine if a candidate has the technical knowledge needed
- Example: How do you write a goal or objective?
- Advantage: Can provide clues about whether the applicant has the skills indicated on his/her credentials
- Disadvantages: May be easier to collect as a work sample test; requires technical knowledge to evaluate the response

Primer based on a seminar by Harry Brull at the 1991 Association on Residential Resources in Minnesota Annual Conference, Bloomington, MN.

Interviewing resources:

Curzon, S.C. (1995). *Managing the Interview: A how-to manual for hiring staff*. New York: Neal-Schuman Publishers, Inc.

Eder, R.W., & Harris, M.W. (Eds.). (1999). *The employment interview handbook*. Thousand Oaks: Sage Publishers, Inc.

Yate, M. (1994). *Hiring the best: A manager's guide to effective interviewing*. Holbrook, MA: Adams Media Corporation.

Maddux, R.B. (1994). *Quality interviewing: A step-by-step action plan for success*. Menlo Park, CA: Crisp Learning

My Structured Interview Worksheet

Agency: _____ Site: _____

Interview Questions:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Activity Name: Unit 2C-3: The “Best” DSP Ever

Goals of the Activity:

- ✓ Provide an overview of the needed attributes of DSPs.
- ✓ Provide an overview of the needed attributes of FLSs.
- ✓ Provide insight into the need for people who hire new staff to make an effort to select people who have the needed attributes.

Time: 30 minutes

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DSP Attributes

• Assertive	• Determined	• Intelligent
• Balanced	• Diplomatic	• Mature
• Calm	• Empathetic	• Modest
• Caring/sensitive	• Encouraging	• Non-materialistic
• Collaborative	• Enthusiastic	• Objective
• Committed	• Flexible	• Organized
• Common Sense	• Forgiving	• Patient
• Communicative	• Friendly	• Positive
• Conscientious	• Good sense of humor	• Professional
• Consistent	• Honest	• Punctual
• Cooperative	• Insightful	• Resourceful
• Creative	• Takes initiative	• Respectful
• Dependable		• Sincere

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FLS Attributes

• Compassionate	• Objective
• Creative	• Problem-solver
• Decisive	• Respectful
• Empathetic	• Self-directed
• Fair	• Self-evaluative
• Flexible	• Understanding
• Humble	• Visionary
• Humoring	• Systems-thinker

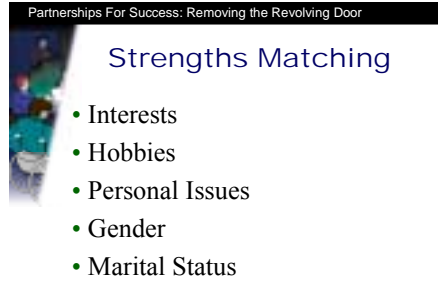
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Activity Name: Unit 2C-4 Finding Staff Strengths

Goals of the Activity:

- ✓ Help participants identify the strengths and understand interests of DSPs and match these to the needs and interests of people who receive supports

Time: 20 minutes



10/1/14

Finding Staff Strengths Worksheet

	Staff Person	Strength/Interest	Person(s) Served	Need/Interest
1.				
2.				
3.				
4.				
5.				
6.				
7.				



Module 3: Orientation, Training, and Mentoring

Session 4

Module 3: Orientation, Training and Mentoring

Session 4: Introduction and Participant Competencies

Potential “good” employees are found through effective recruitment and hiring practices, but will only thrive in the new organizations if they quickly connect to the organization, have the skills and support necessary to do the job, and are supported in carrying out their new role. It is during the initial stage of employment that effective orientation, training and mentoring programs come in to play. While most organizations have established orientation and training systems, the FLS plays a critical role in helping the person “fit” into the work site and develop necessary skills at a pace that is comfortable and achievable. Irrespective of the organization’s orientation and training practices, FLSs are key to ensuring that new knowledge and skills are used correctly on the job. The attitude, expectation, and supportive skills of the FLS are critical to ensuring that new DSPs learn and use the correct skills on the job.

In this session, participants learn about: 1) the importance of a good orientation and its true purpose (welcoming and acculturating new employees to the organization); 2) effective competency-based training; 3) job analysis and performance appraisals; and 4) the role of mentors in helping people fit in and learn new skills. These are all ways to help DSPs continue to grow and develop the skills they need to provide consistent and effective supports. Using these employee’s strategies will improve retention by increasing the employees competence, providing them with sufficient challenge and growth potential, and connecting them more firmly to the organization, its mission, and its goals.

The following competencies and skills will be achieved or introduced in Module 3:

Competency Area: Orientation, Training, and Mentoring--The competent FLS is knowledgeable about formal and informal training, orientation, and mentoring practices that respond to the needs, desires, and interests of new and existing employees.

General Training Competencies:

1. Takes a direct interest in the roles and responsibilities of the staff.
2. Coordinates, schedules, and documents staff participation and performance in orientation and in-service training and completion of other alternative self-directed learning and development.
3. Observes and solicits feedback from staff, consumers and their families regarding DSP training needs and desired opportunities.
4. Provides orientation and answers questions from new staff through a variety of formal and informal instructional and learning activities.
5. Identifies potential trainers and provides resources, coaching and opportunities for DSP training.
6. Provides mentorship opportunities to new and existing DSPs as needed or desires to promote retention.
7. Understands the purpose of orientation and implements strategies to help welcome new DSPs and help them feel comfortable in their new positions.

8. Understands adult learning principles and uses them to effectively train DSPs.
9. Teaches and coaches DSPs in effective approaches to achieving direct support competencies (CSSS)

Competency Area: Job Analysis and Performance Appraisal--The competent FLS is knowledgeable about the process of developing and using accurate job descriptions for DSPs and using them in performance appraisals.

1. Is aware of the Community Support Skills Standards and how they can be used to develop job descriptions and performance reviews.
2. Completes staff performance reviews by gathering input from peers, consumers, family members and agency personnel as required by policy and procedure.
3. Develops and modifies job descriptions as needed.
4. Understands the importance of accurate job descriptions and timely review processes.
5. Provides coaching and feedback to staff regarding performance issues.
6. Provides necessary coaching, and as needed, disciplinary action, including demonstrating correct performance for staff.

Session 4 Check-in and Warm-up

At the beginning of each session it is important to check-in with participants and provide them with time to get reacquainted with each other, the environment, and the learning session. During this check-in, have participants to turn in their assignments and ask any questions they have regarding their readings or written assignments.

Activity Name: Session 4 Check-in and warm-up

Goals of the activity:

- ✓ Help the participants feel comfortable in the training environment.
- ✓ Have participants sign in and review their contact information.
- ✓ Reacquaint participants with each other and the topic.
- ✓ Provide participants with a chance to ask questions about the previous session.
- ✓ Have participants turn in their assignments.
- ✓ Have participants discuss their readings and written assignments and ask any questions they have.

Time: 35 minutes



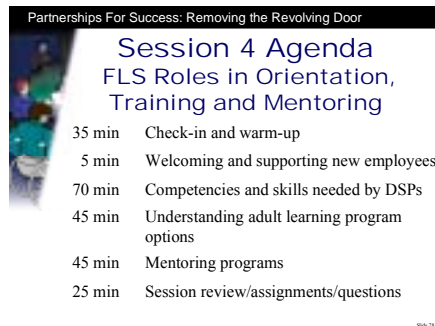
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Module 3 (Session 4) FLS Roles in Orientation, Training, and Mentoring

Focus on:

- Welcoming and supporting new employees
- Identifying DSP competencies for training and performance review
- Effective training practices
- Understanding the use of mentors

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Session 4 Agenda FLS Roles in Orientation, Training and Mentoring

35 min	Check-in and warm-up
5 min	Welcoming and supporting new employees
70 min	Competencies and skills needed by DSPs
45 min	Understanding adult learning program options
45 min	Mentoring programs
25 min	Session review/assignments/questions

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Unit 3A: Welcoming and Supporting New Employees

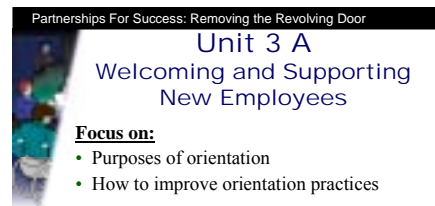
Orientation is an important part of helping new employees feel comfortable in their new work environment. A good orientation welcomes new workers, introduces new workers to organization structure and policy, and helps workers understand work expectations and organizational culture. Participants are encouraged to think about how workforce diversity can increase the need for a more thorough orientation. Typical orientation practices are discussed and new strategies are introduced for improving current orientation practices.

Activity Name: Unit 3A Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute



Activity Name: 3A-1 “In the Know”

Goals of the Activity:

- ✓ Help participants understand the importance of the relationship between orientation and retention.
- ✓ Introduce participants to orientation strategies that are helpful in improving retention.
- ✓ Help participants understand some considerations regarding adaptation of orientation and training when hiring from a diverse pool of workers.
- ✓

Time: 60 minutes

Background Information:

Co-worker Support. A study of newly hired direct support workers found that workers who were supported by their co-workers were more likely to stay than those who were not (Bachelder & Mitchell, 1994). Six aspects of co-worker support were identified:

- Co-workers go out of their way to help new staff members adjust.
- New workers can understand their role by observing co-workers;
- Coworkers are personally supportive of new staff members;
- Experienced staff see advising or training newcomers as a main job responsibility;
- Experienced staff guide newcomers about how to perform the job;
- Training expands and builds on knowledge gained in previous training.

These researchers suggest that agencies design the role of direct support professionals around groups rather than around individuals; assign a specific person to assume primary responsibility for preparing, instructing, and advising new employees during the orientation period; and communicate a personal interest in new employees actively and directly.

Worker-centered orientation. It is easy in an industry that regulates most aspects of service provision to consider orientation the time period in which regulation-mandated training must be provided, and to consider success as having spent the designated time addressing the designated topics. The unfortunate result is that new workers struggle to: get to know the people in the home and their behaviors and traits, learn the routines and complete the duties, get to know the other staff members, and to learn and remember everything (Larson, Lakin & Bruininks, 1998). A worker-centered orientation is designed to help newcomers cope with the stress of starting the new job. Its goal is to welcome new workers, promote positive attitudes about the job, establish open communication between the organization and the job, and to acquaint the new employee with organizational history, values, goals, policies and procedures (Holland & George, 1986). Providing planned opportunities for new workers to get to know other workers and the people they will be supporting before the first solo shift can be helpful in the orientation process. Pacing the information provided during orientation can also help to reduce the likelihood that a new worker will become overwhelmed with the information.

ROPES. Realistic Orientation Programs for new Employee Stress (ROPES) is a research-based approach to supporting new employees (Wanous, 1992). The goal of ROPES is to reduce stress among new employees and to encourage them to stay in the organization. The components of ROPES are as follows:

- *Provide realistic information about initial stresses*

As with RJPs, this strategy seeks to provide new employees with realistic expectations about the new job. The goal is to provide information about the factors that cause stress for new employees. Information about those stresses should be gathered from current employees and summarized. The information should then be presented to new employees at the beginning of their orientation process to help them know what to expect.

- *Provide general support and assurance (one- to-one or in small groups).*

This strategy seeks to help new employees know that they are not alone in experiencing the stress of starting a new job. One message to communicate is that it is normal to feel fear and anxiety in their new positions. Having small groups of new employees meet together for orientation can help them realize they are not alone.

- *Demonstrate, discuss and rehearse, using various coping skills*

Psychologists have developed many strategies to assist individuals cope with stressful situations. A “stress management” workshop would teach many of these techniques. Introducing these techniques to newcomers can provide them with tools to overcome their stress in the new job.

Among the techniques that can be introduced are the following:

- Deal directly with stress (e.g., get a written schedule so you know what will happen as the day progresses; ask staff to tell you 10 things each consumer likes and 5 each consumer dislikes)
- Change our thinking about the stress (e.g., reappraise the situation - everyone makes some mistakes at the beginning)
- Manage symptoms of stress (e.g., exercise, relaxation, deep breathing)

Wanous suggests that when these techniques are taught, they should be modeled by a facilitator and rehearsed or practiced by the new employee. As with any new learning, hearing about it is not sufficient, the person has to actually practice it to become proficient.

- *Target information about stressors to specific newcomers.*

This strategy seeks to tailor stress management tools to particular newcomers. The type of stress experienced may vary depending on the amount of previous experience the person has working in similar jobs, the extent to which the person shares or does not share cultural, or other background characteristics with co-workers and persons supported, the persons age, and other personal characteristics. A ROPES intervention may need to be modified to acknowledge these differences and to provide specific ideas about people with various backgrounds.

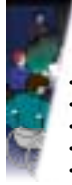
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Orientation Purposes

- Provide a welcome for new workers
- Introduce the organization’s background, goals, philosophies, services, facilities, structure, personnel, policies and procedures, and “culture”
- Explain work and behavioral expectations

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Orientation Strategies

- Welcome baskets (mugs, pens, balloons)
- Job shadowing (at least 1-2 weeks)
- Differential information based on experience
- Use interaction and storytelling
- Pace information
- Follow-up with new hires
- Re-unite orientation cohort
- Use adult learning styles/principles
- Provide concrete strategies for stress
- Involve consumers and family members

558.11



Realistic Orientation Programs for New Employee Stress (ROPES)

- Provide realistic information about initial stressors.
- Provide general support and assurance (1-1, small group)
- Demonstrate, discuss, and rehearse using various coping skills (deal directly with stress, change thinking about stress, manage symptoms of stress)
- Teach self-control of thoughts and feelings
- Target information about stressors to specific new staff.

558.12



Hardest Thing When Starting

- Getting to know the people in the home and their behaviors and traits
- Learning the routines and completing duties
- Getting to know the other staff members
- Finding out that not everyone gets along with one another
- Adjusting to the schedule
- Learning and remembering everything

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Unit 3B: DSP Competencies and the Link Between Expectations, Training, and Performance

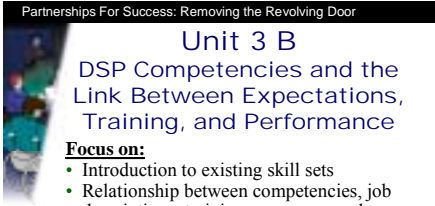
This unit introduces participants to two skill sets for direct support professionals. The first is the Community Support Skill Standards (CSSS) which are general competencies for workers in a variety of community settings supporting people with developmental or physical disabilities, the elderly, people with mental illness, youth and children. The second set (The Community Residential Core Competencies) is specific to supporting people with developmental disabilities in community residential settings. This unit describes the importance of identifying critical skill sets and using them to improve employee competence through creating meaningful job descriptions, skill-based training, and effective performance evaluation.

Activity Name: Unit 3B Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute



Partnerships For Success: Removing the Revolving Door

Unit 3 B

DSP Competencies and the Link Between Expectations, Training, and Performance

Focus on:

- Introduction to existing skill sets
- Relationship between competencies, job descriptions, training, programs, and performance evaluations
- Identifying skill gaps using competencies
- The cycle of competency-based training

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Activity Name: 3B-1 Organizational Practices: A Quick Check-up

Goals of the Activity:

- ✓ Help participants think about their organizations' systems of training, job descriptions, performance evaluation, and mission vision and values.
- ✓ Explore the advantages of a strong alignment among the organizational practices.

Background Information:

As an FLS, you have a unique opportunity to help your organization's leadership group align FLS & DSP job duties with the organization's mission, vision and values (MVV). In addition, FLSs are in key positions to affect a strong alignment with the organization's MVV and its systems of DSP and FLS job description/expectations, orientation and training; and of DSP and FLS performance evaluations. These alignments are critical because a strong and consistent alignment leads to a very productive workplace, satisfied workers, and high quality-of-life outcomes for consumers and their families. When alignments in these essential systems are weak, the workplace is only minimally productive, the service below par, workers morale low, and consumers and their families dissatisfied and confused.

The best evidence that the alignment among the organization's MVV and these critical systems is positive and productive, is when employees at all levels are using the MVV language wherever they work, with whomever they talk, no matter the time of day or night. This can happen in person-centered planning meetings, in a community-support employment setting, at gatherings with county and state planners, when developing a person-centered evaluation system, in casual conversations among employees, and in intense discussions among the Board of Directors. Another factor in an organization's success is that the dialogue and discussion is followed up very consistently with positive and persistent action. In other words, the MVV and the critical systems are integrated into the fabric of everyday life in the organization; there is a culture of competence, compassion, celebration, and connection.

Activity Name: 3B-2 DSP Skill Sets and the Professional Development Cycle

Goals of the Activity:

- ✓ Familiarize participants with the Community Support Skill Standards.
- ✓ Familiarize participants with the Community Residential Core Competencies.
- ✓ Help participants understand what a competency is and how to use them to identify skill gaps.
- ✓ Familiarize participants with the cycle of competence development.

Background Information:

The Community Support Skill Standards (CSSS) were developed in 1996 in an attempt to identify the competencies needed by direct support professionals to function more consistently and effectively in support of persons with a wide range of disabilities and life challenges living and working in a variety of community support settings. A second purpose was to identify the knowledge, skills, and attitudes that need to be taught in formal competency-based education programs and agency training curricula. A second set of DSP skills, the Community Residential Core Competencies (CRCC), are tied to the CSSS but are very specific to DSPs providing residential supports to persons with developmental disabilities.

The development of the CSSS and the CRCC have been important first steps in building a foundation for the creation of competency-based job descriptions, orientation and training programs, performance evaluation systems, organizational mission statements, consumer and family quality-of-life values and outcomes. When using the CSSS or CRCC to build job descriptions for direct support professionals in community support work, it is important to identify the specific job functions that DSPs perform in the agency or organization. Because the CSSS and CRCC were not developed for the entry-level human services practitioner, but for the master level, developing tiered job positions for DSPs is an important consideration. This would help accomplish the following: DSPs would have a career pathway to provide direction for them for future jobs with increasing levels of responsibilities and leadership opportunities as well as higher levels of compensation and recognition. Consider a DSPs level of competence, rather than seniority and tenure only, when determining wage increases, bonuses, and other incentive programs. This practice will help the organization align values with practice more authentically and make competency-based programs and practices more credible and viable.

With job descriptions tied to the CSSS or CRCC, you can develop performance evaluations and training programs that are competency-based. Both will be relevant because they are aligned with the DSP's skill gaps identified in their performance review and the competency outcomes specified in the training program.

As job roles and responsibilities change over the next two decades, these two DSP sets of skill standards will be an important framework for agency trainers, post-secondary educators, continuing education programs, professional and trade association educators. These professionals can use these skill sets to help direct support professionals keep abreast of the changes. In addition, the CSSS and CRCC will be helpful in developing career pathways in the community support human services industry.

Partnerships For Success: Removing the Revolving Door

Community Supports Skill Standards (CSSS)

- Participant Empowerment
- Communication
- Assessment
- Community and Service Networking
- Facilitation of Services (Planning)
- Community Living Skills
- Advocacy
- Education, Training, Self Development
- Vocational, Educational, and Career Support
- Crisis Intervention and Prevention
- Organizational Participation
- Documentation

Human Services Research Institute SLA 17

Partnerships For Success: Removing the Revolving Door

Competency-Based Training Model

Howitt 1993

SLA 1

Partnerships For Success: Removing the Revolving Door

Competency Action Steps

- Identify needed competencies (specific to job and agency)
- Evaluate and modify job descriptions to include competencies, consider tiered positions
- Evaluate and modify training
- Use performance indicators to help shape performance reviews
- Use competencies to prepare employees for promotion and job enhancement
- Consider competence when determining wage increases and bonuses

SLA 17

Competency Measure Worksheet

I. As a group, choose one competency area as defined by the CSSS. (i.e., one of the 12 competency areas: Participant Empowerment; Communication; Assessment; ...). Write the title of the area here:

II. Have one person read the competency area description to the group. Individually, list two specific skills in this area that DSPs need to have at your work sites.

1. _____

2. _____

III. As a group, choose one of the skills needed by DSPs in this competency area and list three different ways you could measure or assess the person's competence (hint, look at the performance indicators in the CSSS if you need ideas)

1. _____

2. _____

3. _____

IV. As a group, list 3 different ways that you could help a DSP gain this skill. (Be creative!)

1. _____

2. _____

3. _____

Employee Development Evaluation

This exercise is intended to help you gain insight into how well your agency's current job description, training and performance review tools and practices align with the CSSS and the Community Residential Core Competencies. Complete this self-evaluation alone or with one other person from your agency.

I. Describing competencies addressed in the current job description.

For this section, please use Chart 1 (on the next page). Make photocopies of the page if needed to allow space for all of the competencies.

1. In the first column, list the competencies and performance expectations that are clearly defined in writing in the job description for a selected position. Use one line for each competency or expectation.
2. In the second column, identify which competency area is addressed by the specific competencies and performance expectations. Use the Community Support Skill Standards or the Community Residential Core Competencies to identify these areas.
3. In the third column, identify the methods you or the agency use to teach the listed skills. Strategies might include: classroom instruction, reading, observation, mentoring, or fly by the seat of your pants. Feel free to add to this list if your agency uses other strategies. List all of the strategies used for each of the competencies.
4. In the fourth column, note one method you use to assess whether a staff person has acquired the requisite skill. Examples of methods might include written tests, observation by the FLS, waiting until the person does it wrong and then pointing it out to them. List all of the strategies used for each of the competencies.

Note: This exercise focuses on one position within your agency. You could use the same process to review other positions.

Chart 1

I. Current Job Descriptions Job Title: _____

	Defined Competencies	Related CSSS or Community Residential Core Competencies	Instructional Strategies	Evaluation Strategies
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

II. Effectiveness of Job Descriptions

1. Choose a Direct Support Job Description and review it. Is the job description you are currently using accurate for training persons in the position? If not, why not?
2. Do you use the same job description for everyone in that position in your organization? If not, describe how they vary.
3. Review the competencies in the CSSS and/or the Community Residential Core Competencies document to identify areas that are critical to the position but that are currently not covered. Use chart 2 on the next page to list any duties or competencies that are missing from the current job description. Make photocopies of the page as needed to allow sufficient space. Also note your recommendations for instructional strategies and evaluation methods to assess those competencies.
4. What process or strategy could you use to add these necessary competencies into the job description? Possibilities include developing a supplement for your site, presenting proposed changes to your manager or the HR department among others.

Chart 2

II. Recommended Job Description Job Title: _____

	Related CSSS or Community Residential Core Competencies missing from job description	Instructional Strategies	Evaluation Strategies	How Can You Add Competency
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

III. Effectiveness of Orientation and Training Practices

1. List the skills that are taught in the first three months of a new employee's tenure in your agency.
2. Are there skills on this list that are not on the job description list? If so, add them to Chart 2 and complete the additional sections of the chart for them. Review the competencies in the CSSS and/or the Community Residential Core Competencies document and add any areas that are critical to the position in the first three months of employment but that are not currently covered in training during that period.
3. Now list the skills that are taught on an ongoing or rotating basis to all employees.
4. Are there skills on this list that are not on the job description list? If so, add them to the second chart and complete the additional sections of the chart for them. (Add additional chart pages if necessary). Review the competencies in the CSSS and/or the Residential Competencies document and add any areas that are critical to the position in the first three months of employment but that are not currently covered in training during that period.
5. What changes would you suggest regarding your orientation and training program?

Content:

Delivery:

Evaluation:

6. What can you do to implement these suggested changes?

IV. Effectiveness of Performance Reviews

1. Who officially completes and submits performance reviews for the position you are evaluating?
2. Do the following people provide input into the performance review? If so, how?
 - a. Consumers Yes No How:
 - b. DSPs Yes No How:
 - c. Family members Yes No How:
 - d. Other staff members Yes No How:
 - e. The person evaluated Yes No How:
3. Are skill-based performance objectives set for the person during completion of the performance review?
4. To what extent do performance reviews evaluate the person based on the skills listed on the job description, skills covered in orientation and training, and other competencies from the CSSS or the Community Residential Competencies? What competencies or necessary skills are omitted?
5. What changes would you recommend to the performance review process in your agency?
6. What can you do to implement these suggested changes?

Unit 3C: Designing and Delivering Training

Effective training improves retention by providing employees with the skills they need to be successful in their role as a DSP and in taking on new challenges. Much of the standard training in community support work is ineffective because it is designed to meet the needs of regulators or the agency as a whole. Agencies alert trainers to what topics are “hot,” who is available to train, what topics they know, and how much time is available. Instead they need to focus on what skills individual employees need to learn to be more effective in community support work.

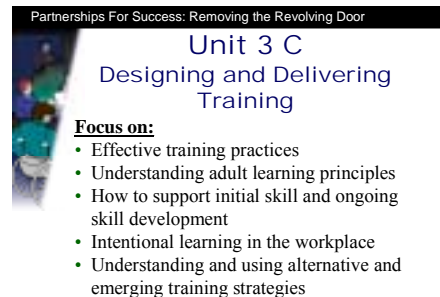
Unit 3C will provide participants with information about effective training practices, including adult learning principles. Intentional learning strategies and emerging and alternative training methods, such as multimedia interactive CD-ROM or web-based training, will be introduced. Finally, participants will identify initial skills new employees need, how to support DSP learning, and learn strategies that support longer-term employees in on-going skill development.

Activity Name: Unit 3C Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute

A slide titled "Unit 3 C Designing and Delivering Training" with a focus on training practices and adult learning principles. The slide includes a list of focus areas: Effective training practices, Understanding adult learning principles, How to support initial skill and ongoing skill development, Intentional learning in the workplace, and Understanding and using alternative and emerging training strategies. The slide also features a small image of a person's face on the left side.

Partnerships For Success: Removing the Revolving Door

Unit 3 C

Designing and Delivering Training

Focus on:

- Effective training practices
- Understanding adult learning principles
- How to support initial skill and ongoing skill development
- Intentional learning in the workplace
- Understanding and using alternative and emerging training strategies

Total Unit Time: 2 hours and 20 minutes

Activity Name: 3C-1: Effective Training Practices

Goals of the Activity:

- ✓ Help participants understand the strengths and weakness of the current practices in their organizations and sites.
- ✓ Provide participants with information about effective training practices.

Time: 10 minutes

Background Information:

When asking participants who have completed a training event about what they liked and disliked about the training and what they learned and didn't learn, too often the responses are negative. "The trainer lectured too much. He covered material I already knew."

FLSs should know how to include the design, implementation, and evaluation training or ensure that training occurs for DSPs. It is important to know what the characteristics of effective training are. Some of the key factors of good training practices include the following:

- Design or offer training that is targeted to the learners' experience and is interactive. Check out the experience level to which the training is geared before the training occurs. If that is not possible or when there is a training group that has a mix of knowledge, skills and experience, encourage participants to ask for opportunities for hands-on, reflection, and application of knowledge exercises. With this variety of learning opportunities, members of small groups can participate and contribute at their own level and learn from each other.
- Offers test outs of a formal education course or an agency-developed training session. If the test out is rigorous, it can assure you and the organization that the individual being tested does have the knowledge and skill necessary to perform at the same level as one who has successfully completed the training. The DSP employee and the organization will save time and money and probably prevent some frustration from occurring.
- Communicate to staff the expectation for them to search for information outside of formal training programs and to be responsible for their own competence. Suggest going to a library, checking out self-paced and independent learning programs on TV or through the mail, searching the web, calling colleagues, and books.
- Measure and assess if what DSPs are learning, (formally or informally) is being applied to their job. Some different ways to measure learning include: direct observation, checking records or other documentation, talking with consumers and family members about the DSPs performance, asking peers and even the DSP if and how they are applying new learning to their job. The key is to measure whether the DSP is doing something differently and better than before the training.
- With the many advances in technology, check out the possibilities of web-based and computer-based training, CD ROMs, and other multi-media-based curricula. Many studies have shown that these forms of training do have advantages. Some of these advantages include: lower costs due to less travel, longer and better retention of knowledge, immediate feedback on testing topic knowledge and understanding, interactive learning opportunities, and learning anytime and anywhere. In addition, more and more DSPs are learning how to use e-mail, chat rooms, and bulletin boards to connect and dialogue with their peers from the

same and external organizations. Others are learning how to use the Web to research different topics so they can provide better and more effective supports for consumers and family members.

Partnerships For Success: Removing the Revolving Door

Effective Training Practices

- Offer sequential training targeted to experience
- Provide active and interactive learning
- Communicate expectation that staff seek new information outside of formal training
- Measure whether participants actually apply learning to their jobs (competency-based training)
- Offer chance to test out of training
- Multimedia, interactive, computer-based curriculum

(Hewitt 1998) 126-127

Activity Name: 3C-2: Adult Learning Principles and Your Training Style

Goals of the Activity:

- ✓ Help participants understand adult learning principles.
- ✓ Help participants understand their own training style.
- ✓ Help participants think about ways they could adapt their style to be most effective for a variety of learners.

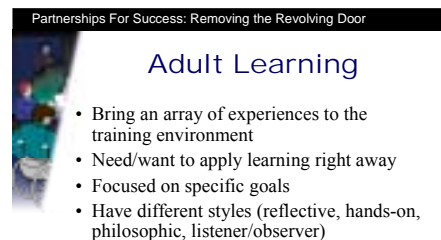
Background Information:

The ways adults learn and the ways you train need to be aligned. If you have one predominant style of training, for example lecturing, and most of the adults in your training class have a difficult time with that training approach, everyone will experience quite a bit of frustration.

Several experts in the field of adult learning have identified four unique ways that adults learn. While each author has his or her own framework, they can be summarized this way:

- The “reflective” learner. With this approach, the adult learns by thinking about a topic, usually alone. Maybe after a while this learner will share what they are thinking with someone else to test out how her/his thinking compares with someone else. As a trainer, you might want to make sure that your training includes some opportunities for persons to read and reflect on a topic by themselves and then to share if they feel comfortable in doing so.
- The “hands on” learner. This adult learner approaches learning by doing. They like to apply a basic principle to a real-life situation. Role play, simulated learning exercises, and working with concrete materials or applying skills in the actual work environment will help these people learn more effectively.
- The “philosophic” learner. This type of learner enjoys talking about a subject and exploring all the different meanings of a topic. Make sure there are opportunities to talk about a topic, principle, or ethic, in pairs or small groups.
- The “listener/observer” learner. This type of learner likes to listen to what everyone else is saying, and read and gather information before jumping in to share thoughts and do activities. Make presentations, do exercises with diads or triads that require listening and observing, and give plenty of verbal directions.

Your whole training session would not be focused on any one type of learner. However, consider including at least several training opportunities from each of the four different learning styles. Then, there will be something for everyone at some time during the training session.



Partnerships For Success: Removing the Revolving Door

What Do We Remember?

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 80% of what we say
- 90% of what we say and do

SLA 11

Trainer Type Inventory (TTI)

Mardy Wheeler and Jeanie Marshall

Instructions:

There are twelve sets of four words or phrases listed below. Rank order the words or phrases in each set by assigning 4 to the word that most closely applies to your training style, a 3 to the word or phrase that next best applies to your training style, a 2 to the one that next applies to your training style, and a 1 to the word or phrase that is least descriptive of your training style. Be sure to assign a different ranking number to each of the four choices in each set. You may find it difficult to rank the items.

Be assured that there are no right or wrong answers; the purpose of the inventory is to describe the style in which you train most often, not how effectively you train.

1.
 - a. Subgroups
 - b. Lectures
 - c. Readings
 - d. Lecture/discussions
2.
 - a. Showing
 - b. Perceiving
 - c. Helping
 - d. Hearing
3.
 - a. Symbols
 - b. Actions
 - c. People
 - d. Instructions
4.
 - a. Small-group discussion
 - b. Free expression
 - c. Little participation
 - d. Time to think
5.
 - a. Immediate personal feedback
 - b. Objective tests
 - c. Subjective tests
 - d. Personal evaluation
6.
 - a. Expert
 - b. Scholar
 - c. Advisor
 - d. Friend
7.
 - a. Theory
 - b. Practice Skills
 - c. Application to real life
 - d. New ways of seeing things
8.
 - a. Coach
 - b. Listener
 - c. Director
 - d. Interpreter
9.
 - a. Seeing "who"
 - b. Telling "how"
 - c. Finding "why"
 - d. Asking "what"
10.
 - a. Processing
 - b. Generalizing
 - c. Doing
 - d. Publishing
11.
 - a. Lead them to understand it
 - b. Leave them to do it
 - c. Leave them to enjoy it
 - d. Get them to think about it
12.
 - a. It's yours
 - b. It's ours
 - c. It's mine
 - d. It's theirs

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Trainer Type Inventory Scoring Sheet

Instructions:

Each word or phrase in each of the twelve sets of the TTI corresponds to one of four training styles, which will be described on the TTI Interpretation Sheet. To compute your scale scores for each type, transfer your numeric ranking for each item on the inventory to the appropriate space in the columns below. Then add up the numbers in each column and enter the totals in the spaces below the columns. The totals are your scores for the four training types.

	L	D	I	C
1	a _____	b _____	c _____	d _____
2	d _____	a _____	b _____	c _____
3	c _____	d _____	a _____	b _____
4	b _____	c _____	d _____	a _____
5	a _____	b _____	c _____	d _____
6	d _____	a _____	b _____	c _____
7	c _____	d _____	a _____	b _____
8	b _____	c _____	d _____	a _____
9	a _____	b _____	c _____	d _____
10	d _____	a _____	b _____	c _____
11	c _____	d _____	a _____	b _____
12	b _____	c _____	d _____	a _____
Total:	_____	Total: _____	Total: _____	Total: _____

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Trainer Type Inventory Interpretation Sheet

Each of the four training styles identified by the TTI is characterized by a certain training approach, way of presenting content, and relationship between the trainer and the trainees. The following are the primary characteristics of the trainer for each of the four training types.

Listener (L)

- Creates an effective learning environment.
- Trains the Concrete Experiencer most effectively.
- Encourages learners to express personal needs freely.
- Ensures that everyone is heard.
- Shows awareness of individual group members.
- Reads nonverbal behavior.
- Prefers that trainees talk more than the trainer.
- Wants learners to be self-directed and autonomous.
- Exposes own emotions and experiences.
- Shows empathy.
- Feels comfortable with all types of expression (words, gestures, hugs, music, art, etc.)
- Does not seem to “worry” about the training.
- Stays in the “here and now.”
- Is practical (“goes with the flow”).
- Appears relaxed and unhurried.

Director (D)

- Creates a perceptual learning environment.
- Trains the Reflective Observer most effectively.
- Takes charge.
- Gives directions.
- Prepares notes and outlines.
- Appears self-confident.
- Is well-organized.
- Evaluates with objective criteria.
- Is the final judge of what is learned.
- Uses lectures.
- Is conscientious (sticks to the announced agenda).
- Concentrates on a single item at a time.
- Tells participants what to do.
- Is conscious of time.
- Develops contingency plans.
- Provides examples.
- Limits and controls participation.

Interpreter (I)

- Creates a symbolic learning environment.
- Trains the Abstract Conceptualizer most effectively.
- Encourages learners to memorize and master terms and rules.
- Makes connections (ties the past to the present, is concerned with the flow of the training design).
- Integrates theories and events.
- Separates self from learners, observes.
- Shares ideas but not feelings.
- Acknowledges others’ interpretations as well as own.
- Uses theory as a foundation.
- Encourages generalizations.
- Presents well-constructed interpretations.
- Listens for thoughts; often overlooks emotions.
- Wants trainees to have a thorough understanding of facts, terminology.
- Uses case studies, lectures, readings.
- Encourages learners to think independently.
- Provides information based on objective data.

Coach (C)

- Creates a behavioral learning environment
- Trains the Active Experimenter most effectively.
- Allows learners to evaluate their own progress.
- Involves trainees in activities, discussions.
- Encourages experimentation with practical application.
- Puts trainees in touch with one another.
- Draws on the strength of the group.
- Uses trainees as resources.
- Helps trainees to verbalize what they already know.
- Acts as a facilitator to make the experience more comfortable and meaningful.
- Is clearly in charge.
- Uses activities, projects, and problems based on real life.
- Encourages active participation.

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Activity Name: 3C-3 Intentional Learning

Goals of the Activity:

- ✓ Provide participants with information about intentional learning as a training strategy.
- ✓ Let participants create their own intentional learning plan.

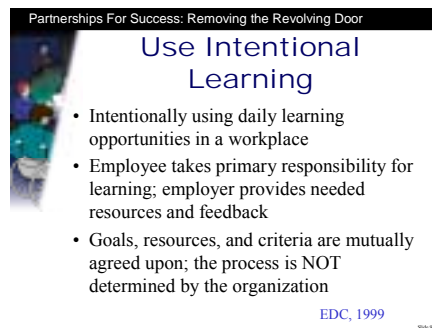
Time: 40 minutes

Background Information:

Intentional learning is a method of helping employees gain skills and learn in the naturally occurring environments offered by the workplace. Learning becomes “intentional” when the employee and the agency make a commitment to use these naturally occurring opportunities in a focused and goal-oriented way rather than simply learning (or not learning!) by trial and error.

The intentional learning process is most effective if the goals are suggested by the employee rather than the employer and if the learning process is left for the employee to define. This increases the employee’s motivation to learn the skills and allows employees to take responsibility for meeting the training goals in a method and manner that suits their personal styles and needs. It is important for the employer and employee to agree upon the goals, needed resources (if any), outcome, and timelines; then it is up to the employee to take advantage of the work environment in order to meet the goals.

Intentional learning works for both new and experienced employees and has the advantage of letting the employee learn in the actual environment and at a pace and manner that is comfortable for him/her personally. Intentional learning can be formalized through learning contracts or through a verbal agreement between supervisor and employee. One of the benefits of formalized intentional learning opportunities is that it can set the stage for employees to become more aware of personal and professional needs and encourage them to informally become “intentional learners” who take advantage of opportunities presented to them during the course of their normal work days.



Partnerships For Success: Removing the Revolving Door

Use Intentional Learning

- Intentionally using daily learning opportunities in a workplace
- Employee takes primary responsibility for learning; employer provides needed resources and feedback
- Goals, resources, and criteria are mutually agreed upon; the process is NOT determined by the organization

EDC, 1999

Intentional Learning Worksheet:

Employee Name: _____

Date: _____

Supervisor name: _____

1. What competency area of the (CSSS, DD, specific skills, FLS, or other) is the focus?
2. What is (are) the learning goal(s)? (no more than 2 goals)
3. Why are these goals important? (to learner)
4. What resources are needed to achieve the goal(s)?
5. By when will goal be achieved? (Date)
6. How will it be determined that the goal(s) is met?

***Intentional Learning Worksheet:
SAMPLE #1***

Employee Name: Ms. B New **Date:** 5/6/01

Supervisor Name: F.L.S.

1. What competency area of the (CSSS, DD, specific skills, FLS, or other) is the focus?

CSSS --Community Living Skills and Supports

2. What is (are) the learning goal(s)? (no more than 2 goals)

1) Ms. New will be able to locate areas in the community that are important to individuals being supported and provide timely transportation.

3. Why are these goals important? (to learner)

Ms. New is new to the community and has only worked for Agency ABC for 3 months. Generally other DSPs provide transportation. When temp staff work with MS. New the people being supported have missed out on important events because Neither Ms. New nor temp staff felt sure of where the place was. Ms. New would like to be able to get out more and get more familiar with the community.

4. What resources are needed to achieve the goal(s)?

No additional resources are needed.

5. By when will goal be achieved? (Date)

2 months 7/5/01

6. How will it be determined that the goal(s) is met?

Ms. New, co-workers, and people being supported report that Ms. New is able to provide timely transportation within the community.

***Intentional Learning Worksheet:
SAMPLE #2***

Employee Name: Mr. X. Sperienced

Date: 5/6/01

Supervisor Name: F.L.S

1. What competency area of the (CSSS, DD, specific, FLS, or other) is the focus?

CSSS --Assessment and Facilitation of Services

2. What is (are) the learning goal(s)? (no more than 2 goals)

1) Mr. X. Sperienced will complete necessary assessments for the development of an individual support plan for an individual who is new to the agency.

2) Mr. X. Sperienced will prepare and present outcomes of the assessment process to the support team at 30-day planning meeting.

3. Why are these goals important? (to learner)

Mr. X. Sperienced has worked for ABC agency for 3 years and is interested in promotional opportunities. He would like to become more familiar with the assessment and planning process for individuals who are new to the agency. A new person is moving into the home where Mr. X. Sperienced works, providing a good opportunity to learn about assessment practices.

4. What resources are needed to achieve the goal(s)?

30-minute weekly check-in with current supervisor to review progress and obtain additional guidance, including access to and training typical assessments used by agency.

1-2 hours per week additional 'on clock' hours for associated paperwork and preparation of information.

5. By when will goal be achieved? (Date)

1 month 6/5/01

6. How will it be determined that the goal(s) is met?

Mr. X. Sperienced will present his assessment outcomes to the Support team for the new individual at the 30 day planning meeting.

Team and individual will provide feedback on assessment accuracy and relevancy.

Activity Name: 3C-4 Alternative and Emerging Learning Strategies

Goals of the Activity:

- ✓ Introduce participants to multimedia interactive computer and Web-based alternatives to traditional classroom teaching.
- ✓ Demonstrate a multimedia training product.
- ✓ Use World Wide Web to find a resource related to the specific disability or support need of a person served by your agency.

Partnerships For Success: Removing the Revolving Door

Emerging and Alternative Strategies

- Email, chats, bulletin boards, FAQs as a way to stay in touch, ask questions, have dialogue about issues, etc.
- Web as a research and training tool
- On-line multimedia learning
- CD-ROM multimedia learning

SSA-11

Partnerships For Success: Removing the Revolving Door

Computer Based Curriculum Can:

- Increase retention of content, provides consistent delivery of content
- Provide training on demand (what, where, and when learner needs it)
- Minimize delivery cost (no travel, less trainer time)
- Be competency-based, track progress, and provide immediate feedback

SSA-14

Activity Name: 3C-5 First Things First, But Don't Forget Me:

Goals of the Activity:

- ✓ Have participants think about various methods for helping new employees effectively learn the most critical skills that are needed immediately upon hire.
- ✓ Help participants think about various ways to identify the needs of long term employees and provide them with training opportunities to gain new skills.

Time: 45 minutes

Unit 3D: Understanding and Using Mentoring Programs

This unit introduces the concept of mentorship to help employees develop skills. Participants will learn about what mentors are and how they can be used informally and formally to improve worker skills and increase retention. Activities and text in this section are adapted from the Peer Empowerment Program, another curriculum developed by the University of Minnesota’s Research and Training Center on Community Living with funding from the U.S. Department of Labor and the U.S Department of Education - NIDRR.

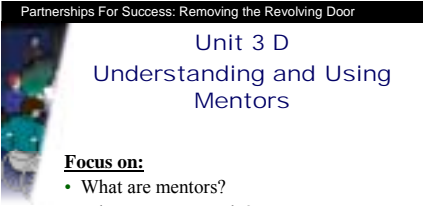
Activity Name: Unit 3D Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute

Background Information: None



Partnerships For Success: Removing the Revolving Door

Unit 3 D
Understanding and Using
Mentors

Focus on:

- What are mentors?
- What can mentors do?
- Formal vs. Informal mentors

Slide 11

Activity Name: 3D -1 Using Mentoring

Goals of the Activity:

- ✓ Help participants understand what mentors are.
- ✓ Help participants understand how mentors can affect retention.
- ✓ Help the participants understand the benefits of using mentors for the new hire and the organization.
- ✓ Help participants understand considerations for implementation of a mentorship program

Time: 45 minutes

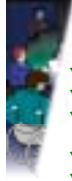
Background Information:

Mentoring is a method of teaching and learning through a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one. The goal of this partnership is to help the lesser skilled person grow, become socialized into his/her new role within the agency, and to develop specific competencies. Mentoring is an effective workforce development strategy that agencies can use to reduce early termination. Mentoring occurs through the creation of intentional 1:1 relationships between new and experienced employees with the goal of job-related support and development.

Mentoring programs have different purposes: some are intended to nurture leaders, others are intended to help youth stay out of trouble, and others may help guide people through specific circumstances such as the first year in college. Many people who quit direct support work early on would stay longer if they had better support and direction. Mentoring makes it more likely that these people will stay longer if they have the help they need when they need it. This fact, along with the relatively low cost of implementing a mentoring program, makes mentoring a win-win situation for employers and employees.

With a well-run mentoring program, mentors take on new status and enjoyment in their work; mentees pick up skills more quickly and are less likely to feel less isolated when supporting people in dispersed locations where supervision is not immediately accessible. Also, by mentoring employees, organizations can reduce the fiscal and human costs of turnover. These are powerful outcomes that can redirect substantial amounts of agency dollars and staff energy to the important work of supporting people. In the course of the mentoring partnership, the mentor and mentee may grow in other ways as well. For example, the mentor's leadership skills may be strengthened, or the mentee may develop a strong personal relationship with his or her mentor.

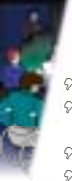
Mentoring links people across dispersed sites, offers a low-cost and effective vehicle for improving skill, morale and commitment. Research shows that mentoring does increase the mentees level of job satisfaction and organizational affiliation (Chao, G. T. et. al., 1991). Along with this, the workforce is becoming increasingly ethnically and culturally diverse. Mentoring can help people from different cultural and ethnic backgrounds understand how cultural norms may affect their work and can help people from different backgrounds work together as a more cohesive team.



Mentoring: Dos

- ✓ View mentors as leaders
- ✓ Provide incentives to mentors
- ✓ Offer frequent opportunities for celebration and recognition of mentors and mentees
- ✓ Create time-limited partnerships
- ✓ Ensure partners have specific goals
- ✓ Empower mentors and mentees to direct the program
- ✓ Ensure CEO presence in mentoring activities
- ✓ Provide a coordinating role
- ✓ Provide ongoing support to mentors

SLA 100



Mentoring: Don'ts

- ⊘ Expect the program to run on its own
- ⊘ Use mentoring to replace your orientation training
- ⊘ Use mentoring to replace supervision
- ⊘ Ask people to mentor without preparation

SLA 101

Unit 3E: Session 4 Summary and Assignment Review

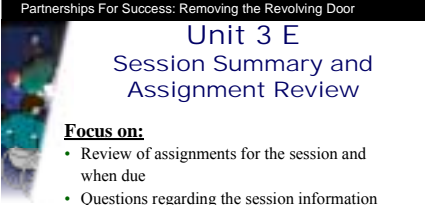
This is a summary unit to help participants ask last-minute questions regarding the materials introduced in the session and to clarify assignments. Participants are also asked to briefly evaluate the session and the course as a whole so that materials can be adapted. There will be a quick review of the next session topics.

Activity Name: Unit 3E Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute



Partnerships For Success: Removing the Revolving Door

Unit 3 E

Session Summary and Assignment Review

Focus on:

- Review of assignments for the session and when due
- Questions regarding the session information
- Session evaluation
- Preview next session

Slide 10

Activity Name: 3E-1: Assignment Review and Final Session Questions

Goals of the Activity:

- ✓ Help participants identify which assignments are due to be completed before the next session.
- ✓ Help participants identify which tools they have in their manual to help them complete assignments.
- ✓ Provide time for session evaluation.
- ✓ Provide time for any summary statements and questions.
- ✓ Preview next session.

Time: 25 minutes

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Unit 3 E

Assignment Review

For next session report out to class:

- Site plan

For next session turn in:

- Final site plan
- Employee Development Evaluation Worksheet

For next session read or do:

- See syllabus for readings

SLB 143

Partnerships For Success: Removing the Revolving Door

Module 4 (Session 5)

FLS Roles in Recognition and Motivation:
And Selecting and Implementing
Intervention Strategies

Focus on:

- Employee recognition and motivation
- Sharing and presenting Individual Site Plans
- Sharing and presenting Self-development Plans
- Gathering support for both sets of plans

SLB 144



Module 4: Recognition and Motivation of Employees; and Selecting and Implementing Intervention Strategies

Session 5

Module 4: Recognition and Motivation of Employees; and Selecting and Implementing Intervention Strategies.

Session 5: Introduction and Participant Competencies

In the first part of this session, participants learn about how to effectively recognize and motivate employees. They will think about and discuss issues regarding using both large, formal recognition strategies, as well as smaller and in formal recognition strategies, and how to use these strategies to affect retention.

The second part of this session will be devoted to reporting out and responding to each participant's site plans and FLS self-development plans. The session will be concluded by focusing on final questions and sharing ideas of how to stay motivated and focused on these issues.

Competencies to be Addressed:

Competency Area: Recognition and Employee Motivation--The competent FLS understands the importance of recognition and has the ability to match specific recognition techniques to the unique needs of individual DSPs.

1. Effectively communicates with staff by listening to their concerns, supporting and encouraging their ideas and work, thanking them for their contributions and providing positive feedback regarding performance.
2. Recognizes the need for and plans celebrations with staff.
3. Treats DSPs as professionals and acknowledges their unique skills and contributions.
4. Effectively uses agency-wide recognition plans, as well as personal ways of acknowledging others for work well done.

Competency Area: Organizational Participation—The competent FLS understands how recruitment and retention issues affect those receiving supports, the sites for which he or she is responsible, and the whole organization, and effectively participates in organization-wide activities and communicates with others about these issues.

1. Knows the actual annual turnover and vacancy rate at the sites for which they have direct responsibility and how these compare to the organization as a whole.
2. Knows how to develop and implement a plan for reducing unwanted turnover and vacancies at their own site or across the agency as a whole.
3. Supports other FLSs in understanding and learning about recruitment and retention strategies and why they are important.
4. Monitors turnover, recruitment success, and employee satisfaction and uses the results to improve personnel practices
5. Identifies necessary resources for individuals served and DSPs and advocates for these resources with their managers.

Module 4 Session 5: Check-in and Warm-up

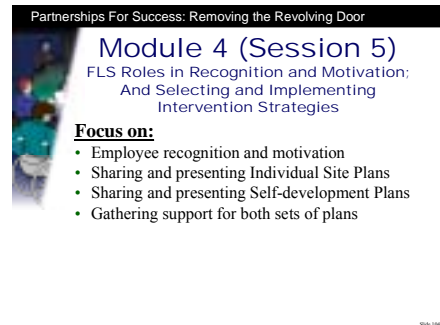
At the beginning of each session it is important to check-in with participants and provide them time to get reacquainted with each other, the environment, and the learning session. During this check-in the participants are asked to turn in their assignments and to ask any questions they have regarding their reading or written assignments.

Activity Name: Session 5 Check- in and Warm-up

Goals of the Activity:

- ✓ Help participants feel comfortable in the training environment.
- ✓ Have participants sign in and review their contact information.
- ✓ Reacquaint participants with the each other and the topic.
- ✓ Provide participants with a chance to ask questions about the previous session.
- ✓ Have participants turn in their assignments.
- ✓ Have participants discuss their reading assignments and written assignments.

Time: 15 minutes (45 minutes-see optional activity below)



Partnerships For Success: Removing the Revolving Door

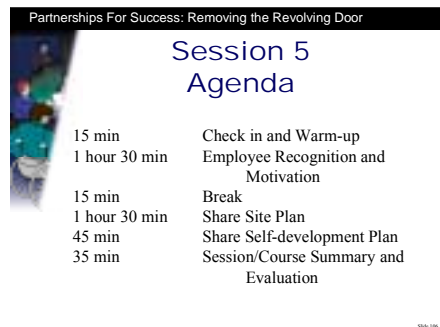
Module 4 (Session 5)

FLS Roles in Recognition and Motivation:
And Selecting and Implementing
Intervention Strategies

Focus on:

- Employee recognition and motivation
- Sharing and presenting Individual Site Plans
- Sharing and presenting Self-development Plans
- Gathering support for both sets of plans

Slide 144



Partnerships For Success: Removing the Revolving Door

Session 5 Agenda

15 min	Check in and Warm-up
1 hour 30 min	Employee Recognition and Motivation
15 min	Break
1 hour 30 min	Share Site Plan
45 min	Share Self-development Plan
35 min	Session/Course Summary and Evaluation

Slide 146

Unit 4A: Employee Recognition and Motivation: Essential FLS Tools for Retention and Improved Performance

Acknowledging an employee's ongoing positive work and special accomplishments is the hallmark of a competent and caring frontline supervisor. Likewise, creating jobs that are satisfying and that provide opportunities for employees to contribute meaningfully to the development of a workplace are strategies that an enlightened employer can use to create an environment in which employees are highly motivated and the organization is successful. At this time in our industry, when unemployment and wages are low and the work challenging and changing, frontline supervisors must develop and implement and employers must support and promote formal programs and informal practices related to employee recognition, promotion, and participation.

Activity Name: Unit 4A Introduction

Goals of the Activity:

- ✓ Overview the content and time for the unit.

Time: 1 minute

Background Information:

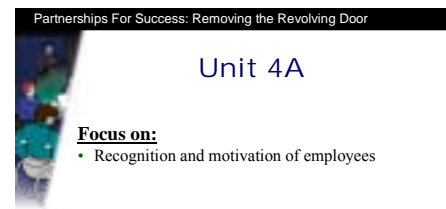
Recognition is an important and often overlooked aspect of retention. While employers tend to focus on wage as the primary "incentive" they can offer employees, in surveys, most employees point to less-tangible aspects of their jobs as motivating and important. Employees need concrete feedback and appreciation for what they do. They want managers and coworkers to notice their good work and they want to feel they are important part of the agency's success. Particularly in human services industries, where it is unlikely anyone was drawn to the field based solely on potential earnings, and where the job is literally never done, it is important to pause, look around, and acknowledge the good work people do.

Agencies should cultivate a culture where recognition for good work is part of standard daily operations. The big annual dinner may be nice, but without more regular recognition for employees it's likely that more new recruits than long-term employees will be honored at these events. Employees and managers need to become aware of the importance and power of well-done recognition and motivation opportunities.

As important as it is, expecting recognition to just happen or requiring a certain type and amount of recognition is usually a recipe for disaster. To be effective, recognition needs to meet certain criteria. Ultimately it must be sincere and heartfelt and not a response to a managerial mandate. Insincere or canned recognition is often more demoralizing than none at all. On the other hand, many people need to be trained in how to provide recognition to each other. With nose firmly planted to the grindstone, too many workers don't feel they have time or energy to "coddle" coworkers or employees. Others will tend to load on the recognition to people they are friendly with and ignore the work of others whose style they may be less comfortable with.

While you can't force recognition and have it be effective, defining the criteria by which official company recognition should be made; providing training on how to identify employee activities deserving of recognition; and carefully planning and thinking about how recognition can be used effectively to improve worker morale and even competence, are all important aspects of any company-sanctioned recognition program. Without this conscious effort, recognition programs can fail. For instance, imagine the long-term employee who upon her ten years of services, receives a \$50.00 gift certificate to a local restaurant and then being in the awkward situation of having to congratulate a coworker, who having made it through his first year, is now receiving a \$1000.00 retention bonus. This is a prime example of how recognition can go awry if careful thought is not put into recognition and rewards for service.

In addition to recognizing people's good work, building in new (but manageable) challenges and providing opportunities for employees to recharge and renew are important strategies that help employees avoid burn-out, keep their focus, and maintain their stamina in a demanding and always-changing field. This is especially important for long-term employees who tend to get forgotten over time.



SLA 105

Activity Name: 4A-1 Identifying Characteristics of Employee Recognition

Goals of the Activity:

- ✓ Identify the characteristics that make up a recognition event, activity, or process.

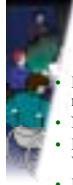
Time: 20 minutes

Background Information:

Recognition can come in many forms from grand events in a person's honor to a simple thank-you. Regardless of its form there are certain characteristics about recognition that make it meaningful and effective. This activity is designed to help participants identify what those characteristics are that make recognition work.

Characteristics of an Effective Recognition Event, Activity, or Process

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Support DSP Networking

- Provide paid time together to share ideas and network within your agency
- Neighborhoods and clustered work sites
- Phone calls, notes in the staff log, e-mail, listserv, WWW
- Provide chance to re-unite with orientation cohort
- Create opportunities to gather with colleagues from other agencies
- Support participation in professional associations such as AAMR, TASH etc....
- National Alliance and Frontline Initiative

00a 110

Partnerships For Success: Removing the Revolving Door



Focus Energy on Long-Term DSPs

- Before providing a new bonus or incentive program for new hires, be sure your current staff have been rewarded
- Provide larger bonuses for longer-term workers
- Be sure there is a reasonable salary spread between long-term and new workers
- Provide invigorating training opportunities
- Allow staff to test out of training
- Reward years of service

00a 111

Recognition Inventory

Please fill in the following:

Name: _____ Date: _____

1. When you do a good job how would you like your supervisor to acknowledge you?:

2. Describe the last time someone told you that you did a good job. How did that work for you? What, if anything, would you have changed about the way they told you?

3. From this list of “rewards” please circle the ones that are meaningful to you. Put an “X” through any that would be specifically uncomfortable or unwanted. Add additional ideas that are meaningful to you.

- | | |
|--|--|
| Balloons | Mug with agency logo |
| Bonus Check | Office supplies with agency logo (e.g., pens, paper) |
| Candy | Overnight lodging to attend conference or training |
| Chocolate | Personal note |
| Clothing with agency logo | Plants |
| Consumer electronics (CD player, MP3 player, personal digital assistant) | Private praise |
| Day off | Professional conference registration |
| Flowers | Professional journal subscription |
| Funny cards | Public praise (staff meeting, newsletter) |
| Gift certificate (where? _____) | Recognition ceremony/banquet |
| Jewelry with agency logo | Serious cards |
| Lunch out with co-workers | Special snacks at work (what? _____) |
| Lunch out with supervisor | Sports tickets |
| Membership in a professional association | Other ideas? _____ |
| Movie tickets | _____ |
| | _____ |

4. When your performance needs to be improved how would you like your supervisor to let you know? What kinds of assistance help you improve your performance?

Unit 4 B Discussing and Sharing Recruitment and Retention Site Plans and FLS Self-Development Plans

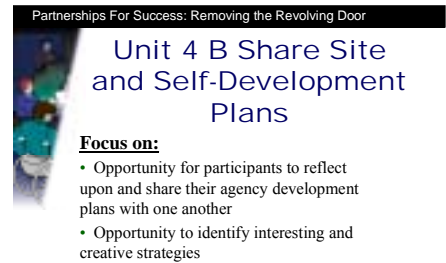
This unit will help participants pull together what they have learned about the depth and nature of the recruitment and retention problems in human service agencies. They will share their site plans with each other and gain further insights through positive suggestions from other participants and from listening to and responding to the plans others have made. They will also share their current self-development plans with each other and again provide each other with feedback and reflect on what they have learned and how they plan to continue to learn in this area.

Activity Name: Unit 4B Introduction

Goals of the Activity:

- ✓ Overview the content and time for unit.

Time: 1 minute



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Unit 4 B Share Site and Self-Development Plans

Focus on:

- Opportunity for participants to reflect upon and share their agency development plans with one another
- Opportunity to identify interesting and creative strategies

SM 112

Activity 4B-1: Sharing Current Site Plans

Goals of the Activity:

- ✓ Provide each participant an opportunity to share the final version of their Recruitment and Retention Site Plan
- ✓ Have time for a large group discussion to raise questions, make comments, and share support.

Total Time: 2 hours

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Summarizing Your Plan

- What problem(s) did you choose to focus on?
- What intervention strategies did you select?
- Whose support will you enlist to help you implement the intervention?
- What are your initial goals, action, steps, time frames, and evaluation measures?
- What concerns/advice?

066-113

Recruitment and Retention Strategies for Change

- Recruitment and Selection
 - Inside Recruitment sources
 - Expand the pool (STW, WTW)
 - Regional recruitment consortia
 - Market your agency
 - Structured interviews
 - Realistic Job Previews
- Orientation and Training
 - Initial socialization
 - Job Shadowing (1-2 weeks)
 - Worker-centered orientations
 - Coworker support
 - Competency-based training
 - Post-secondary education options
 - Mentoring programs
- Supervision/Management
 - Evaluation recruitment and retention outcomes
 - High-performance practices
 - Support and train supervisors
 - Team-building
 - Participatory management
- Recognition and Motivation
 - Support DSP networking
 - Enhance opportunities for workers
 - Formal and informal recognition
- Legislative and Policy Initiatives
 - Wages and benefits
 - Recruitment, retention, and training
 - Bonuses for education, competency development, and tenure
- Develop an Agency Plan

Activity 4 B-2 Sharing Self-Development Plans

Goals of the Activity:

- ✓ Provide each participant an opportunity to share the final version of his/her Self-Development Plan.
- ✓ Have time for a large-group discussion to raise questions, make comments, and share support.

Time: 1 Hour

Partnerships For Success: Removing the Revolving Door

Sharing Your Plan

- What skill areas did you choose to focus on during this training session?
- How successful were you?
- What skill areas will you choose to focus on during the next 3 to 6 months?
- What action steps will you take, including specific actions, resources, and timeframes to help you develop these competencies?

008 114



Appendix A

Competency Sets

#1 The Community Support Skill Standards (CSSS)

#2 Community Residential Core Competencies (CRCC)

#3 Competency Areas for Frontline Supervisors (FLS)

#4 Sample FLS Competency Statements and Performance Indicators

Community Support Skill Standards

- 1. Participant Empowerment:** The competent community support human service practitioner (CSHSP) enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.
- 2. Communication:** The community support human service practitioner should be knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.
- 3. Assessment:** The community support human service practitioner should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.
- 4. Community and Service Networking:** The community support human service practitioner should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.
- 5. Facilitation of Services:** The community support human service practitioner is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.
- 6. Community Living Skills & Supports:** The community support human service practitioner has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.
- 7. Education, Training & Self-Development:** The community support human service practitioner should be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.
- 8. Advocacy:** The community support human service practitioner should be knowledgeable about the diverse challenges facing participants (e.g., human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.
- 9. Vocational, Educational & Career Support:** The community based support worker should be knowledgeable about the career and education related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.
- 10. Crisis Intervention:** The community support human service practitioner should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.
- 11. Organization Participation:** The community based support worker is familiar with the mission and practices of the support organization and participates in the life of the organization.
- 12. Documentation:** The community based support worker is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

Marianne Taylor, Valerie Bradley, Ralph Warren, Jr. (1996). The Community Support Skill Standards: Tools for Managing Change and Achieving Outcome. Human Services Research Institute

The Community Residential Core Competencies (CRCC)
**(Competencies for Direct Support Professionals
in Community Residential Services for People with Developmental
Disabilities. These appear in order of frequency and priority for broad
competency areas, skill standards, and job tasks).**

1. *Household Management - Assist the individual with household management (e.g., meal preparation, laundry, cleaning and decorating) and with transportation needs to maximize his or her skills, abilities and independence.*

A. Coordinates necessary shopping activities.

1. Assists individual in purchasing personal need items (e.g., health and beauty supplies, clothing).
2. Purchases groceries based on planned menu in accordance with individual preferences.
3. Purchases needed household supplies and items.
4. Puts supplies away.
5. Supports individuals in choosing clothing styles based on their likes and dislikes vs. staff likes and dislikes.
6. Assists individuals in prioritizing their personal needs and developing individual budgets.
7. Prepares a grocery list based on the individual's food preferences.
8. Assists individual to purchase gifts and presents as needed and within budget.
9. Purchases items after comparing prices and quality and selecting the best value.
10. Involves individuals in deciding whether they want to go shopping and in choosing the location.
11. Assists individuals with making decisions regarding purchases.
12. Notifies appropriate staff when various supplies are low in the house.
13. Knows and adheres to household spending limits (e.g., groceries, supplies) and follows agency financial procedures.

B. Assists and ensures that meals are prepared.

1. Assists individuals as needed in preparing and cooking meals.
2. Follows menus and recipes.
3. Assist consumer in recognizing safety precautions and issues regarding food preparation and cooking.
4. Assists individual in following special diets (soft, pureed, low calories, sodium free, low fat).
5. Feeds individuals as needed and identified in their individual plans.
6. Washes hands before and after handling food items and/or touching another person or item.
7. Stores leftover food appropriately (e.g., dating food, throwing out old food).
8. Handles food properly.
9. Assists individuals as needed in planning meals and developing menus based on their preferences (e.g., creative variety in foods, inclusion of ethnic preferences, menu options, using substitution lists).

10. Assists individuals as needed in cleaning-up after food preparation, cooking and meals.
11. Assists individuals as needed in preparing individual lunches.
12. Uses kitchen appliances correctly (e.g., dishwasher, food processor, oven, stove, microwave, blender, refrigerator, freezer).
13. Assists individuals as needed in presenting the meal in an appealing manner.
14. Cleans out the refrigerator and cabinets as needed.

C. Completes financial planning and management for individuals served.

1. Knows the balance of individuals personal funds and assists individuals as needed in making appropriate expenditures based on the availability of funds.
2. Uses house and individual consumer petty cash/spending money in accordance to agency policies and procedures.
3. Organizes and keeps receipts.
4. Completes accurate audits individual consumer funds as indicated by agency policies and procedures.
5. Assists and supports the individuals in banking (e.g., deposits, withdrawals, cashing checks).
6. Documents and records all financial transactions.
7. Knows the balance of household funds and makes appropriate expenditures based on the availability of funds.
8. Balances various accounts (e.g., petty cash, consumer checkbooks).
9. Completes cash on hand sheets accurately and when necessary.
10. Completes end of the month packets.
11. Completes Medical Assistance paperwork and submits it in a timely manner.

D. Completes household routines.

1. Assists individuals as needed with cleaning (e.g., bathroom, dusting, dusting blinds, kitchen, windows, refrigerator, sweeping, mopping, vacuuming, carpet cleaning).
2. Assists individuals as needed with laundry.
3. Assists individuals as needed in decorating the house for celebrations.
4. Knows the home is the individual's and is respectful of this (e.g., knocks on the outside door before entering, refrains from calling it "my" home).
5. Knows the household routines and shift flow.
6. Knows where cleaning and household items are stored in their house.
7. Assists individuals as needed with making beds.
8. Assists individuals as needed in washing the dishes or running the dishwasher.
9. Stores and uses cleaning and household products appropriately.
10. Assists individuals as needed in recycling.
11. Assists individuals as needed in completing pet care (e.g., feeding, bathing, health care).
12. Completes house walk-through checklists to identify needs.
13. Assists individuals as needed in maintaining plants and wall hangings.

E. Ensures maintenance on household is completed.

1. Completes simple home repairs.
2. Schedules needed repairs and home maintenance.
3. Knows and uses the maintenance on-call system.

4. Identifies accessibility and accommodation issues for individuals within house.
5. Maintains proper temperature in refrigerator.
6. Changes light bulbs.
7. Maintains proper temperature in home as determined by individual consumer preferences and needs.
8. Assists and supports the individual in completing lawn care and yard work.

F. Transportation/ Vehicle Maintenance

1. Uses approved gas purchasing procedures for company vehicles.
2. Safely secures people who use wheelchairs in vehicles.
3. Uses lifts on vehicles appropriately.
4. Assists individuals in arranging transportation for appointments and events.
5. Maintains legal driver's license and informs agency immediately if license is revoked.
6. Knows consumer's individual needs while riding in a vehicle (e.g., behavior management, safety).
7. Drives vehicle safely (e.g., weather conditions, defensive driving).
8. Supports consumers in using public transportation systems.
9. Understands and follows vehicle maintenance lists.
10. Washes company vehicle and cleans the interior.
11. Knows local community routes, roads, major sites and attractions.
12. Communicates with day program regarding transportation needs/problems.
13. Uses hazard lights in vehicle as needed (flat tire/break down).
14. Knows what equipment/supplies are located in vehicle and when/how to use them.

2. *Facilitation of Services - Staff has knowledge sufficient to fulfill his or her role related to individual service plan development, implementation and review.*

A. Understands individual service planning process.

1. Identifies different and creative ideas for initiation of activities/programs.
2. Identifies how goals/objectives are developed and who is involved in developing programs (e.g., ISP, consumer choice, individual medical conditions, age) based on consumer preferences for programs and activities.
3. Generates ideas for training/teaching opportunities

B. Maintains collaborative professional relationships with the individual and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent), and recognizes his or her own personal limitations.

1. Identifies and reports important information to coworkers, supervisors and extended team members as requested by team members, agency policy or supervisor.
2. Reads, writes and follows through on all communication in the daily logs and/or communication book
3. Respects and maintains confidentiality of all individual information (e.g., medical information, history, current programming).
4. Respects the privacy of all individuals.
5. Communicates with, asks questions of and receives feedback from supervisor(s).

6. Informs parents/guardians of necessary events (e.g., problems, incidents, progress, medication changes, medical issues) as requested by team members, agency policy or supervisor.
7. Maintains a positive relationship with members of the individual's support networks and community entities.
8. Identifies personal values, ethics, and cultural practices that could influence interactions and interventions with individuals served.

C. Implements an individualized plan based on the individual's preferences, needs and interests.

1. Identifies and uses various behavior modification techniques.
2. Implements individualized plans that address the challenging behaviors of the specific individuals supported.
3. Implements individualized programs with accuracy and consistency.
4. Implements programs for individuals served.
5. Identifies when it is appropriate and/or inappropriate to use aversive or deprivative procedures to respond to challenging behavior in accordance with agency policies and state laws.
6. Identifies discusses the indications and side effects of various psychotropic medications.
7. Writes goals, objectives, and individual program planning.
8. Identifies and uses various instructional strategies and effective teaching techniques.
9. Identifies and respects the individuals right to refuse participation in individualized programs.
10. Implements individualized plans that address the challenging behaviors with individuals supported as applicable.
11. Assists individuals in developing and using appropriate social skills while in the community.
12. Organizes time and efficiently implements various programs.

D. Assist and/or facilitate the review of the achievement of the individual outcomes.

1. Records program implementation on program data sheets.
2. Records behavior incidents on behavioral data sheets.
3. Records necessary information in daily logs in a timely manner.
4. Records and summarizes program data on monthly summaries.
5. Compiles data and disseminates to appropriate staff and support network members.

3. Health and Wellness - Promotes the health and wellness of all consumers.

A. Administers medications accurately and in accordance with agency policy and procedures.

1. Administers medications and treatments.
2. Knows common medications prescribed for the individuals supported and identifies their interactions.
3. Orders medications and medical/treatment supplies and picks them up at the pharmacy.
4. Charts medication administration in the medication log.
5. Packages medications for community outings.

6. Monitors medication errors and reports errors as identified according to agency policy and procedures.
7. Destroys medications in accordance with agency policy and procedures.

B. Observes and implements appropriate actions to promote healthy living and to prevent illness and accidents.

1. Observes and documents signs and symptoms of illness.
2. Observes and documents medical needs.
3. Locates relevant health care information, medical histories of all individuals supported.
4. Monitors individuals for side effects and effects caused by medications or treatments.
5. Completes psychotropic medication reviews and monitoring forms.
6. Communicates necessary medical information to all support network members, agency staff and others as identified in the individual plan.
7. Reads and completes health care notes as necessary and in accordance with agency policies and procedures.
8. Communicates in a professional manner advocating for the individual with nurses, doctors, Qualified Mental Retardation Professionals and other professionals.

C. Uses appropriate first aid/safety procedures when responding to emergencies.

1. Demonstrates CPR procedures.
2. Implements first aid in an emergency situation when someone is hurt or ill.
3. Implements emergency procedures for home and in community in accordance with agency policies and procedures.
4. Implements seizure protocol.
5. Implements universal precautions by using personal protective equipment and using proper disposal techniques in accordance with agency policies and procedures.
6. Uses emergency telephone numbers appropriately.
7. Keeps sidewalks clear.
8. Positions individuals safely in chairs and wheel chairs based on their individual support plans.
9. Conducts fire and severe weather drills in accordance with agency policies and procedures.
10. Locates agency policies and procedures regarding medical and health related situations.
11. Provides necessary supports for consumers to wear weather related clothing/apparel.
12. Encourages individuals to use personal safety according to their vulnerability (e.g., using appropriate adaptive equipment, staying away from stove if needed).
13. Provides a safe environment based on skill level and risks for consumers as indicated in their individual plan.
14. Supports individuals in using appropriate emergency procedures when needed.
15. Encourages individuals who smoke to do so in a safe manner.
16. Implements do not resuscitate orders in accordance with agency policies and procedures.
17. Maintains equipment in working condition (e.g., smoke detector, fire alarm, wheelchairs, fire extinguisher).

D. Assists individuals in scheduling, keeping, and following through on all health appointments.

1. Schedules medical, dental and other related appointments.
2. Completes medical referral forms.
3. Documents medical, dental and other related appointments.
4. Transports and accompanies individuals to medical, dental and related appointments , bringing necessary forms.

E. Assists individuals in completing personal care (e.g., hygiene and grooming) activities.

1. Assists individuals as needed in taking baths and showers.
2. Assists individuals as needed in dental/oral hygiene care (e.g., flossing, dentures, brushing).
3. Assists individuals as needed in dressing.
4. Assists individuals as needed in hair care/styling.
5. Assists individuals as needed in using the toilet.
6. Assists individuals as needed in wearing clean clothes that are appropriate for the weather conditions and match based on color, materials, etc.
7. Assists individuals as needed in deodorant application.
8. Assists individuals as needed in cleaning glasses.
9. Assists individuals as needed in handwashing.
10. Assists individuals as needed in nail care (hands and feet).
11. Assists individuals as needed in applying makeup.
12. Assists individuals as needed in wearing cologne/perfume.
13. Assists individuals as needed in shaving (men's faces, women's armpits, legs).
14. Assists individuals as needed in menses care.
15. Assists individuals as needed in care of their personal appliances.
16. Provides individuals with as much privacy as possible in completing needed personal care as identified in their individual plan.
17. Assists individuals as needed in being ready on time for work and completing other responsibilities.
18. Assist people in getting in/out of bed.
19. Assists individuals as needed in skin care (e.g., lip balm, moisturizer, sunscreen).

F. Assists with identifying, securing and using needed adaptive equipment and therapies (e.g., physical, occupational , speech, respiratory, psychological).

1. Uses proper lifting and transferring and positioning techniques.
2. Uses and maintains Hoyer lifts in a safe manner as indicated in the individual plans.
3. Uses and maintains hearing aids in a safe manner as indicated in the individual plans.
4. Demonstrates the use of individual's needed equipment and knowledge of therapies.
5. Disposes of syringes and other hazardous objects in sharp's containers.
6. Uses glucose monitoring devices as indicated in the individual plan.
7. Uses and maintains bumper guards in a safe manner as indicated in the individual plans.
8. Uses and maintains water beds in a safe manner as indicated in the individual plans.
9. Uses and maintains hospital beds in a safe manner as indicated in the individual plans.
10. Uses and maintains side rails in a safe manner as indicated in the individual plans.
11. Uses and maintains nebulizers in a safe manner as indicated in the individual plans.
12. Uses and maintains GT pump in a safe manner as indicated in the individual plans.

13. Uses and maintains electronic feeding pumps in a safe manner as indicated in the individual plans.
14. Uses and maintains oxygen concentrators/tanks in a safe manner as indicated in the individual plans.
15. Uses and maintains adaptive positioning equipment in a safe manner as indicated in the individual plans.
16. Uses and maintains hydraulic tub chairs in a safe manner as indicated in the individual plans.
17. Uses and maintains orthotic devices in a safe manner as indicated in the individual plans.
18. Uses and maintains walkers/canes in a safe manner as indicated in the individual plans.
19. Uses and maintains transfer belts in a safe manner as indicated in the individual plans.
20. Uses and maintains assistive eating devices in a safe manner as indicated in the individual plans.
21. Uses and maintains wheelchairs in a safe manner as indicated in the individual plans.
22. Uses and maintains helmets in a safe manner as indicated in the individual plans.
23. Uses and maintains prosthetic eyes in a safe manner as indicated in the individual plans.
24. Uses and maintains consumer's catheters in a safe manner as indicated in the individual plans.
25. Implements specialized therapies prescribed by specialists hearing, (e.g., OT, PT, ST, RT, TR).
26. Knows Medical Assistance and HMO limitations on securing and fixing adaptive equipment.

G. Assists individuals in implementing health and medical treatments.

1. Positions, lifts and transfers individuals as identified in individual plans and in accordance with agency policies and procedures.
2. Implements respiratory treatments (e.g., pummeling/suctioning).
3. Implements glucose blood testing.
4. Implements range of motion as identified in individual plans
5. Changes Attends/diapers.
6. Uses feeding tubes as identified in individual plans.
7. Changes catheters as indicated in individual plans.
8. Identifies, articulates to others and implements physician orders.
9. Identifies and uses approved medical abbreviations.

4. Organizational Participation - Staff is familiar with the organizational mission.

A. Staff is aware of the organizational mission and priorities and how it relates to their job roles/responsibilities.

1. Knows the mission of agency.
2. Knows the history of agency.
3. Identifies complaints in a proactive, positive and respectful manner.
4. Identifies job promotion/job change opportunities.
5. Is able to balance personal and professional life in effort to avoid burnout.

B. Staff is aware and implements all organizational policies and procedures.

1. Communicates and interacts in respectful manner with coworkers and shares the work load with all team members.
2. Understands and follows agency policies and procedures.
3. Completes all required staff training.
4. Knows job roles and responsibilities.
5. Uses conflict resolution strategies with coworkers.
6. Understands role as mandated reporter regarding vulnerable adults.
7. Communicates with supervisors and coworkers by following appropriate channels of communication.
8. Attends staff meetings.
9. Completes timecards accurately and on time.
10. Participates in performance reviews.
11. Shows up to work on time and when scheduled.
12. Interacts with individuals in a respectful manner.
13. Asks questions of coworkers, supervisor management when uncertain of an issue or an answer.
14. Attempts to find fill-in staff person when taking time off or when others call in sick.
15. Represents agency in positive manner to families, support network members and the community.
16. Presents self as a positive role model for consumers (e.g., table manners, communication, interaction, effort resolution).
17. Knows the agency staff benefit package.
18. Accommodates needs of individuals and coworkers in determining his/her schedule.
19. Knows and follows grievance procedures.
20. Participates in organizational surveys.

5. ***Documentation - Aware of the requirement for documentation in his or her organization and is able to manage these requirements efficiently.***

A. Maintains accurate records, collecting, compiling and evaluating data and submitting records to appropriate sources in a timely manner.

1. Reads and completes daily logging and charting.
2. Writes in complete sentences and spells words correctly.
3. Completes accident/incident reports.
4. Completes program charting.
5. Knows where all necessary forms are located.
6. Uses blue/black ball point pen when documenting.
7. Uses specific, objective and descriptive language when documenting.
8. Completes staff orientation/educational plan/in-service forms.
9. Writes activities and appointments on calendar.
10. Uses approved abbreviations.
11. Reviews all documentation closely for errors and make corrections as needed.
12. Knows where acronym list and glossary of terms is located and uses as needed.
13. Writes necessary information in the staff log and/or shift communication book.
14. Reads and writes necessary information in the day program communication books.
15. Completes health care notes.

16. Completes leisure log forms.
17. Ensures all necessary documentation is completed by end of shift.
18. Completes end of the month reports.
19. Completes referral forms accurately.
20. Completes facility supply request form.
21. Completes quarterly and annual reports.

B. Maintains standards of confidentiality and ethical practice.

1. Respects and maintains confidentiality of all individual information (e.g., medical information, history and current program).
2. Refrains from discussing private information about a person with people who are not involved in the person's life.
3. Before providing information about a person served or permitting access for people to have information, staff member verifies name, position, reason for access required and assures access is appropriate/necessary.

6. *Consumer Empowerment - Enhance the ability of the individual to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness and to make decisions.*

A. Assists and supports individual in making informed choices, following through on responsibilities and trying new experiences.

1. Shows respect for individuals by soliciting and honoring choices, encouraging privacy and seeking their input in all day-to-day events or activities.
2. Assists the individuals in exercising these rights in day-to-day interactions and practices.
3. Provides individuals with choices in day-to-day life and encourages individuals to make choices.
4. Presents individuals with options and alternatives from which to try new experiences and reports the individual's preferences.
5. Identifies community services that offer "new experiences" to individuals served (e.g., People First, ACT)."

B. Promotes individual participation in support services, consulting the person and involving him or her in the support process (e.g., daily support of consumer's emotional needs).

1. Interacts with individuals using a communication style that is appropriate for their needs and preferences.
2. Interacts with consumers in an open, non-judgmental manner by using active listening skills, engaging in supportive discussions, and assisting individuals in identifying feelings.
3. Provides advice and guidance to individuals as requested or needed regarding daily life events and issues.
4. Uses effective problem solving strategies when faced with a crisis or situation that needs resolution, (e.g., identifies problem, de-escalates, mediates, provides reassurance, uses group conflict resolution).

5. Provides information and listens to individual needs and preferences regarding issues of sexuality and dating.

C. Provides opportunities for the participant to be a self-advocate, encouraging and assisting the individual to speak on his or her on behalf.

1. Asks individual what he/she thinks about situations before acting or making decisions and waits for response.
2. Assists individuals in expressing feelings in social situations when others are treating them disrespectfully or are ignoring them.
3. Assists individuals in identifying things that she/he should feel good or proud about.
4. Responds to complaints voiced by consumers in a timely and respectful manner.
5. Is aware of self-advocacy organizations and resources within communities and supports individual with exposure and participation within these settings.

D. Provides information about human, legal, civil rights and other resources, facilitates access to such information and assists the participant to use information for self-advocacy and decision making about living, work and social relationships.

1. Identifies the rights of individuals with disabilities and the consequences if those rights are violated.
2. Is aware of human, legal and civil rights and resources with community to obtain information regarding these rights.
3. Supports self-advocates in expressing these rights and taking action to realize these rights in areas such as employment and sexuality.

7. *Assessment - Staff are knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interest of the individuals.*

A. Staff are knowledgeable of assessment and processes used to discover the needs, preferences and capabilities of the participants and how they are used in development and review of the service plan.

1. Knows specific information about the history, needs, and preferences of the individuals served, including characteristics, behavior, family, cultural background and medical issues.
2. Knows the common characteristics of various types of disabilities and how these characteristics affect the day to day life of the individuals served.
3. Knows the characteristics of specific disabilities, diseases or conditions and how they effect the lives of individuals with disabilities, including but not limited to: hearing impairments, traumatic brain injuries, mental illness, Downs syndrome, Huntington's disease, autism, aging and dementia, Prader-Willi syndrome, diabetes, blindness, attention deficit disorder.
4. Identifies what items/activities/places/people are reinforcing to the individual.
5. Locates information on the person's history, family, cultural and medical background.
6. Accurately relays specific information about the preferences of the individuals served, including characteristics, behavior, primary areas of vulnerability, level of supervision required for daily living skills and medical issues.

7. Knows individual information regarding vulnerable adults and implements abuse, neglect, and exploitation prevention and reporting practices.
8. Interacts in a culturally sensitive manner with people from diverse backgrounds.
9. Identifies the need for ongoing changes in assessment practices as individual consumer needs change.
10. Assesses and describes individual's preferences for programs and learning.
11. Uses effective instructional strategies based on how the individual best learns.
12. Interacts with coworkers, families and others in a culturally competent manner.

B. Staff discuss both formal and informal findings and recommendations with the individual in a clear and understandable manner.

1. Reports and explains industry jargon and terminology regarding assessment and interactions to individuals in a clear and understandable manner.
2. Seek feedback from consumer regarding assessment results, recommendations for programs, progress, and intervention strategies, and discuss consumer input with other team members.

C. Assists, completes or arranges for assessments to determine the needs, preferences, and capabilities of the participants by gathering information, informing the individual about what to expect throughout the assessment process, using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.

1. Uses various developmental assessments (e.g., Global, Vineland, Scales of Independent Behavior).

8. *Advocacy - Staff should be knowledgeable about the diverse challenges facing individuals (i.e. human rights).*

A. Assists and/or represents the individual when there are barriers to his or her service needs (e.g., understanding/advocating consumer needs).

1. Understands and communicates individual needs, wants and choices to his/her family, coworkers, the organization and the system.
2. Provides individuals with opportunities and experiences provided to others in society.
3. Supports individuals in realizing their choices by respecting, honoring and advocating for their choices.
4. Asks questions and observes individuals to determine their needs, wants and preferences.
5. Listens to family, consumer and friends regarding the individuals needs and preferences.
6. Provides encouragement to consumer regarding the realization of his/her hopes, dreams, and choices.
7. Identifies the rights of individuals served and will assert the need to respect these rights when staff feels they are being violated in any way by any person.
8. Acts in the best interests of person being served based on his/her individuals preferences and needs not in response to staff personal interests.
9. Integrates individual choice into day to day routine.
10. Accurately identifies whether a described or observed situation should be reported as a suspected case of abuse or neglect.

11. Accurately identifies steps to take and appropriate sources of information if the staff person observes or becomes aware of a possible case of suspected abuse or neglect.
12. Motivates others to honor consumer needs/wants.
13. Assists individual as needed in making phone calls and writing letters regarding preferences, needs and wants.

9. *Community and Service Networking - Staff are knowledgeable about the formal and informal supports available in his or her community and are skilled in assisting the individual to identify and gain access to such supports.*

A. Staff helps to identify the needs of individuals for community supports working with individuals to identify resources, places, events, and assisting them to initiate community connections.

1. Communicates effectively with families, day program staff and other support team members.
2. Takes consumers on community outings (e.g., movies, eating, shopping, dances, clubs).
3. Assesses consumer interests and choices and provide choices.
4. Understands behavior, health concerns and emergency plan/supervision needs of consumers' community activities.
5. Knows health care provider guidelines and options implements appropriate street safety skills.
6. Identifies community education classes.
7. Knows consumer responses to community situations.
8. Identifies and secures religious supports and services.
9. Helps to plan vacations.
10. Is oriented to community (e.g., geography, directions to various locations).

B. Researches, develops and maintains information on community and other resources relevant to the needs of participants.

1. Knows community resources and options.
2. Knows and uses tools to find events/information/help (e.g., newspaper, phone book).
3. Is aware of available support services.

C. Ensures individual access to needed community resources coordinating supports across agencies.

1. Knows public and private transportation resources.

10. *Building and Maintaining Friendships and Relationships - Support the participant in the development of friendships and other relationships.*

1. Assists the individual as needed in planning for community activities and events (e.g., making reservation, staff needs, money, materials, accessibility).
2. Assists the individual as needed in arranging transportation for community events.
3. Documents community activities and events.
4. Encourages and assists the individual as needed in facilitating friendships and peer interactions.

5. Encourages assists the individual as needed in communication with parents/family (e.g., phone calls, visits, letters).
6. Implements individual supports regarding community activities.
7. Provides incentive or motivation for consumer involvement in community outings.
8. Assists the individual as needed in getting to know and interacting with his/her neighbors.
9. Encourages and assists the individual as needed in dating.
10. Encourages and assists the individual as needed in communicating with social workers and financial workers.

11. *Communication - Staff are knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the individual.*

A. Uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of individual communication styles.

1. Accurately describes individual's wants/needs based their communication style.
2. Describes common communication strategies that are effective in communicating with most people with developmental disabilities (e.g., simple phrases, one to two word sentences, directive vs. nondirective).
3. Includes people with developmental disabilities in conversations with staff and others.
4. Identifies one or more techniques or alternative communication strategies that staff should use, if having difficulty communicating with a person.

B. Uses modes of communication that are appropriate to the communication needs of individuals.

1. Uses alternative communication systems to interact and communicate with individuals (e.g., sign language, computers, Touch Talkers), as applicable.
2. Uses augmentative communication devices to interact with and to aid individuals with disabilities in communicating (e.g., picture boards, switches, communication books), as applicable.
3. Accurately identifies the primary communication style/model used by each person served.
4. Accurately identifies one or more communication methods/models most helpful to promote receptive communication to engage the person.
5. Identifies various alternative and augmentative communication devices.

12. *Crisis Intervention - Knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.*

A. Identifies the potential for crisis for the individual participants.

1. Knows vulnerable adult reporting procedures in accordance to agency and state policies and procedures.
2. Knows the vulnerabilities of all individuals within the home (e.g., individual abuse prevention plan).

3. Knows the legal requirements regarding responding to individuals in crisis.
4. Provide appropriate supervision to individuals based on their individual plan.
5. Recognizes and responds to signs of impending crisis based on the unique characteristics of each individual.

B. Monitors crisis situations, discusses incident with authorized staff and individuals, adjusts supports and the environment and complies with regulations for reporting.

1. Knows and implements de-escalation techniques (e.g., redirection, counseling choice).
2. Knows policies and procedures for when an individual runs away.
3. Completes applicable paperwork regarding crisis situations (e.g., incident/accident, emergency use of aversive/deprivative procedures).
4. Remains calm when responding to crisis situation.
5. Identifies correct procedure in the event of a crisis.
6. Uses time-out and other aversive or deprivative procedures in accordance with individual plans, agency policies and procedures and state laws.
7. Keeps general order in home (e.g., not cluttered and exits free from blockage).

13. *Staff pursues knowledge and information necessary to perform job duties.*

1. Interacts with individuals, coworkers, supervisors and all others in a professional manner.
2. Sets appropriate boundaries between work and personal life.
3. Completes work in an organized and time efficient manner.
4. Recognizes the importance of and uses a sense of humor while at work and in interacting with individuals served.
5. Presents self as a leader.
6. Responds to stressful situations in a calm and professional manner.

14. *Vocational, Education and Career Support - Knowledgeable about the career and education related concerns of individuals.*

A. Knows the individual's vocational interests.

1. Observes and identifies consumer vocational preferences, needs, and choices.
2. Advocates with service provider and case manager for individual consumer to realize vocational choices and desires.
3. Identifies vocational service options for individual with his/her community.
4. Assists the individual in developing job seeking and keeping skills.

Competency Areas for Frontline Supervisors (FLS)

1. **Enhancing Staff Relations:** FS enhance staff relations by using effective communication skills, encouraging growth and self-development, facilitating teamwork, employing conflict resolution skills, and providing adequate supports to staff.
Competency statements: 8
Performance indicators: 22
 2. **Providing and Modeling Direct Support:** FS provide direct supports to individuals with disabilities and role model such supports to DSP by assisting with living skills, communicating and interacting with individuals served, facilitating community inclusion, maintaining an appropriate physical environment, providing transportation, maintaining finances, developing behavioral supports and demonstrating the importance of consumers becoming active citizens in their neighborhoods and local communities.
Competency statements: 14
Performance indicators: 35
 3. **Facilitating and Supporting Consumer Support Networks:** FS facilitate and support the development and maintenance of consumer support networks through outreach to family members, community members, and professionals and through coordination of personal planning sessions in collaboration with the individual served.
Competency statements: 9
Performance indicators: 24
 4. **Program Planning and Monitoring Programs:** FS oversee program planning and monitoring by planning and developing individual goals and outcomes with consumers, coordinating and participating in support network meetings, monitoring, documenting, and reporting progress toward meeting outcomes, and communicating with other service agencies.
Competency statements: 17
Performance indicators: 42
 5. **Managing Personnel:** FS coordinate personnel management by hiring new staff, conducting performance reviews, facilitating team work and staff meetings, creating job descriptions, delegating tasks and responsibilities, encouraging effective communication, defusing crises/conflicts between staff, and implementing grievance and formal contract procedures.
Competency statements: 26
Performance indicators: 58
 6. **Leading Training and Staff Development Activities:** FS coordinate and participate in DSP training and in-service by orienting new staff, arranging for staff to attend training and in-service sessions, maintaining training records, and supporting on-going staff development.
Competency statements: 8
Performance indicators: 24
 7. **Promoting Public Relations:** FS promote public relations by educating community members about persons with disabilities, advocating for the rights and responsibilities of individuals with developmental disabilities, developing media presentations and recruiting volunteers and contributions.
Competency statements: 6
Performance indicators: 12
 8. **Maintaining Homes, Vehicles and Property:** FS coordinate and participate in maintaining homes, vehicles and personal property in proper order.
Competency statements: 6
Performance indicators: 13
 9. **Protecting Health and Safety:** FS ensure that individuals supported are safe and living healthy lives by monitoring safety issues, coordinating, monitoring and documenting medical supports, practicing appropriate emergency procedures, responding to emergencies, and promoting consumer rights regarding health and safety issues.
Competency statements: 18
Performance indicators: 38
 10. **Managing Finances:** FS ensure fiscal responsibility and management by supporting individuals with banking and other financial maintenance agreements; developing, managing, and implementing household budgets; developing contracts for services with outside vendors, and completing audits of household and consumer finances.
Competency statements: 9
Performance indicators: 21
 11. **Maintaining Staff Schedules and Payroll:** FS ensure staff are scheduled, paid, and receive time off when requested.
Competency statements: 4
Performance indicators: 10
 12. **Coordinating Vocational Supports:** FS coordinate vocational training and opportunities for consumers through advocacy, supporting people in completing daily job tasks, assisting individuals in meeting quality standards, finding and developing community jobs for people, and communicating as needed with other support agencies regarding vocational related issues.
Competency statements: 5
Performance indicators: 13
 13. **Coordinating Policies, Procedures and Rule Compliance:** FS understand and implement current state licensing rules and regulations, agency policies and practices, and protection of individual consumer rights.
Competency statements: 6
Performance indicators: 13
 14. **Performing General Office Work:** FS communicate effectively in writing and via the telephone, complete various office tasks and utilize the computer effectively for word processing, developing spread sheets, and managing data bases.
Competency statements: 6
Performance indicators: 15
- Total Competency Statements: 142**
Total Performance Indicators: 340

Sample FLS Competency Statements and Performance Indicators

Broad Competency Area	Example Competency Statement	Example Performance Indicator
<ul style="list-style-type: none"> • Enhancing Staff Relations 	Frontline supervisors facilitate teamwork and positive interactions and attitudes among staff.	Supervisor facilitates discussion among staff members regarding how they are doing as a team.
<ul style="list-style-type: none"> • Providing and Modeling Direct Support 	Frontline supervisors support individuals served in making and maintaining friendships with community members.	Individuals with disabilities or their families report at least one new contact or sustained relationship between individual with disability and a member of the community.
<ul style="list-style-type: none"> • Facilitating and Supporting Consumer Support Networks 	Frontline supervisors facilitate coordination with generic community agencies (e.g., YMCA, Lions) to provide inclusive opportunities for individuals support.	Frontline supervisor discusses with manager recent coordination activities with a community agency based on the preferences of the individual being served.
<ul style="list-style-type: none"> • Planning and Monitoring Programs 	Frontline supervisors facilitate person-centered planning meetings for individuals served or assist direct support personnel in this planning process.	Frontline supervisors demonstrated the process of a person-centered planning meeting.
<ul style="list-style-type: none"> • Managing Personnel 	Frontline supervisors seek input from other staff and from consumers and their family members in making hiring decisions.	Direct support professionals, consumers and family members report that the supervisor has consulted them before making a hiring decision.
<ul style="list-style-type: none"> • Leading Training and Staff Development Activities 	Frontline supervisors identify potential trainers and provide resources, coaching, and opportunities for direct support professionals training.	In a discussion with a manager, the supervisor identifies three potential trainers for a possible training session and discusses their fees and their strengths and weaknesses.
<ul style="list-style-type: none"> • Promoting Public Relations 	Frontline supervisors recruit and mentor community volunteers and intern students.	Student intern reports that the supervisor has provided at least twenty hours over three months of orientation sessions, including discussions about work roles and responsibilities.
<ul style="list-style-type: none"> • Maintaining Homes, Vehicles and Property 	Frontline supervisors ensure basic routine household maintenance tasks are completed (e.g., lawn care, changing light bulbs, water plants).	Manger reviews maintenance checklists and other documents that indicate the supervisor monitors routine maintenance tasks on a regular basis.
<ul style="list-style-type: none"> • Protecting Health and Safety 	Frontline supervisors monitor for medication errors and review as indicated with staff.	The health care supervisor reports that the supervisor monitors for medication errors in accord with agency procedures and initiates discussion in supervisory staff meetings about ways to prevent errors.
<ul style="list-style-type: none"> • Managing Finances 	Frontline supervisors monitor, approve and arrange for payment of household bills.	Direct support professionals report that the supervisor works with them on approval, timing, accuracy, and proper payment of household bills.
<ul style="list-style-type: none"> • Maintaining Staff Schedules and Payroll 	Frontline supervisors secure staff to fill-in when vacancies occur due to staff illness, resignation, vacation, etc.	Manger review of time cards and schedules indicated that when vacancies occurred in a schedule they were filled by another staff person or the supervisor.
<ul style="list-style-type: none"> • Coordinating Vocational Supports 	Frontline supervisors oversee the training of individuals on how to complete job tasks.	Manager observes supervisors interacting with and providing feedback to direct support professionals or consumers on the necessary steps for the completion of job tasks.
<ul style="list-style-type: none"> • Coordinating Policies, Procedures and Rule Compliance 	Frontline supervisors ensure the input of consumers and their families in the development of agency policies and procedures as well as federal and state rules and laws.	Consumers and families report that the supervisor sought their input in the development of a new procedure or policy.
<ul style="list-style-type: none"> • Performing General Office Work 	Frontline supervisors read and respond promptly to mail and e-mail.	Supervisors share with managers their system for reading and responding promptly to mail and email. This system indicates the date and time when a mail or email came in and when the supervisor followed up as necessary regarding that piece of mail or email.



Appendix B

RJP Overview Considerations Sheet

RJP Overview Considerations Sheet

Realistic Job Previews (RJP) are any method an agency or business uses to help prospective employees get a balanced picture of the positive and negative aspects of work they will be doing and the organizational climate, prior to the offer of a position. This is especially important in “hidden” industries, such as human services where many people may not have any information about the tasks and responsibilities of the job. An accurate RJP, combined with opportunities for prospective employees to choose not to go further in pursuing a job, can reduce turnover and hiring and training costs by weeding out people who do not want the kind of work the agency has to offer.

There are a number of methods for conducting an RJP, each with their own set of benefits and disadvantages. The following table can give you a quick snapshot of possible methods and considerations when developing and implementing an RJP. Remember all RJP's should be developed with input from existing direct support professionals (DSP) (as well as frontline supervisors (FLS), human resource (HR) and other administrators), and should provide a real preview of the task and responsibilities of the job. All RJP's regardless of format need to convey the same content. This chart does not list what should be included in an RJP, only methods and considerations in the process and implementation around those methods. Agencies can use this chart to understand what method might be best based on budget, time and other considerations.

Parents, consumers, and DSPs should be part of any realistic job preview.

With any of these methods, it is critical that the prospective newcomer be informed that the reason they are participating in an RJP is to help them make a decision about whether this company and this job is a good match for them. This needs to happen before a job offer has been made and should allow an opportunity for the prospective employee to decide that they do not wish to continue the application process. In addition, agency should take the opportunity to identify what makes them unique and why someone should work for them rather than for another agency.

Type of RJP	Development Considerations	•Implementation Considerations	Cost Effectiveness	Pros	Cons
<p style="text-align: center;"><u>Structured Observations</u></p> <p>These are observations at a work site that are structured by the employer to give the person a comprehensive overview of job expectations. In a structured observation existing employees may spend some time talking with the observer but to be most effective the observer should take responsibility for gathering the information s/he needs so that working staff are focused on performing duties in their usual way. Scheduling structured observations during busy but routine activities such as meals or recreations is one strategy for ensuring staff and consumers are more likely to act naturally during the observation.</p>	<p>Structured observations should have set criteria rather than being an informal process where the person merely shows up and watches what happens. The person should have a checklist that guides them or some other way of knowing what information they should gather during the visit, as well as feeling free to seek additional information.</p> <p>Employees and people receiving services should be asked about this component prior to implementation -- although they may find the opportunity to “prescreen” prospective employees appealing.</p> <p>Development of Structured observations should not be shortchanged. They require a similar planning process as other methods including DSP and identification of critical components.</p>	<ul style="list-style-type: none"> • Observations should be in the exact site the person would work if possible. • Observations should be at times or in situations that help the person get a realistic expectation of what their job responsibilities will be (typically at a meal time or other busy time when consumers and staff are less focused on the visitor and acting more naturally.) • Observations should be followed by a debriefing to answer questions and to provide information about job components not observed. • Observations should be scheduled with employees and consumers in advance. • Observations should be scheduled so that the observer sees other DSP not FLS doing their job. 	<p>Structured observations require thorough planning (i.e. time) to make them effective and comprehensive.</p> <p>They are the least expensive method to implement because extra staff time is not required during the observation and materials (checklists, etc.) are cheap to produce and update.</p>	<ul style="list-style-type: none"> • Inexpensive to develop/implement • Easy to update • Easy to customize to individual sites/consumers • Can provide consumers and DSP opportunities to be directly involved in the hiring process • Provides direct information to the potential hire from the people who understand the job best. • Offers easy access to people to ask questions that may not be covered in the structured RJP. • Sets the expectation that the DSP role includes supporting and informing new and potential staff. • Asking applicants to turn in their responses to the observation questions can make this a job sample test as well as an RJP. 	<ul style="list-style-type: none"> • Potentially invasive to consumers and current employees • Experience will vary each visit. • Difficult to hit all areas that might be an issue for new employees (i.e., pay and benefits, all job duties, etc.) • Might be difficult for people to “act naturally” during observations. • Can be difficult to schedule. • Not portable

Type of RJP	Development Considerations	•Implementation Considerations	Cost Effectiveness	Pros	Cons
<p><u>Meetings with current workers, consumers and/or parents</u></p> <p>In RJP meetings, current workers, consumers and/or parents explain in their own words, in person, what the job is like, what the benefits and draw backs are, and what their hopes, needs and expectations for new hires are.</p>	<p>Current workers, families and consumers who are going to be part of an RJP process should be trained about the purpose of RJPs.</p> <p>It is important to clarify to all involved whether the interview/meeting will be used solely for the purpose of an RJP or whether they will also be making recommendations about whether this person may be a good match for the setting.</p> <p>Like a Structured Observation, there should be guidelines for information to be shared during these meetings and planning time is required to make sure that the company has identified what that criteria is.</p> <p>Parents, staff and consumers willing to make a long-term commitment must be identified and trained.</p>	<p>Prospective employees should be given a set of suggested questions they may wish to ask during the meeting.</p> <p>These meetings should occur in the actual work setting but in a private location whenever possible.</p> <p>These meetings can be scheduled to precede a job interview on the same day or on another day, but the person should have the opportunity to gracefully opt out of the interview.</p> <p>Parents and consumers may be offered a stipend for their participation.</p> <p>Consumers who don't speak may wish to put together a collection of photos showing their routines and preferences.</p>	<p>Development cost are similar to Structured Observation</p> <p>Implementing this method requires staff time, making this method relatively expensive to maintain long term.</p>	<ul style="list-style-type: none"> • Portable (if people are willing) • Can provide opportunities for parents, consumers and DSP to be directly involved in the hiring process • Provides direct information to the potential hire from the people who understand the job best. • Offers easy access to people to ask questions that may not be covered in the structured RJP. • Adaptable to the unique characteristics, benefits and difficulties involved in working at each site. 	<ul style="list-style-type: none"> • Requires staff time away from their regular job duties. • Can be difficult to schedule. • Experience can be highly variable. • Prospective employees may be uncomfortable and less inclined to ask important questions in this form of RJP. • May be a burden on current DSP, parents and consumers. • May be unable to find DSP, parents, and consumers willing to participate. • Have to pay the DSP, parents and consumers, even if the prospective employee doesn't show up.

Type of RJP	Development Considerations	•Implementation Considerations	Cost Effectiveness	Pros	Cons
<p data-bbox="233 298 415 354"><u>Pre-application screening</u></p> <p data-bbox="186 391 464 688">This type of screening is usually done at the time in which a person calls an agency or otherwise asks for an application. It is usually brief and designed to help the agency find out if the prospective employee meets minimal criteria.</p> <p data-bbox="186 725 457 992">Prescreens can be adapted to include basic RJP information including pay scale and benefits, generic responsibilities and requirements of the job, and hours or locations of jobs</p>	<p data-bbox="487 266 768 475">Prescreens should be consistent for each applicant. An agency should come to consensus about what information should be gathered and shared at this point.</p> <p data-bbox="487 513 768 748">Like other RJPs Prescreen questions should be based on what current and newly hired DSP identify as the most important things they wish they knew about before being hired, but didn't.</p>	<p data-bbox="798 266 1056 415">Having a checklist and limiting the number of people who do this pre-screen will help maintain consistency.</p> <p data-bbox="798 453 1037 537">Pre-screening alone should not serve as an agency's only RJP</p>	<p data-bbox="1085 266 1316 505">If they are brief and to the point they may save both the person and the agency time should the person be ineligible or not interested in this type of work.</p>	<ul data-bbox="1348 266 1608 570" style="list-style-type: none"> • Helpful for quickly screening out ineligible people (i.e. BCA, transportation, etc.) or those who have no idea of what the work entails and decide it is not for them. 	<ul data-bbox="1646 266 1948 911" style="list-style-type: none"> • Not comprehensive. • Mixes two different types of activities: screening to help the employer decide whether a potential employee would be good for the job and RJP which are designed to assist potential employees decide if the job is something they might be interested in. • Information is provided by a supervisor or human resources person rather than directly by a direct support professional, consumer or parent making it potentially less convincing.

Type of RJP	Development Considerations	•Implementation Considerations	Cost Effectiveness	Pros	Cons
<p><u>Videotapes</u></p> <p>RJP videotapes are most often professionally done and cover all of its jobs in a particular job classification. Other forms, such as “home” videos specific to a site can be used as well or the two methods may be combined.</p> <p>Videotapes are created to show an applicant what the job is really like by showing people actually engaged in that job. The agency will have to assess what situations show the job most realistically and are the ones that typically cause early turnover due to lack of information about the job. Including actual DSP and consumers in the film (rather than actors without disabilities) makes the video much more realistic.</p> <p>Generic videos (produced elsewhere) may serve as a useful adjunct to other RJP methods.</p>	<p>Videos require significant legwork beyond identifying the critical aspects of the job to include in the videotape. Writing a script; gathering consents; preparing settings; and coordinating participants, equipment and film crews are also needed. In addition, consultant or experts should be used to develop the script and for a professional-quality video, access to high-end equipment and experts in filming, sound recording, and production are needed.</p> <p>Videos need careful script development to ensure critical components are present both visually and in words.</p> <p>Because of the expense and time involved in production and updates the planning process should be meticulous and only the most critical pieces of information should be included.</p>	<p>Videos can be made accessible at multiple sites, but require a VCR/TV to be available and a staff person to provide the video, equipment, and to answer questions.</p> <p>Videos that are too long can lose impact but if they are too short they may not contain all necessary information.</p>	<p>Videotapes are very expensive to produce and to update.</p> <p>If they are well produced and content is not date sensitive they can be used for a long time making them more cost-effective, however, updates can be nearly as expensive as initial development.</p> <p>A VCR must be available at every site where the video is going to be used.</p> <p>Usually use of videos requires staff time to implement, however, this may or may not be additional staff hours.</p>	<ul style="list-style-type: none"> • Portable • Strong impact/effective • Can cover a variety of topics that might be an issue for new employees (i.e., pay and benefits, all job duties, etc.) • Provides comprehensive look at the agency • Shows people actually engaged in the tasks required by the job thereby providing credible information to newcomers. • Highly consistent information to each prospective employee 	<ul style="list-style-type: none"> • Difficult to update. • Requires expert filming and production to look polished. • Can be very expensive. • Need special equipment to develop • Requires access to a television and VCR to implement • Poorly developed videotapes (content) will not be effective. • Poorly produced videos may be discounted. • Requires supplemental efforts to ensure that questions raised by the video are answered effectively. • Capturing special needs or characteristics of individual sites in a professionally done video would be too expensive. • Does not provide potential recruits with direct contact with DSP, consumers or family members

Type of RJP	Development Considerations	•Implementation Considerations	Cost Effectiveness	Pros	Cons
<p><u>Photo Scrapbooks, Booklets or brochures</u></p> <p>Booklets or brochures can be of varying lengths and levels of sophistication but should include components of an effective RJP (i.e., both positive and negative aspects of the job, information that current workers report they didn't know but wish they had before they took the job). At one end of the spectrum are glossy agency wide brochures. At the other end are photo albums or booklets compiled by the people supported at a specific site showing what they need and expect from people who will support them.</p>	<p>Booklets or brochures (even those put together by specific consumers) need to be carefully designed to attract readers and maintain their attention and to include all the necessary information.</p> <p>Agencies need to be careful to be specific about the tasks of the job (i.e. not using generic words like “personal cares” instead of specifics like helping people brush their teeth, helping people use the toilet, etc.)</p> <p>Should include information about what makes the agency unique and why someone may want this job instead of a similar one somewhere else.</p>	<p>Simply handing someone a brochure may not accomplish the intent of an RJP. The person may not read all the materials or fully comprehend what the material implies (especially if language and examples are not specific.) It may be difficult to capture the level of detail needed in a format that is short enough.</p> <p>Booklets or brochures should be supplemented with other opportunities to meet people and ask questions or to view videos about the kind of work they will be doing.</p> <p>Photo scrapbooks can be created using techniques such as “creative memories” to blend photos, backgrounds, words, and other materials to create a low-tech but effective tool.</p>	<p>Quality brochures and booklets are expensive to produce and design.</p> <p>There may be the need to purchase computer hardware and software as well as working with layout and design professionals, consultants to help ID what information should be presented and how, and professional printers and photographers.</p> <p>Printing decisions need to include the cost effectiveness of large bulk orders with the potential for waste when it is time to update materials.</p>	<ul style="list-style-type: none"> • Highly Portable • Can be distributed by current employees, family members, consumers, board members etc to people they know who might be interested in a position • Provides information that the potential employee can take with them to consider further in the privacy of their own homes. • Can be adapted to a variety of settings, consumers, etc. Site specific or consumer specific materials can be developed. • Can be used in conjunction with meetings with DSP families or consumers to structure discussion about key job characteristics. • The process of developing a site-specific photo scrapbook can function as a team-building exercise. 	<ul style="list-style-type: none"> • Requires expertise to create effective and attractive materials. • Agency wide brochures or booklets are not likely to include the unique characteristics of a specific site or consumer. • Agency-wide materials may not be specific enough to help someone understand the job. • Agency may hesitate to be specific enough with information in this format • May be distributed to various people, but not used unless they are committed to its use.

Type of RJP	Development Considerations	•Implementation Considerations	Cost Effectiveness	Pros	Cons
<p><u>Web-based multimedia</u></p> <p>A web-based multimedia RJP involves putting comprehensive information about the positive and negative features of jobs on a web site for prospective employees to review.</p> <p>Websites can be used for more than simply presenting an RJP. They can be developed as part of a Recruitment portal which includes items such as on-line applications, current position openings, email contact and links to and from other targeted sites (such as public schools, community centers, etc).</p> <p>Web-based multimedia RJP's may include photos, verbal descriptions, video clips, and/or written information about the agency and about the job.</p>	<p>Web-based RJP's will be most effective if they are well designed. Agencies are advised to work with consultants who understand design issues as well as potential for displaying content most effectively and how to limit access to sensitive materials.</p> <p>Agencies will need to buy or have the hardware and software to produce and maintain a site and train someone internally to do updates. (Or, agencies can hire a service provider to develop and maintain the site)</p> <p>Agencies may need to rent server space and register with online search engines.</p> <p>Development and quality testing can take a significant amount of time.</p>	<p>Agencies will have to train current staff (especially those doing hiring) on how to access and use the online RJP.</p> <p>Sites need to be checked regularly for "dead" or inaccurate links. A system should be created to make sure that all information is updated and accurate (i.e., contact person, available positions, etc.) and that any email contact is answered promptly.</p> <p>Agency must provide access to a computer and assistance to potential new hires who do not have computer access or who are not computer literate.</p>	<p>Web-based RJP's can be expensive to produce but are inexpensive to maintain and update.</p> <p>Development costs will vary but would be no more than a video and potentially much less.</p> <p>Heaviest cost will be felt by agencies that do not have any existing hard-ware, software, or internal expertise.</p> <p>If developed properly they require minimal personnel time to update and maintain, especially if they are developed thoughtfully (i.e. automatically updates position openings, when-ever central position list is updated.)</p> <p>Updates can often be made by a person with only basic computer skills.</p>	<ul style="list-style-type: none"> • Web-based RJP's are flexible in terms of the type and form of information presented • Highly Portable • Easily accessible to job seekers (private homes, libraries, at agency, workforce and community centers) • Can be part of a comprehensive online recruitment portal for agency. • Easy and inexpensive to update frequently • Updated information is immediately available with no chance of outdated materials being accidentally distributed. • Can be customized to site as well as flexible to the needs of the person seeking information. • Can provide potential recruits with direct contact with DSP, agency, consumers or family members through email options. 	<ul style="list-style-type: none"> • Need special equipment to access. • Existing personnel may hesitate to use without training and encouragement. • Requires expertise in how to use the web environment most effectively. • Slow or outdated equipment or sever problems may make process annoying or irritating to people trying to access information. • Not all applicants have web access or knowledge of how to use internet applications.

Type of RJP	Development Considerations	•Implementation Considerations	Cost Effectiveness	Pros	Cons
<p style="text-align: center;"><u>Group RJP</u></p> <p>This type of RJP involves inviting groups of potential applicants to gather to get information about the job. The meetings can be divided into 3 or 4 5-10 minute segments. During each segment information about the job is provided and questions are answered. After each segment a break allows those who decide this is not a good match for them to leave. At the end of 30-45 minutes those who remain are given an application to fill out and interviews are scheduled.</p>	<p>Like other methods this requires planning time to identify which aspects of the job to highlight and how.</p>	<p>Potential applicants should be informed of any job prerequisites prior to this meeting so they do not come if they cannot pass needed background checks or drivers license requirements.</p> <p>This process could easily incorporate strategies such as videotapes.</p>	<p>Development and implementation cost will vary depending on the materials/methods used.</p> <p>When DSP, Consumers, and/or Family members are involved it will be less expensive in a group than to do so individually.</p>	<ul style="list-style-type: none"> • Provides information to more than one person at a time reducing the time commitment per applicant (efficient). • Clearly shows potential applicants that it is ok to decide to not pursue the job. • The structure can help keep information more consistent than when a single prospective employee meets with them 	<ul style="list-style-type: none"> • Requires prospective employee to be available at the scheduled times (low flexibility). • Cost/benefit ratio may be low due to need for planning, scheduling, materials needed, etc. versus accessibility.

Type of RJP	Development Considerations	•Implementation Considerations	Cost Effectiveness	Pros	Cons
<p data-bbox="212 298 441 354"><u>Internships or volunteer programs</u></p> <p data-bbox="186 391 462 626">More of a long-term strategy, internships or volunteer opportunities provide people who aren't sure whether this job is of interest to them a chance to actually try it out.</p> <p data-bbox="186 664 449 841">Some internship programs focus on high school students who are fulfilling course or community service requirements for school.</p>	<p data-bbox="489 266 764 415">This method requires a local champion who will guide the program through development and implementation.</p> <p data-bbox="489 453 768 690">Planning must include consideration of the guidelines regarding what volunteers or interns are allowed to do and what the conditions of the internship/volunteer opportunity will be.</p>	<p data-bbox="800 266 1050 324">Internships can be paid or unpaid.</p> <p data-bbox="800 362 1037 630">Providing recognition of people who were interns or volunteers (e.g., at banquets, award ceremonies, in the local newspapers) can help generate interest from other persons.</p>	<p data-bbox="1087 266 1312 383">This type of program is expensive in terms of coordination efforts.</p> <p data-bbox="1087 420 1312 537">It is a long-term strategy that may not show immediate benefits.</p>	<ul data-bbox="1350 266 1619 963" style="list-style-type: none"> <li data-bbox="1350 266 1619 570">• Provides an additional person to enhance opportunities for quality of life outcomes while at the same time providing a very good picture of what the job is really like. <li data-bbox="1350 574 1619 724">• Provides employers, coworkers, consumers and families information about this person. <li data-bbox="1350 729 1619 963">• Participants leave with a better understanding of people with disabilities even if they don't choose a career in human services. 	<ul data-bbox="1648 266 1948 695" style="list-style-type: none"> <li data-bbox="1648 266 1892 324">• This is a very time intensive strategy. <li data-bbox="1648 329 1948 537">• The actual yield in terms of new employees could be quite low. That is, it may take many interns or volunteers to yield one new staff member. <li data-bbox="1648 542 1948 695">• May have to complete a "Pseudo-hiring" situation (BCA, training, etc.) minimizing the benefits

Type of RJP	Development Considerations	•Implementation Considerations	Cost Effectiveness	Pros	Cons
<p><u>Hybrid method</u></p> <p>Combining one or more of the methods to create a more flexible and comprehensive RJP</p>	<p>Requires coordination across the methods to ensure that the most effective methods are being used in each situation</p> <p>Development considerations depend on methods chosen.</p>	<p>Implementation considerations depend on methods chosen.</p>	<p>Depends on the types of materials used. May reduce cost of some materials (e.g., video –if shorter, etc.).</p> <p>Could be more expensive if cost is not attended to during development and implementation.</p>	<ul style="list-style-type: none"> • Can be adapted to individual site and person’s needs. • Could be more thorough and effective than any one method alone. • Could use a method that is cheaper to produce to confirm the RJP effectiveness and then create a method which is cheaper to implement (e.g., web-site, video) once comfortable with effectiveness. 	<ul style="list-style-type: none"> • May lose track of what information a person has received.



Appendix C

Values and Visions for Minnesotans with Disabilities

Values and Visions for Minnesotans with Disabilities

**Research and Training Center on Community Living,
The Institute on Community Integration (UAP),
and the
Minnesota Department of Human Services,
State Operated Services**

**The College of Education and Human Development
University of Minnesota**

Focus Group Review Process

These values and visions were developed and reviewed by the State Operated Services Steering Committee and by 160 direct support personnel, lead workers, supervisors, and managers who participated in focus groups during Spring 1998. Focus group participants included individuals working in both state operated and private sector residential and vocational agencies. In reviewing the values and visions, focus group participants identified barriers to achieving them as well as supports needed to overcome those barriers. Those barriers and supports identified are described as well as the Values and Visions.

Mission and Vision Statement

Mission

Community Services help people live as valued, contributing and self-determined members of their community.

Vision

Community services to people with disabilities in Minnesota help communities to recognize, provide and use their capacities to include all of their members. They provide exemplary service and supports for consumers and direct support personnel (DSP) through continued evaluation and ongoing systemic change.

Values Statements

Participant Values

These values describe how we know that people are living as valued, contributing and self-determined members of their community. The DSP values, workplace culture values and system values are relevant only to the extent that achieving them directly support the values promoted in this section.

- People are empowered to live self-determined lives.
- People are free from abuse and neglect.
- People are satisfied with services, supports and personal life situations.
- People are supported to develop life-styles that encompass the activities, relationships and opportunities that are important to them.
- People are supported in their relationships with community and family members.
- People are treated with dignity and respect when crises emerge.
- People define what quality means for them.
- People have and keep personal possessions.
- People have and use natural supports.
- People have needed economic resources.
- People have services to support their best possible health.
- People have opportunities to explore new and different things in alignment with their preferences.
- People have opportunities to take risks in a context that recognizes their responsibilities but also attends to their vulnerabilities.
- People have time, space and opportunity for privacy.

- People have valued roles in families, friendships, intimate relationships, workplaces, communities, and groups in which they choose membership.
- People make choices (including unpopular choices) for themselves regarding services and supports, personal goals, where and with whom they live, the work they do, how they use their free time, and their daily routine.
- People receive supports that are flexible in type and duration, individualized and provided on a community scale.
- People receive the supports they want and need.
- People, their individuality, and their cultural heritage are valued and respected.
- People's capabilities, strengths and potential are accentuated by the supports provided.
- People's rights are valued and respected and they are afforded due process if their rights are limited.

DSP Values

These values help DSP to uphold the values identified and outcomes inferred in the Participant Values section and are only relevant if they actually lead to accomplishing those outcomes

- DSP are aware of rights, responsibilities and consequences of their actions.
- DSP are flexible and willing to try new things.
- DSP are non-judgmental.
- DSP have a holistic view of the person and a broad understanding across life domains including work, home, family and leisure.
- DSP know and abide by professional legal, ethical and moral standards.
- DSP know themselves, their biases and the limits of their expertise.
- DSP play a proactive role as a community connector, resource coordinator, and advocate.
- DSP provide culturally competent supports.

- DSP respect, support and value the contributions of each consumer in plans and actions.
- DSP support and encourage people as they explore new opportunities.
- DSP understand and respect personal boundaries.
- DSP understand systemic boundaries.
- DSP treat their roles as supporters rather than as controllers of people.
- DSP value and nurture partnerships and relationships with consumers, coworkers, team members, and community members.

Workplace Culture Values

These values help agencies to uphold the values and accomplish the outcomes inferred in the Participant Values section and are only relevant if they help DSP to accomplish those outcomes.

- Agencies help DSP in their quest for a better way to support people.
- Agencies consider the role of the team to help and empower DSP to do their jobs.
- Agencies create opportunities to honor the work and enhance the status of DSP.
- Agencies expect and provide opportunities to develop competent DSP performance.
- Agencies invest in human capital.
- Agencies provide opportunities for DSP to express themselves and are open to new options and ideas.
- Agencies support and actively foster a team environment.
- Agencies understand, value and nurture DSP knowledge and expertise.
- Agencies value and respect the role, contributions and careers of DSP.
- Agencies value and respect the cultural backgrounds and contributions of DSP.
- DSP have opportunities to express their

competence.

- DSP are empowered and nurtured to make decisions and to take risks.
- People who spend the most time with the person are recognized as knowing the person best.
- DSP training is consistent with and supports achievement of the mission statement.

System Values

These values help systems to uphold the values and accomplish the outcomes inferred in the Participant Values section and are only relevant if they actually help agencies to accomplish those outcomes.

- Systems balance requirements for initial technical expertise with content of subsequent training.
- Systems support agencies in developing better ways to support people.
- Systems build the capacity of agencies to support persons with disabilities (fix the system vs. fix the person) by emphasizing:
 - local resources, supports and participation.
 - broad community responsibility.
 - community connections.
 - welcoming roles of community.
- Systems assist agencies as they empower DSP to have valued roles.
- Systems monitor whether individual participant values and outcomes are being achieved.
- Systems enhance their own and other's capability to support people with disabilities.
- Systems provide necessary resources.
- Systems support community and family members in their relationships with consumers.

Barriers to Reaching the Vision

A number of barriers to achieving the values and vision statement for all Minnesotans with

developmental disabilities were identified by focus groups participants. These barriers can be categorized to include: systemic/regulatory, agency, resource, staff (lack of direct support personnel, supervisor and management) , training, community, family/team member and individual consumer barriers. A summary of the identified barriers as identified by direct support personnel, lead staff, frontline supervisors and managers who work in both state operated and private sector small community residential and vocational programs supporting people with developmental disabilities in Minnesota are provided below.

Systemic and Regulatory Barriers

- Rules and regulations often prevent creativity, risk taking and choice making.
- Policy makers are often “out-of-the-loop” and don't always know what is really happening with respect to services.
- ICF/MR system is still based on a medical model and not on the needs of the individuals who receive this service - prescribed menus, regimented schedules, programs.
- Direct support personnel often have no input into licensing and other quality assurance reviews, etc., but they typically know the individuals the best.
- Current licensing and quality assurance systems only inform agencies of what they are doing wrong, no commendations or suggestions for how to improve services are made available.
- There seems to be a division between state provided services and private sector services - no collaboration or communication in most communities even when both systems at times serve the same individual.
- Friction between state agencies and county agencies often places provider agencies in the middle.
- Current funding mechanisms are unfair, inflexible, or do not allow individualized budgets.

Agency Barriers

- Supervisors are spread “too thin” and have too many programs for which they are responsible - thus, very little support is available to direct support personnel.
- Vocational support agencies don’t have enough work or do not support people in desired communities.
- There is so much paperwork required that staff have limited time to be out and actually connecting people to their communities.
- Agencies often do not support choice-making or risk-taking and creativity because they fear retaliation and liability if something goes wrong.
- Creativity is not rewarded or valued in many agencies.
- Programs and supports are often developed by people who know the individual least (e.g., nursing staff, dietitians, QMRPs) vs. direct support personnel who know the individual the best.
- Sometimes agencies grow so fast that they cannot attend to the needs (e.g., staff, training, support) of old programs in addition to new ones.
- Agency or licensing rules limit choices for consumers (e.g., In some agencies supervisors must approve community “outings” prior to going).
- “Reactionary” policy-making - occurs when one person makes a mistake and a new rule or procedure is put in place for everyone.

Resource Barriers

- Many people with developmental disabilities have extremely limited income which reduces opportunities to participate in many community events/activities for which they have an interest.
- Direct support personnel often are not reimbursed for costs associated with participation in community events/activities

with individuals to whom they provide supports.

- Often not enough “program money” to support new programs, or to make modifications to existing programs.
- Transportation is often not available for community events and activities.
- Too few staff members are scheduled to provide needed supports in some situations.

Staff Barriers

- It is often difficult to fire “bad” staff or staff who do not have the right attitudes for providing community supports. This difficulty arises in some cases due to agency fear of law suits and in some cases due to union rules/issues.
- Often no rewards or incentives are provided to exemplary direct support personnel.
- Training is unavailable or difficult to access, especially on how to support community inclusion.
- Rules regarding scheduling (often imposed by union rules) make it difficult to have the needed flexibility to provide requested supports to people (e.g., camping, trips, vacations, visits to family).
- Lack of qualified and interested new direct support personnel.
- High staff vacancy rates.
- High turnover rates for both direct support personnel and supervisors.
- Unhappy, disgruntled and burned-out direct support, supervisory and management staff.
- Direct support personnel wages are low - in most case staff do not earn livable wages and in many parts of the state earn wages that place them below the poverty level.
- Lack of full-time positions and benefits make it difficult to recruit and keep staff.
- Direct support personnel often do not take initiative to try new things.
- Many staff do not know how to work as team

players - unresolved conflict between staff.

- Some direct support personnel try to control consumers and situations.
- Some direct support personnel refuse to honor the requests and desires of consumers (e.g., going out to eat, going to a certain church, driving the vans, completing grooming and hygiene tasks, working with people who drool) because they are afraid, ashamed, embarrassed, unmotivated, didn't have necessary skills, or have other preferences.

Training Barriers

- It is too costly to provide training opportunities for direct support personnel.
- Many direct support personnel do not understand their basic job duties and yet are asked to work alone and make impromptu decisions without direction and support from other direct support personnel or supervisors.
- In many agencies there is a lack of effective orientation that actually teaches people how to do their jobs.
- Supervisors are often not trained in how to be supervisors (e.g., communication, coaching, feedback,), nor do they have experience as supervisors.
- Direct support personnel often do not know about available community resources.

Community Barriers

- People with developmental disabilities are still not valued and accepted by our communities.
- Media focuses on negative situations and issues with respect to community supports for people with developmental disabilities.
- Lack of needed support services in many communities (e.g., psychiatric, dental, health, recreation, community employment options).
- Many resources within the community are not accessible.
- Community members are not connected with

consumers because of fear, ignorance, or lack of opportunity.

Family/Team Member Barriers

- Legal guardians and conservators often place unnecessary restrictions on consequences.
- Sometimes there is a lack of trust between family members and provider agencies.
- Vocational and residential providers often do not approach supports for individual in the same manner - resulting in inconsistency and blaming.
- Parent/guardian wishes often conflict with those of the individual receiving services.

Individual Consumer Barriers

- It is difficult to figure out what activities or events are of interest to some consumers, especially for consumers who do not communicate effectively verbally.
- Some individuals have significant challenging behavior and provide real risk to community members - this is difficult to balance.
- When several people live together, sometimes differences in consumer support needs make it difficult to honor everyone's requests and desires.
- Sometimes if one person is having a "bad day," then no one else gets to go anywhere due to limited availability of staff.

Supports Needed to Reach the Vision

In addition to identifying barriers to achieving these values and vision for all Minnesotans with developmental disabilities, focus group participants were asked to identify what supports they found useful and necessary to promoting these values and vision. Positive supports can be categorized to include: changes in regulations and administrative practices, support/networking with other agencies, changes in policies and procedures, resources for compensation and training, development,

expansion and improvement of community resources, better consumer supports, changes in staffing practices, staff attitudes and behaviors, and family support. A summary of the supports identified by direct support personnel, lead staff, frontline supervisors and managers who work in both state operated and private sector small community residential and vocational programs supporting people with developmental disabilities in Minnesota is provided below.

Regulations and Administrative Practices Which Would Support The Vision. If...

- The service delivery system is consumer driven rather than state or county driven.
- Funding is attached to the individual person and not the service type.
- There is greater flexibility in the design and funding of services and supports.
- There is resource equity between public and private services.
- Quality assurance systems offered technical assistance to agencies regarding how to improve their support services and involve peer reviews.
- The American's with Disabilities Act is implemented and enforced throughout the state.
- Licensing requirements and standards support individual choice and allow for risk taking.
- Case managers actually know the individuals they serve and take an active role in developing and monitoring their support services.

Staff Training Practices Which Would Support The Vision. If...

- Peers are expected and supported in providing formal training and orientation for new staff.
- All staff are trained to use technology as needed within the agency (e.g., computers, assistive devices).
- Supervisors and direct support personnel are provided with the opportunity to meet together, share ideas support one another and brainstorm.

- Effective training provided to direct support personnel and supervisors is directly relevant to their job duties and expectations.
- Sufficient staff coverage is made available so that direct support personnel can attend training.
- Training is affordable.
- Direct support personnel and their supervisors have access to information regarding statewide initiatives, best practices and training/networking opportunities.
- Direct support personnel know about available community resources and opportunities.
- Training regarding the balancing of risks vs. responsibilities is available to staff.
- Staff come to the agency with pre service training in human services.

Agency Policies and Procedures Which Would Support The Vision. If...

- Everyone within the agency knows and supports the same values and vision.
- There is little hierarchy within the organization.
- Paperwork processes are streamlined.
- Agencies have participatory management practices.
- Policies and procedures are updated on a regular basis.

Resources Which Would Support The Vision. If...

- Vehicles have appropriate lifts and are safe.
- People have communication and other adaptive devices as needed.
- Direct support providers are reimbursed for expenses when participating in community events and activities with the individuals to who they provide supports.
- Provider agencies have opportunities to network with one another and share ideas.
- Technology such as computers and cell phones are available in all settings.

Community Resources Which Would Support The Vision. If...

- Community members are involved in people's lives and the programs.
- Safe and reliable transportation is available for those who need it.
- Community outreach is provided to enhance acceptance and understanding.
- Communities offer adequate counseling, health, dental and therapeutic services to their citizens with disabilities who use Medical Assistance funding.
- Communities are accessible.
- Volunteers are supportive and willing to help.
- Community businesses offer jobs to people with developmental disabilities.
- Individuals who receive support services are active members in community organizations.

Consumer Supports Which Would Support The Vision. If...

- Independent advocates are available to support individuals in making choices and exercising rights.
- Resources exist that support personnel in preventing and responding to challenging behavior.
- The choices made by individuals who receive support services are honored.
- People who receive services set their own routine.
- Person-centered planning is made available to all individuals who are supported.

Staffing Practices Which Would Support The Vision. If...

- Effective recruitment and retention practices are used.
- Rewards for direct support personnel (e.g., promotion, pay increases, incentives) are based on merit rather than seniority.

- Staff have the opportunity to be promoted.
- Direct support personnel are rewarded for creativity and risk taking.
- Job descriptions are clear and describe the actual duties and responsibilities expected of employees.
- Direct support personnel are paid livable wages.
- Most direct support positions are full-time and offer benefits.
- Effective communication between direct support personnel, supervisors and managers is nurtured and supported.
- Staff schedules remain flexible and are adjusted when needed to support choices made by consumers.
- Performance evaluations are completed by immediate supervisors with input from peers and people the individuals supervises.
- Sufficient number of staff meetings occur where collaborative decisions regarding the program are made.
- Frontline supervisors have no more than one or two programs for which they are responsible.
- Teamwork is cultivated and rewarded.
- There is a sufficient number of well trained, highly motivated direct support personnel.
- Supervisors seek input from and listen to direct support personnel ideas.
- Direct support personnel are integral members of individual support teams.
- There is some overlap on the staff schedule.

Staff Attitudes and Behaviors Which Would Support The Vision. If...

- Supervisors acknowledge a job well done.
- Supervisors are respectful and fair to all employees.
- Managers and administrators are supportive of supervisors.
- Staff understand and appreciate the individual

wants, needs, preferences and unique qualities of all individuals served.

- Staff are willing to try new things and are rewarded when they do.
- Employee assistance programs are available staff.
- Staff are motivated, flexible, committed and have a positive attitude.

Family Support Which Would Support The Vision. If...

- Families know and understand the service delivery system.
- Families are empowered to make decisions for their family members.
- Open communication exists between family members and provider agencies.
- Families are supported and actively involved in the life of their family member with a disability.

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Appendix D:
Information on where to
Order Materials and
Additional Resources for
Removing the Revolving Door

Resources followed by an asterisks (*) are strongly suggested for the course instructor. Materials followed by a checkmark (√) are required for participants.

The following materials can be ordered at HSRI:

Human Services Research Institute
2336 Massachusetts Avenue
Cambridge, MA 02140

- The Community Support Skill Standards *
- Career Pathmaker

The following materials can be obtained from the PCMR: (www.acf.dhhs.gov/programs/pcmr)

- Opportunities for Excellence √ *
- With a Little Help From My Friends

The following videos are recommended for the realistic job preview exercise: *

- Careers in Caring: Employment Opportunities to Assist and Support People With Disabilities in the Community. Contact Tony Thomas, Welcome House, Inc. 440-356-2330.

The following books are available from:

The Paul H, Brookes Publishing Company
Post Office Box 10624
Baltimore Maryland 21285-0624
www.pbrookes.com

- Quality Performance in Human Services, Leadership, Values and Vision. By James F. Gardner and Sylvia Nudler (Eds.)

The following materials can be ordered from:

Institute on Community Integration
204 Pattee Hall, 150 Pillsbury
Minneapolis, MN 55455,
Phone: (612) 624-0060
Fax: (612) 625-6619
<http://rtc.umn.edu/dsp/>

- IMPACT on workforce issues √ *
- Peer Empowerment Program *
- The Power of Diversity: Supporting the Immigrant Workforce
- The Minnesota Frontline Supervisor Competencies and Performance Indicators *
- An Introduction to Teamwork in Human Service Settings *
- Train the Trainers Towards Excellence √ *
- Friends, Neighbors, and Coworkers (CD-ROM training) *

The following materials can be obtained from AAMR: www.aamr.org

800/424-3688

American Association of Mental Retardation

444 N. Capital Street NW, Suite 846

Washington, DC 20001-1512

- Staff Recruitment and Retention: Study Results and Intervention Strategies
- Direct Support Professionals: 1975-2000 in Embarking on a New Century

Other:

Prior to Session 3 instructor should locate a variety of free publications aimed at niche groups (i.e., retirees, Latinos, gay-lesbian, African-American, parents, etc.). Gather enough different papers for each small group in the course to have access to one.

The following resource is available at local bookstores:

1000 Ways to Reward Employees* by Bob Nelson

Recognizing the Power of Recognition* by Tom Farris. Sunday, July 23rd 2000 in the *Minneapolis Star Tribune* 'A ticker tape parade would be nice, but a pat on the back would suffice.'



Appendix E References

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