Removing the Revolving Door:

Strategies to Address Recruitment and Retention Challenges

Facilitator Guide

This curriculum was developed by Susan O'Nell, Amy Hewitt, John Sauer, and Sheryl Larson at the Research and Training Center, Institute on Community Integration (UAP) at the University of Minnesota. This project was funded by the Partnerships for Success Project funded by the U.S. Department of Labor grant # N-7596-9-00-87-60; by the Administration on Developmental Disabilities, U.S. Department of Health and Human Services through their Training Initiative Project grant #90-DD0468-02; and by NIDRR through the Research and Training Center on Community Living grant # H133 B980047. The analyses, interpretations, and conclusions are those of the authors and do not necessarily reflect the views of the Institute, the Center, the University, or their funding sources.

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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:

- <u>Organizational Participation</u>--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.
- <u>Participatory Management and Supervisory Skills—</u>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.
- <u>Team-Building and Conflict Management</u>-- 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.
- <u>Recruitment/Selection</u>—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.
- <u>Orientation, Training, and Mentoring</u>—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.
- <u>Job Analysis and Performance Appraisal</u>—Know how to develop and use accurate DSP job descriptions and use them in performance appraisals.
- <u>Recognition and Employee Motivation</u>--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.

How to Use the Facilitator Guide

The facilitator for *Removing the Revolving Door* needs to have a working knowledge of the issues facing human service agencies in the area of recruitment and retention and be an experienced trainer. Ideally, they would also have experience in the FLS role. In addition, they need to be well-versed in the current best practices in support services and understand how to define, describe, and infuse the concepts of: supported living and supported employment; self-determination and empowerment; advocacy and self-advocacy; choice; participant outcomes; natural supports and community connections; and person centered-planning and supports. They also need to understand national and local trends in supports (i.e., smaller, more dispersed settings, individual family supports, consumer-directed support options) and how these issues affect recruitment and retention.

Facilitators will need to have a number of resources on hand and are encouraged to look for additional resources to help them in understanding and teaching the competencies needed for FLS to be effective in recruitment, retention and training. There is information about where to order or find required and optional resources at the end of the Facilitator Guide in Appendix A. **Facilitators are strongly urged to review the list of materials well in advance of presenting the training as some materials may take several weeks to obtain and review.**

There are 4 modules in *Removing the Revolving Door,* divided into 5 sessions. Handouts and worksheets for all course activities are divided by session and found in Appendices C-G; overhead slides to copy onto transparencies are included in Appendix K. They are also provided in an electronic PowerPoint format on the floppy disk included in this curriculum. The facilitators should carefully read and study all of the information contained in the entire curriculum and familiarize facilitators with the overheads prior to presenting this curriculum so that any additional information that is needed can be sought prior to the session. Ideally, facilitators will have participated in a train-the-trainer session regarding the use of this curriculum. A pre-session checklist has been included in the "Instructor's Tools" Appendix B, for facilitators to use as a tool to make sure they are prepared for each session. The facilitator can add or adapt exercises as desired to meet the needs of the group. For instance, the course is approximately 30 hours of classroom time, designed to be delivered over 5 sessions. It could be adapted to be delivered in shorter sessions over a longer period of time, such as a portion of a weekly or bi-weekly FLS meeting.

The authors recommend that no more than 30 people participate in the course at one time and that people commit to the whole curriculum. However, if the agency has a good understanding of specific skills their FLS need in this area, shorter targeted training could be offered using these materials.

The *Removing the Revolving Door* curriculum requires the facilitator to use plentiful examples from their own experience or the common experiences in their agencies to illustrate concepts. Seek out examples in advance and use the experiences of the participants throughout the training to highlight and clarify issues.

This curriculum is divided into four modules, which are broken into several units that cover specific concept areas. Within a unit, content is presented through flipchart exercises, worksheets, mini-lectures, group discussions, activities, and other tools that are provided to help learners apply the concept in the work setting. In addition, worksheets are often used to facilitate the learning process.

Overhead slides to copy onto transparencies are included in the Appendix. They are also available in two other formats, 1) electronic PowerPoint format on the floppy disk (included with this curriculum), 2) as a downloadable PDF file on the DSP website located at http://rtc.umn.edu/dsp.

A brief description of the instructional strategies is listed below. These strategies and methods have related symbols which appear in the left margin of each section, so that facilitators can easily see what strategies they will be using as they move through the sections.

Mini-Lecture

The mini-lecture is an instructional tool designed to present basic concepts and information about a specific topic in a brief (10-15 minute time period). The mini-lecture consists of written text instruction on how to present the material and how to use the accompanying overhead transparencies.

As a facilitator you should use the text and overheads as a foundation for the training but should add your own experience and other resources you found helpful in previous training or learning experiences. We encourage you not to read the text word-for-word to participants. This is often boring for learners and is not an effective teaching strategy. Unit summaries are included at the end of each unit to assist you in summarizing the information.

Discussions

Discussions are designed to be a more interactive way to present material to participants. Discussions start with open-ended questions designed to draw out experiences and ideas from participants prior to or during the delivery of content. We encourage you to present content based on the experience level of and comments made by participants, and build from this point. As adult learners, participants will bring a wide variety of experiences and knowledge to the learning environment. Be sure you capitalize on this valuable learning tool. Overheads are included to guide the discussion session. At the end you will want to summarize the discussion and to emphasize the key points made in discussion(s).

Worksheet

Some discussion sessions include in-class worksheets which are intended to help facilitate the discussion process. Learners may complete or review a worksheet as individuals or in small groups. Usually the information included on the worksheets will be used for further discussion about a specific content area. Some worksheets are designed to be taken back to the worksite and prepared either alone or with a group or coworkers. Many of the completed worksheets will be turned into the facilitator for review and comments.

Activities

Activities are experiential exercises used by the facilitator to encourage participants to interact with the information being delivered. The types of activities vary. They are used to stimulate thinking around a concept prior to presentation of content, or to apply the knowledge and skills participants are learning. Activities can be adapted according to group size and experience level of the participants. Directions guide the facilitator about how to organize and facilitate each activity.

Flipchart Exercise

Flipchart exercises accompany many of the discussions and activities. The facilitator or a participant records participant responses during discussions on the flipchart for the large group. This is used to visually sort information or to record items and thoughts that will be used later in the session. Sometimes small groups will use flipcharts as they work on exercises together to assist them in organizing information they will report back to the large group.

The Adult Learner and You

This curriculum was developed with the principles of adult learning in mind. The materials are designed to help adult learners achieve the unit, module, and curriculum objectives. As you make modifications to the curriculum to meet the unique needs of your own participants you will want to keep these important adult learning principles and suggestions in mind.

What makes the adult learner different than school-age learners? Adult learners are goal-oriented and come to a training session seeking information that will help them with the specific work tasks they need to accomplish. Information is best presented using detailed examples that relate to the learner's understanding of the topic, and that clearly identify the learning objectives.

Adult learners also come to the learning environment with a variety of experiences and knowledge sets. This previous experience and knowledge needs to be respected in a number of ways: first, by seeking and gathering information from participants regarding their level of knowledge; second, by adapting your presentation and activities so that they are meaningful to participants, based on their previous experiences; and third, by utilizing the experiences of participants in letting them illustrate content and teach concepts to others.

Because adult learners generally need and want to immediately apply learning, they should have plenty of opportunities to practice and demonstrate new skills. Like all learners, each adult is unique in how he/she best learns. Using a variety of methods to teach and reinforce concepts (e.g., visual, auditory, tactile) will be critical in helping learners achieve the unit objectives. Ask participants for regular feedback, frequently assess their understanding by asking open-ended questions, and have them "teach" you or others. Make adaptations to the materials when necessary.

It is important that the adult learner feels comfortable in the learning environment. Therefore, sharing "housekeeping" details (location of restrooms, vending machines), scheduled breaks, and the agenda or module overviews is critical. In addition, some topics may require the group to come to consensus on or establish group norms around participation. You are encouraged to discuss the following ideas with participants regarding some initial group norms:

- Personal information shared by participants will stay in the room.
- Each person can participate to the degree to which they feel comfortable.
- There is no right or wrong answer.
- Be respectful and listen to others' responses.

As a facilitator, if you have questions, concerns, or are unsure about how to use this manual, feel free to talk to other trainers or to your peers for suggestions. Often putting the experiences of two people together is helpful in finding resolution or preparing for a training session. It will be important to listen to the feedback you receive from participants. Included in Appendix B (Instructor's Tools) and each of the session handouts appendices is an evaluation form that you can use to get feedback at the end of each session or at the end of the entire curriculum. Feel free to modify your delivery of this material based on what you hear from participants over time. This will only enhance your skills in teaching this important content.

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: <u>Organizational Participation</u>—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: <u>Participatory Management and Supervisory Skills</u>—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.

Session 1: Arrangement and Materials

Room Set-up:	❑ Participants should sit in an informal style that promotes interaction (at round tables seating 4 to 6 or in a semi-circle)	
Materials:	❑ Flipchart paper and markers ❑ Pens (ballpoint) ❑ Nametags (optional) ❑ Overhead projector ❑ Transparency markers ❑ Flipchart paper posted with "Ground Rules" on it (optional) ❑ Sign-in sheet ❑ Grab bag of inexpensive treats ❑ A full copy of the Minnesota Frontline Supervisor Competencies	
Overheads:	❑ RRD title ❑ Session 1 Agenda ❑ Module 1 Competency Areas ❑ Module 1 Session 1 Focus On ❑ Module 1 Session 2 Focus On ❑ Module 2 Session 3 Competency Areas ❑ Module 2 Session 3 Focus On ❑ Module 3 Session 4 Competency Areas ❑ Module 3 Session 4 Focus On ❑ Module 4 Session 5 Competency Areas ❑ Module 4 Session 5 Focus On ❑ Unit 1B Focus On ❑ DD Industry in MN ❑ DD Industry National ❑ What's Hardest? ❑ DSP Workforce 1 ❑ DSP Workforce 2 ❑ In MN We Know ❑ MN staff study Supervisor skills ❑ Changes in Supports and Services	❑ National Trends ❑ Changes in DSP roles ❑ Changes in FLS roles ❑ General attributes of an effective FLS ❑ Unit 1C Focus On ❑ Strategies overview ❑ High Performance Work Practices ❑ Components of a Recruitment and Retention Plan ❑ Identify a Problem ❑ Discover/Define Problem ❑ Major Strategy Components ❑ Anticipated Barriers ❑ Support for the Selected Strategy ❑ Timeframes/Evaluation ❑ Beginning Your Plan ❑ Unit 1D Focus On ❑ Unit 1D Assignment review ❑ Module 1 Session 2 Focus On ❑ Session 2 Agenda
Worksheets and Handouts:	❑ *Learner Guide* for each participant ❑ Recognition Inventory ❑ Course Syllabus ❑ FLS self-assessment ❑ FLS self-development plan ❑ Site plan	❑ Annual DSP Turnover and Vacancy Rates ❑ Organizational History ❑ Session evaluation ❑ Sample/completed worksheet (optional)
Time:	❑ Approximately 4 hours	

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.

Total Unit Time: 1 hour and 40 minutes

Activity Name: 1A-1—Session 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

Materials Needed:

Sign-in sheet (see Appendix B)
Flipchart paper posted with "Ground Rules" on it (optional)
Blank flipchart paper
Flipchart pens
Nametags (optional)
A copy of the *Learner Guide* for each participant
Overhead projector
Overheads:
- RRD-title

Background Information: None

Facilitator Instructions:

1. Put up the **RRD title** overhead so that participants can see it as they enter the room.
2. Welcome participants to the session and distribute a *Learner Guide* and a nametag (optional) to each person as they come in.
3. Start the session by introducing yourself and giving participants a little information about yourself including the experiences you have that will help you bring insight and knowledge to the course (e.g., worked as the supervisor of a group home for X years, X number of years as a trainer in human service agencies, etc.)

4. Pass around the sign-in sheet and ask participants to fill it out completely with their full names and the best way to contact them if a session would have to be rescheduled and to put their initials in the first session box. Let them know that your contact information will appear on the course syllabus which will be reviewed later in the session.

5. Let participants know where they can find the restrooms, vending machines, phones, etc.

6. (optional) Point out the course ground rules and review each point. You should prepare this before the first session with any items that are important to you (see examples below). Ask participants if there are additional things they would like to have added. If group agrees, and you are comfortable with them, add them to the existing rules. You can choose to skip this step if you do not feel ground rules are necessary.

   Examples of Ground Rules:
   - Come prepared to learn and interact with others.
   - Bring assignments when due and come with necessary materials
   - When possible, take breaks during scheduled times or during group work to minimize disruption to others.

   (See additional examples of ground rules in "The Adult Learner and You" section.)

Sign In Sheet for Removing the Revolving Door

Please PRINT your first and last name and include <u>the best method</u> for contacting you should a session need to be rescheduled. (Email OK)

PRINT First and Last Name	**Best method to contact you:**	**Initial per session**				
		1	**2**	**3**	**4**	**5**
1.						
2.						
3.						
4.						
5.						
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12.						
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PRINT First and Last Name	Best method to contact you:	Initial per session				
		1	2	3	4	5
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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 *Learner Guide*

Time: 25 minutes

Materials Needed:

A copy of the **Recognition Inventory** worksheet for each participant
Table of Contents to *Learner Guide* (Appendix B)

Background Information: None

Facilitator Instructions:

1. Distribute the **Recognition Inventory** worksheet to each participant. Ask them to take five minutes to fill out the sheet.

2. After the 3-5 minutes have participants swap sheets with other participants and ask them to quickly review the information on the sheet and think about how, using this information, they would reward or recognize the person for a job well done.

3. Ask for a volunteer to stand up and read the person's name off of the sheet. The person whose name has been read should stand up so everyone can see who is she or he. Have the person reading the sheet give a suggestion for how they might reward or recognize this person and have the person briefly respond as to how that would work for her or him. Have the person reading the sheet return it to the person who filled it out and have both participants sit back down.

4. Repeat step #3 until all the participants have had a chance to be introduced to the group.

5. Tell the participants that the **Recognition Inventory** is only one of many tools and handouts they will be introduced to during the RRD course. Let them know that they have a clean copy of most of the handouts given out in class in their *Learner Guide*, including this one.

6. Have participants open their *Learner Guides* and go through the sections with them so that they are familiar with the layout of the manual. Use your TOC to the *Learner Guide* to help identify where items are.

7. As a class, find the blank copy of the **Recognition Inventory** worksheet, using the table of contents in the *Learner Guide*.

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

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?

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

Materials Needed:

Overhead projector

Overhead:

- **The Session 1 Agenda Overhead**

Background Information: None

Facilitator Instructions:

1. Put up the overhead one of the **Session 1 Agenda** on overhead projector. Briefly review each bullet.

*Note: Actual times may be substituted or written on the overhead so that the participant and the instructor can easily tell when in the session events are scheduled.

Activity Name: Unit 1A-4 Course Overview and Pre-Assessment of Skills

Goals of the Activity:

- ✔ Familiarize participants with the FLS competencies related to course content and what each module will cover.
- ✔ Participants will complete a self-assessment in the course competencies and use them to begin designing a self-development plan related to understanding and implementing effective recruitment and retention strategies.

Time: 60 Minutes

Materials Needed:

Overheads:

- Module 1 Competency Areas
- Module 1 Session 1 Focus On
- Module 1 Session 2 Focus On
- Module 2 Session 3 Competency Areas
- Module 2 Session 3 Focus On
- Module 3 Session 4 Competency Areas
- Module 3 Session 4 Focus On
- Module 4 Session 5 Competency Areas
- Module 4, Session 5 Focus On

A demonstration copy of the full *Minnesota Frontline Supervisor Competencies and Performance Indicators.*

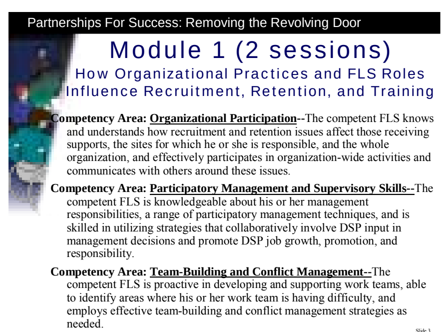
A copy of the **Course Syllabus** (in Appendix B) for each participant with instructor contact information written in and dates/sessions when the assignments need to be turned in written on.

A copy of the **FLS self-assessment and self-development plan** for each participant. (Appendix C)

Flipchart and pens.

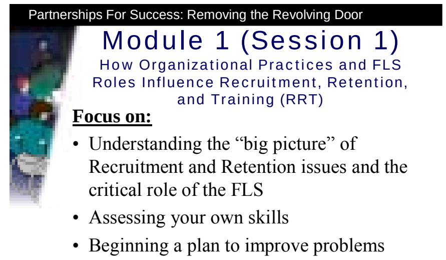
Background Information: None

Facilitator Instructions:

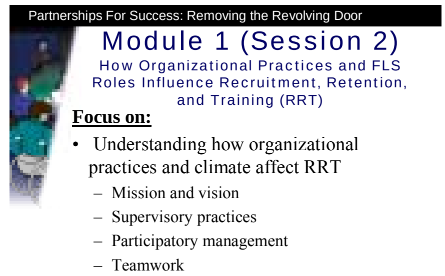


1. Put up the overhead **Module 1, Competency Areas** and verbally review the desired competency areas to be achieved. Give participants a chance to ask brief question if desired during this overview.

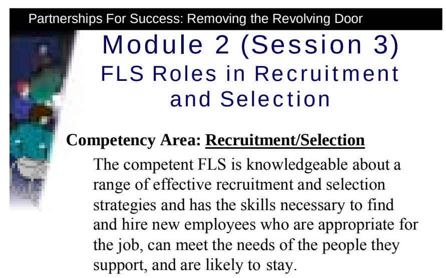
2. Put up the overhead **Module 1, Session 1 Focus On** and verbally review the desired competency areas to be achieved. Give participants a chance to ask brief question if desired during this overview.



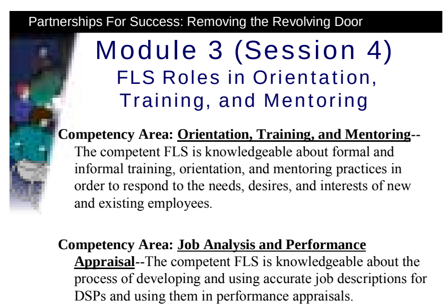
3. Put up the overhead **Module 1, Session 2 Focus On** and verbally review the desired competency areas to be achieved. Give participants a chance to ask brief question if desired during this overview.



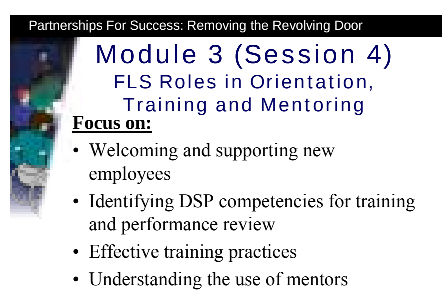
4. Put up the overhead **Module 2, Session 3** and verbally review the desired competency areas to be achieved. Give participants a chance to ask brief question if desired during this overview.



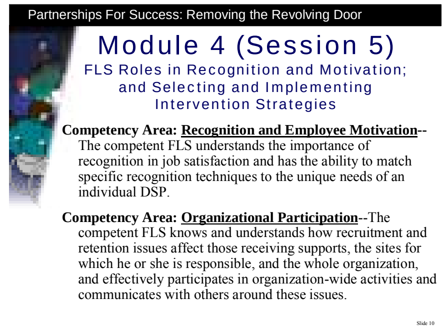
5. Put up the overhead **Module 3, Session 4 Competencies** and verbally review the desired competency areas to be achieved. Give participants a chance to ask brief question if desired during this overview.



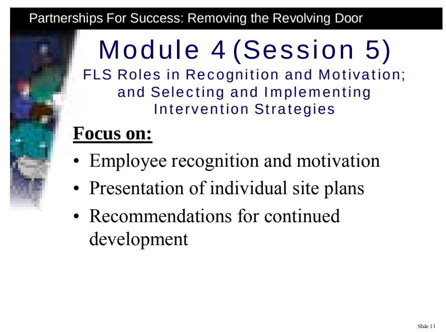
6. Put up the overhead **Module 3, Session 4 Focus On** and verbally review the desired competency areas to be achieved. Give participants a chance to ask brief question if desired during this overview.



7. Put up the overhead **Module 4, Session 5 Competency Areas** and verbally review the desired competency areas to be achieved. Give participants a chance to ask brief question if desired during this overview.



8. Put up the overhead **Module 4, Session 5 Focus On** and verbally review the desired competency areas to be achieved. Give participants a chance to ask brief question if desired during this overview.



9. Distribute the course syllabus and the **FLS Self-Assessment and Self-Development Plan** form to each participant.

10. Review the syllabus, pointing out required assignments and when they should be turned in.

11. Review the **FLS Self-Assessment and Development Plan** form. Let participants know that filling out the form will help them assess their current level of skill and need in these areas and will make the course more meaningful for them, as they will be able to seek specific knowledge and skills that they need.

12. Inform participants that many of the specific skill statements in the competency areas come from the *Minnesota Frontline Supervisor Competencies and Performance Indicators* (MNFLSCPI). Show participants the demonstration copy of the MNFLSCPI and pass it around. Let them know that there are many other areas where FLS need to have skills and knowledge and that the MNFLSCPI is a more comprehensive set of competencies and skills that FLS need to have than will be taught in the course. Let them know where they can order the MNFLSCPI from the Institute on Community Integration, 204 Pattee Hall, 150 Pillsbury; Minneapolis MN 55455, Phone: 612.624-0060, $8.00 per copy, or that they can download a free copy from the web in PDF form at: http://rtc.umn.edu/dsp/pubs/index.html In addition, there is an abbreviated set of FLS competencies in their Learner Guide in Appendix A.

13. Give participants 20 minutes to fill out the Self-Assessment form in class.

14. After the 20 minutes, have the group spend a few minutes to name off areas where they had high needs but low skill. List them on a flipchart and look for common needs. Briefly discuss these areas with participants. Use this as a means to discover why these areas were the ones they needed most help with (e.g., shifting expectations for FLS, lack of specific training around these issues, etc.). Have them look at the self-development plan and think about how they might prepare this based on the needs they have identified. As a group discuss some specific examples of steps that participants might want to list on their self-development plans based on identified skill gaps. Briefly highlight the areas of the course that will cover the listed competency areas and skill statements.

15. Suggest to the participants that for a more well-rounded understanding of their skills they may want to copy the blank assessment form and ask others (DSPs, Supervisors, families, consumers, etc.,) to fill them out, regarding their perception of the participant's skills. Explain that this process is called providing 360° feedback.

16. Remind participants to complete their self-development plan and to make a copy of the self-assessment and self-development plan to turn in at the beginning of the next session.

Course Syllabus for Removing the Revolving Door
Page 1

Instructor/Facilitator Name and Contact Information:

You will need the following materials for class:

Title	Where to find it	Cost:
1) *Opportunities for Excellence*	Instructor	See Instructor
2) *Train Trainers toward Excellence*	Instructor	See Instructor
3) *Impact Feature Issue on Direct Support Workforce Development*	Instructor	See Instructor
4) *Removing the Revolving Door Learner Guide*	Instructor	See Instructor

Course Syllabus for Removing the Revolving Door
Page 2

Module 1 Session 1 Course Overview and Assessment of Current Needs

Dates/time of session:

Readings	**Due date**
Readings from Module 1 (Session 1 & 2) of your *Learner Guide*	Next Session
Providing Culturally Competent Services IMPACT page13	Next Session
Good staff, bad staff, no staff at all IMPACT page 1	Next Session
People Need People IMPACT page 2	Next Session
Opportunities for Excellence Chapter 1	Next Session
Values and Visions Statement (Appendix C)	Next Session
Assignments	**Due date**
ID people to assist with site plan/schedule 2 meetings	Next Session
Completed Self-assessment and self-development plan	Next Session
Turnover and vacancy baseline	Next Session
Organizational and Site History worksheet	Next Session
Find out your Organization's Mission, Values, and Vision	Next Session

Module 1 Session 2 Organizational Practices and Teamwork (Module 1, Part 2)

Dates/time of session:

Readings	**Due date**
Opportunities for Excellence Chapters 6, 7, 8, &9	Next Session
Readings from Module 2 of your *Learner Guide* *RJP Overview Consideration Sheet (Appendix B in Learner Guide)*	Next Session Next Session
Assignments	**Due date**
Improving the DSP role in Organization Participation Part A	Next Session
Improving the DSP role in Organization Participation Part B	Session 4

Course Syllabus for Removing the Revolving Door
Page 3

Module 2 Session 3: Recruitment and Selection Strategies

Dates/time of session:

Readings	**Due date**
Readings from Module 3 of your *Learner Guide*	Next Session
Selections from Training the Trainers Towards Excellence: • Training Grown-ups • Tricks and Techniques • What They See is What you Get • www.itv.cdrom. • The Staff's Actions Speak Louder	Next Session
Peer Mentoring: Mission Possible IMPACT page 12	Next Session
A Call to Exemplary Service IMPACT page 4 & 5	Next Session
Assignments	**Due date**
Review the CSSS and DD specific competencies Appendix A in *Learner Guide*	Next session
Improving the DSP Role in the Organization Part A – Part B	Next session
Bring in examples of current DSP job descriptions	Next session

Module 3 Session 4: Orientation, Training and Mentoring

Dates/time of session:

Readings	**Due date**
Readings from Module 4 of your *Learner Guide*	Next Session
Assignments	**Due date**
Turn in completed site plan and revised self-development plan	Next session
Prepare to present on completed site plan and revised self-development plan	Next session
Turn in Employee Development Evaluation	Next session

Module 4 Session 5: Recognition and Motivation/Presentation of Final Site Plans

Dates/time of session:

Readings	**Due date**
Continue reading and learning by delving into the optional and additional readings and activities list.	

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 | Performance Level

High	Medium	Low	**Skill Statements**	Introductory	Practice	Proficient	Advanced	N/A
□	□	□	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.	□	□	□	□	□
□	□	□	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.	□	□	□	□	□
□	□	□	Supports other FLS in understanding and learning about recruitment and retention strategies and why they are important.	□	□	□	□	□
□	□	□	*Monitors turnover, recruitment success, and employee satisfaction and uses the results to improve personnel practices. (page 31-5, Z)	□	□	□	□	□
□	□	□	* Identifies necessary resources for individuals served and DSP and advocates for these resources with their managers. (page 19-2, M)	□	□	□	□	□

✓ 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 | Performance Level

High	Medium	Low	Skill Statements	Introductory	Practice	Proficient	Advanced	N/A
□	□	□	* 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)	□	□	□	□	□
□	□	□	* Recruits and mentors community volunteers and intern students. (page 34-7, C)	□	□	□	□	□
□	□	□	* Assists in the development of promotional materials including newsletters, newspaper articles, brochures and videos, and contacts with media.	□	□	□	□	□
□	□	□	Understands the importance and components of a realistic job preview (RJP) in the hiring process and uses these methods effectively with potential new hires.	□	□	□	□	□
□	□	□	* Schedules and completes interviews with potential new DSP in collaboration with DSP and individuals served and family members. (page 27-5, B)	□	□	□	□	□
□	□	□	Understands, develops and uses structured interviews and other methods for making decisions regarding an applicant's suitability to the job and organization.	□	□	□	□	□
□	□	□	Can articulate the difference between recruitment and selection and the importance of both.	□	□	□	□	□
□	□	□	Seeks input from other staff and from consumers and the family members in making hiring decisions	□	□	□	□	□

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

✓ 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 | Performance Level

High	Medium	Low	Skill Statements	Introductory	Practice	Proficient	Advanced	N/A
☐	☐	☐	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. (page29--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	☐	☐	☐	☐	☐

✓ 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 | Performance Level

High	Medium	Low	Skill Statements	Introductory	Practice	Proficient	Advanced	N/A
☐	☐	☐	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. (page27-- 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. (page15--1, C)	☐	☐	☐	☐	☐
☐	☐	☐	Attends and actively participates in agency management, planning, and cross-functional work group meetings.	☐	☐	☐	☐	☐

✓ 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				Performance Level				
High	Medium	Low	**Skill Statements**	Introductory	Practice	Proficient	Advanced	N/A
☐	☐	☐	*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 DSP's 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.	☐	☐	☐	☐	☐

✓ 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				Performance Level				
High	Medium	Low	**Skill Statements**	Introductory	Practice	Proficient	Advanced	N/A
☐	☐	☐	*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.	☐	☐	☐	☐	☐

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

(a) during the training session and	*(b) in the next 3-6 months:*

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

During Training Session	*Over the Next 3-6 Months*
1.	
2.	
3.	
4.	

Unit 1A Summary

In Unit 1 A participants got to know each other and were introduced to some of the tools they will use in improving recruitment and retention practices. They reviewed the course goals, assignments, and the expected competencies of the course. They did a preliminary assessment of their skills and needs and discussed as a group suggestions for creating a self-development plan.

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

Materials Needed:

Facilitator:

Overhead projector

Overhead:

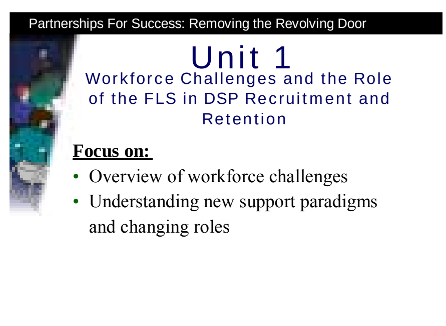
- Unit 1B "Focus On"

Background Information: None

Facilitator Instructions:

1. Put up the **Unit 1B Focus On** overhead and review.

2. Tell participants how long the unit will take to complete.



Total Unit Time: 55 minutes

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

Materials Needed:

Overhead projector

Overheads:
- DD Industry in MN
- DD Industry National
- What's Hardest?
- DSP Workforce 1
- DSP Workforce 2
- In MN We Know
- MN Staff Study: Other Findings
- Supervisor Skills

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.

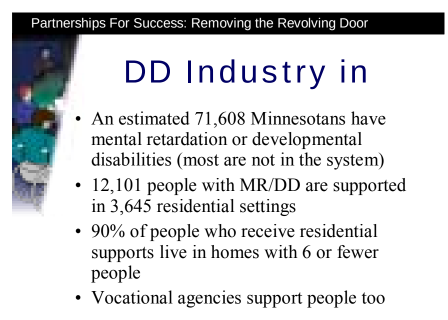
Turnover was higher in homes supporting individuals with more difficult support needs (level of MR, challenging behavior, mental illness, ADL needs). It was also higher in homes with lower starting pay, newer supervisors, and fewer DSPs eligible for paid leave. Supervisors play a critical role in turnover 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 benefits, such as paid time off or health insurance. Systemic efforts to address recruitment and retention challenges will have to address these wage and benefit issues.

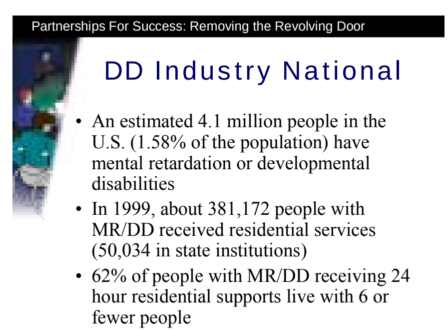
Individual agencies should do what they can with wages and benefits; however, there are many intervention strategies that providers can implement directly that also have the potential to reduce turnover and improve retention success. Because providers in this industry have more control over non-wage issues, this curriculum focuses on things other than wages that can be changed to improve recruitment and retention success.

Facilitator Instructions:

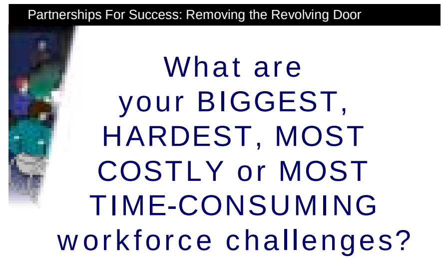
1. Put up the **DD Industry in MN** overhead and quickly review bullets to help inform participant of the look of services today.



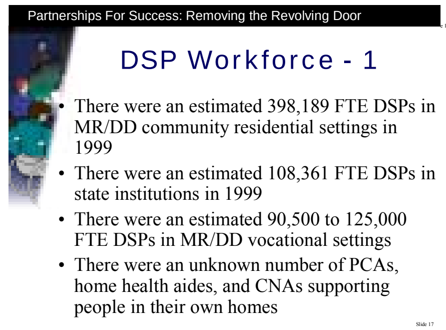
2. Do the same review for the **DD Industry National** overhead.



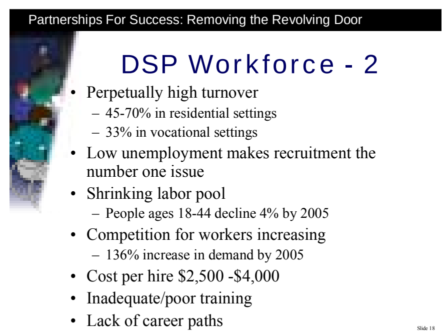
3. Put up the **What's Hardest?** overhead. Ask participants to spend 5 minutes sharing their biggest challenges with the rest of the group. Briefly repeat back or paraphrase their responses to them. Make connections and link issues when possible. Record on a flipchart.



4. Put up **DSP Workforce 1** overhead. Use these bullets to reinforce or describe why people are experiencing the challenges that they just described. For example, if the learners say they just can't find anyone to fill positions – link this to facts about demographic trends in the U.S. and staff vacancy rates.

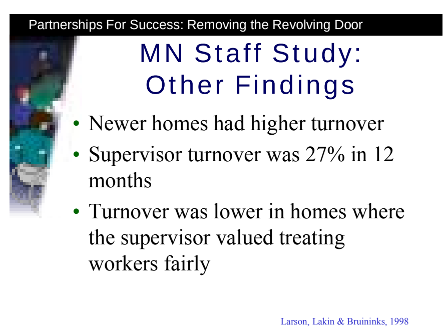


5. Repeat with **DSP Workforce 2** overhead.



6. Repeat with **In MN We Know**.

7. Repeat with **MN Staff Study: Other Findings**.

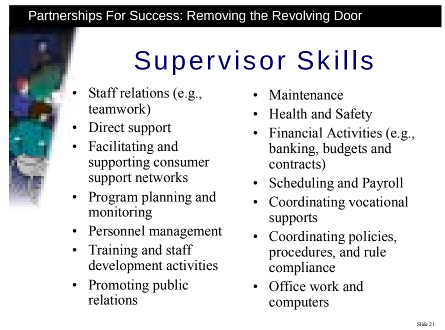


8. Using the **MN Staff Study: Other Findings** overhead—ask participants to comment on the bullets and how they personally, in their FLS role, could

have an effect on these issues. (e.g., team-building before, during, and after opening a new home, mentoring and supporting other FLS, learning new skills to mediate staff conflicts, etc.)

9. Put up the **In MN We Know** overhead again and continue discussion. As a group the participants should be able to come up with at least one thing that they could do to affect each of these issues.

10. Put up the **Supervisor Skills** overhead. Talk about how, for most supervisors, skills in all these areas are needed. Remind them that these are from the MNFLSCPI. For this course, the areas of emphasis come primarily from the areas of staff relations (e.g., teamwork); personnel management; and training and staff development activities. However, supervisors who lack competence in critical skills such as effective scheduling, budgeting, direct support, and general household management will have more difficulty in retaining quality staff, particularly if staff feel the lack of competency affects their jobs or the smooth running of the site.



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

Materials Needed:

Facilitator:

Overhead projector

Overheads:

- Changes in Supports and Services
- National Trends
- Changes in DSP Roles
- Changes in FLS Roles
- General Attributes of an Effective Supervisor

Participant:

- Completed FLS Self-Assessment Form
- Self-Development Plan Worksheet

Background Information:

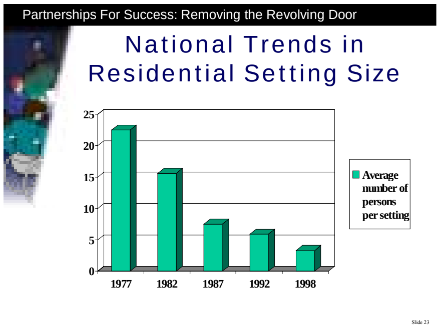
The transformation of the service system for persons with intellectual disabilities from primarily institutional care to primarily community services was one of the remarkable social accomplishments of the last twenty-five years. The movement toward community supports substantially changed the lives 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.

Facilitator Instructions:

1. Show the overhead **Changes in Supports and Services**. Discuss and define these trends in support services. Make sure participants have a working knowledge of these concepts and are familiar with the terms and their definitions.

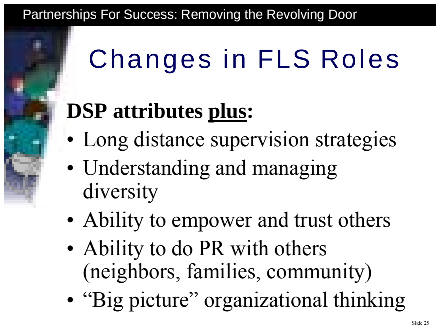
2. Put up the **National Trends** overhead. Point out that with each year support services are being provided in smaller and smaller settings with the goal of individualized supports for each person who needs them.



3. Have participants reflect on and discuss how these changes in services affect the roles of those involved, (what does it mean for agencies? consumers? staff? families? FLS?). One example may be DSPs and FLS have to work more directly in contact with families and the community. Another example is that DSPs and FLS have less direct contact with each other (because staffing ratios are smaller in smaller and individualized settings) and have to find other ways to connect with peers and supervisors. What other things are changing for people?

4. Put up the **Changes in DSP Roles** overhead and compare to what the participants identified regarding changes in DSP roles.

5. Repeat step #4 with the **Changes in FLS Roles** overhead, discussing changes in FLS roles. What other things can they think of? Discuss what it will take to be a successful supervisor in this climate.



6. Put up the **General Attributes of an Effective Supervisor** overhead and ask participants to reflect silently for 2 minutes on (a) which ones of these they have and which ones they need to develop to be more effective and (b) looking at their completed self-assessment form, identify skill statements and competencies they are skilled in, and skill statements and competencies in which they need additional training. Let them know they can jot some notes regarding their self-development plan during this reflection.

Unit 1B Summary

In this unit, participants heard and discussed issues around changes in support services and demographic trends and how they have an impact on recruitment and retention of DSPs. Participants discussed and heard about the attributes that are important for both DSPs and FLS in this new climate and were able to silently reflect on which attributes they had and which they needed to continue to develop.

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

Materials Needed:

Facilitator:

Overhead projector

Overhead:

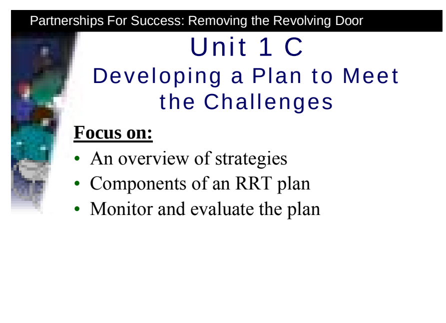
- Unit 1C "Focus On" Overhead

Background Information: None

Facilitator Instructions:

1. Put up the unit "**Focus On**" overhead and review.

2. Tell participants how long the unit will take to complete.



Total Unit Time for 1C: 75 minutes

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

Materials Needed:

Facilitator:

Handouts:

- A **Site Plan** worksheet for each participant
- A **Annual DSP Turnover and Vacancy rate** worksheet for each participant – Appendix C
- An **Organizational/Site History** worksheet for each participant – Appendix C

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.

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

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).

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

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. The 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).

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

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.

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

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.

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

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

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
15	Quit	6/25/99	9/1/99	2	0-6
Leaver Total	5			55	

Average tenure of stayers = 203 months = 22.6 months per stayer
9 stayers

Tenure category for stayers

0-6 months: 3 stayers have 0-6 months tenure X 100= 33% have 0-6 months tenure
9 total stayers

7-12 months: 1 stayer has 7-12 months tenure X 100 = 11% have 7-12 months tenure
9 total stayers

13+ months: 5 stayers have 13+ months tenure X 100 = 55% have 13+ months tenure
9 total stayers

Average tenure of leavers = 55 months = 11 months per leaver
5 leavers

Tenure category for leavers

0-6 months: 2 left with 0 to 6 months tenure X 100 = 40% left in first 6 months
5 left during the last 12 months

7-12 months: 1 left with 7 to 12 months tenure X 100 = 20% left after 7-12 months
5 left during the last 12 months

13+ months: 2 left with after more than 12 months X 100= 40% left after 12 months
5 left during the last 12 months

Crude separation rate = 5 leavers in the last 12 months X 100 = 50% turnover rate
10 funded positions

Vacancy rate = 1 funded position is vacant X 100 = 10% vacancy rate
10 positions are funded

Facilitator Instructions:

1. Distribute copies of the **Site Plan, Annual Turnover and Vacancy Rate**, and the **Organizational/Site History** worksheets to each participant.

2. Review the **Site Plan** form together as a group. Let participants know that the completion of a site plan will be expected to "pass" the course. Participants will need to complete the plan and do a short presentation on it during the final session. Let them know that they will be getting more information today and in the upcoming sessions to help them create an effective site plan.

   We suggest you complete a sample **Site Plan** form ahead of time to have one that you can share and discuss with the participants, using the form provided in Appendix C.

3. Review the **Annual Turnover and Vacancy Rate** worksheet so that participants understand how to fill it in and how to do the formulas correctly. Let participants know that completion of the annual turnover for their site will be due as an assignment for next session and that the numbers will be critical in helping them to identify what their issues may be and how successful they are in making changes that affect their workforce development problems.

We suggest that you, as the facilitator, complete an **Annual Turnover and Vacancy Rate** sample form ahead of time that you can share with the participants using the form provided in Appendix C.

4. Review the **Organizational/site History** worksheet. Let participants know that it is supposed to be completed and turned in by the next session. Again, remind them that the information will help them make a more comprehensive and effective site plan. If all participants, or many of them, are from the same agency, give them a few minutes to discuss whom they will interview to complete this form. (It would be a good idea for only one person to contact the agency's CEO, the head of human resources or a particular family member and not have more than one participant contact the same people. This will prevent any one person from getting annoyed and provide a richer description of what has been tried and how these issues affect different people.)

   We suggest that you complete a sample **Organizational/Site History** form ahead of time so that you can share and discuss with the participants, using the form provided in Appendix C.

5. Ask participants if they have any questions regarding the completion of these assignments or the site plan. Suggest they make copies of the worksheets so that they have the information available while the facilitator is reviewing the ones turned in at next session.

Site Plan Worksheet

Staff Recruitment and Retention Intervention Strategies

Page 1

1. What problem will you address?

2. How big is the problem? What is the baseline level of performance at your site in regard to this problem (e.g., crude separation rate, % of new hires recruited by current workers, organizational commitment level, job satisfaction rates, areas staff have identified as needing improvement, average tenure of workers who quit, why do workers leave your organization, vacancy rates)?

3. What strategy do you propose to address this problem?

4. What are the major components of the intervention strategy?

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?

Site Plan Page 3

8. What are the main barriers to using this intervention? Consider the board, administration, staff, consumers, parents/family members, and other stakeholders.

9. Identify the arguments you will use to support using this intervention. How will you enlist the support of various stakeholders?

10. What are the next steps? What are your timelines?

11. How will you assess whether the intervention worked?

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):

Tenure of stayers = Sum of the number of months worked by all current DSP employed today / Total number of DSP employed today

Fill in: [ ] / [ ] Sum of months / Total # DSP Stayers = [ ] months

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

Tenure of leavers = Sum of months worked by DSP who worked in last 12 months and resigned before today / Total number of DSP who worked in last 12 months and resigned before today

Fill in: [ ] / [ ] Sum of months / Total # DSP Leavers = [ ] months

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

% of leavers = Total num. of DSP who worked in last 12 months and left before working 6 months / Total number of DSP who worked in last 12 months and resigned before today X 100

Fill in: [ ] / [ ] # DSP left before 6 months / Total # DSP Leavers X 100 = [ ] %

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

Turnover = Total number of DSP who left in last 12 months / Total number of DSP positions in agency today X 100

[ ] / ([ ] Current Staff + [ ] Vacant positions) Total N of leavers X 100 = [ ] %

5) Vacancy Rate for Direct Support Professionals

Vacancy Rate = Total number of vacant DSP positions as of today / Total number of DSP positions as of today X 100

[ ] / [ ] [ ] Total N vacant positions X 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: 1C-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

Materials Needed:

Facilitator:

Overhead projector

Overheads:

- Strategies Overview
- High Performance Work Practices

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.

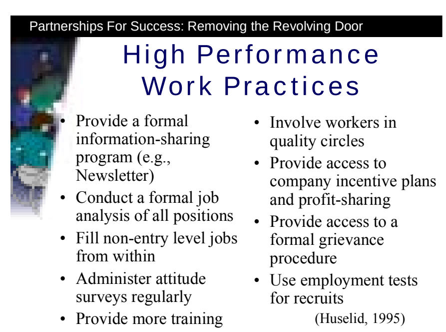
Recognition strategies acknowledge the contributions made by all employees. Recognition includes treating DSPs as professionals and providing regular meaningful reminders to employees acknowledging them as individuals (e.g., birthday cards), and as employees. Networking interventions seek to improve 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.

Facilitator Instructions:

1. Let participants know that the next 20 minutes will be a quick overview of high performance practices and strategies that they will want to consider implementing as part of their plan. These strategies will be addressed in much more detail later in the course. For now they are introduced as a means of giving participants a quick taste of the strategies that have been proven effective at improving retention and recruitment practices.

2. Put up the **Strategies Overview** overhead. Take about 10 minutes to go through each bullet and describe the strategy to participants.

3. Put up the **High Performance Work Practices** overhead. Let participants know that in a survey of various companies (the majority were not human services), the businesses that implemented these practices had lower turnover and higher employee satisfaction. Read the bullets to the participants,



briefly describing or clarifying bullets as needed. Ask participants what they think about these practices. Do their agencies or other agencies they have worked for implement them? Why or why not? Why do they think these would be effective? What problems or issues may come up when trying to implement them? Let participants ask any questions regarding what they learned today before taking a break.

Activity Name: 1C-3 The Components of a Recruitment and Retention Plan

Goals of the Activity:

✓ Provide a detailed review of the components of a recruitment and retention plan.

Time: 35 minutes

Materials Needed:

Facilitator:

Overhead projector

Overheads

- Components of a Recruitment and Retention Plan
- Identify a Problem
- Discover/Define Your Problems
- Major Strategy Components
- Anticipated Barriers
- Support for the Selected Strategy
- Timeframes/Evaluation
- Beginning Your Plan

Participant:

The "Site Plan" worksheet

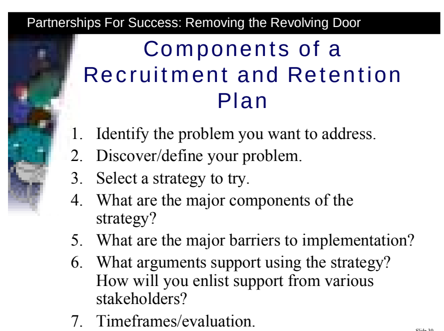
The "Annual DSP Turnover and Vacancy Rate" worksheet

The "Organizational and Site History" worksheet

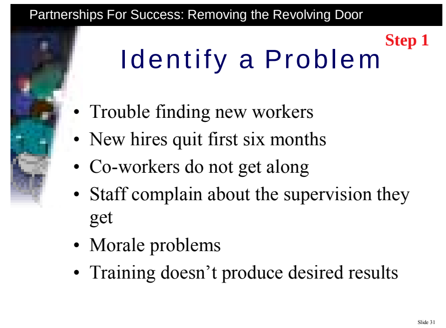
Background Information: None

Facilitator Instructions:

1. Put up the **Components of a Recruitment and Retention Plan** overhead. Tell participants that they may want to pull out their "site plan" "turnover" and "history" worksheet during this part of the presentation to jot down ideas and track questions they have regarding developing their site plans and gathering needed information in their learner packet. Let participants know there are 7 essential parts to a site plan; review these major components. Describe each part in a few words.



2. Put up the **Identify a Problem** overhead. Let them know these are common problems in human service settings but that the problems they face in their agencies may be different. Ask for a volunteer to suggest a problem that is not listed on the overhead screen.

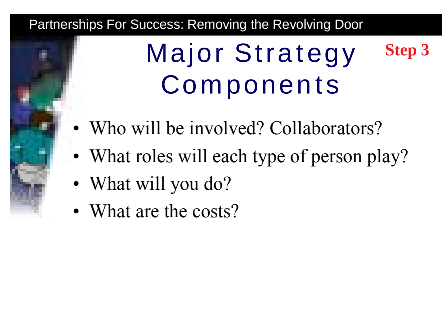


Let them know that the majority of the course will be further exploring and learning about how to implement various strategies and why they are effective. Ask participants if the agencies in which they work use any of these strategies. Facilitate a short discussion around what works and what doesn't work with these strategies based on the experience of the learners.

3. Put up the **Discover/Define Your Problems** overhead. Let them know that these are some of the methods they could use to gather the information needed to effectively deal with their recruitment and retention problems. Let them know their "organizational and site history" worksheets will be helpful to them in being able to define their organization's problems. Provide an example of an assessment strategy to use for a particular problem. For example, if the problem is new hires leave too soon, describe how to assess the tenure of leavers by category (0-3 months, 4-6 months, 6-12 months, 13+ months).

   Warn participants that it would be easy to spend months or even years doing assessments without actually selecting an intervention to try. Suggest that they select a maximum of 2-3 assessments to begin with so that they can focus their attention on actually selecting and implementing an intervention. Other assessments can be added over time once they begin trying interventions.

4. Put up the **Major Strategies Components** overhead. Let participants know that once they have assessed the extent of the problem, they need to work with a team of key players to select a strategy to address that problem. In thinking about the selected strategy, they should consider these questions in order to increase their understanding of the effort, time, and cost of implementing this strategy.



5. Put up the **Anticipated Barriers** overhead and point out that these are just some of the barriers they might experience when they are trying to implement new strategies identified in their agency plans. Let them know that thinking in advance about barriers allows for adjustment of strategies as necessary or lets them identify ways to help proactively address and overcome barriers before substantial effort and resources have been expended.

6. Put up the **Support for the Selected Strategy** overhead. Let participants know that sometimes it is important to educate others about these issues and what can be done so that they will get behind the effort it takes to tackle them. Other times it may be important to ask for help from people affiliated with the organization (e.g., an influential parent, or groups of parents and consumers, a sympathetic board member, etc.) to help get buy-in from others who may not be eager to get involved or to change existing practices. Let them know the information they are gathering on their baseline will be helpful, especially if they take it further than their own site and complete one for the division or the whole organization.

   Participants should think carefully how to include DSPs in identifying challenges and solutions at the site and about how to address issues or concerns they may have about implementing changes, and how to involve them in the solution. Spending some time educating them, listening and attending to their ideas and concerns will be essential to the success of any intervention. It is especially important when trying to proactively overcome potential barriers.

7. Put up the **Timeframes/Evaluation** overhead. Let participants know that it is critical to set SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) goals regarding the strategies they select to address recruitment, retention and training issues. It is also critical that they build in a process to evaluate progress. Some types of interventions may best be piloted first (such as mentoring programs) before taking them agency-wide so that the kinks can be worked out on a smaller scale before going organizationally-wide. Other times it is possible that a strategy that doesn't really relate directly to the problem could be selected. Without good evaluation and adjustment of interventions there is the risk of expending a great deal of effort without ever really affecting the problem.

8. Put up the **Beginning Your Plan** overhead. Encourage participants to ask any questions regarding their site plans that they have at this stage. Encourage them to think about the questions on the overhead. Spend 5 minutes answering questions, then move on to the next activity.

Unit 1C Summary

In this unit, participants were introduced to the tools that will help them understand the history of recruitment and retention problems in their agencies, as well as where they stand today. They learned about the 7 components of a good site plan for overcoming difficulties in recruitment and retention problems and they heard about various strategies they may want to use when developing a site plan for change.

Unit 1 D: Session 1 Summary and Assignment Review

This is a summary unit to help participants ask 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.

Total Unit Time: 25 minutes

Activity Name: 1D-Assignment Review and 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

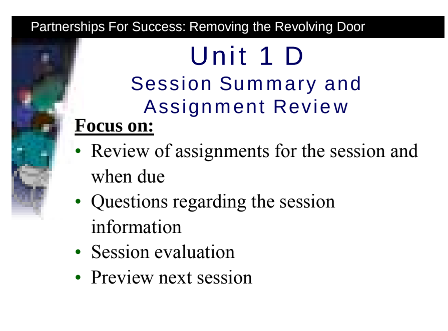
Materials Needed:
Facilitator:
Overheads:
- Unit 1D "Focus On"
- Unit 1D Assignment Review
- Module 1 –Session 2 "Focus On"

A copy of the session evaluation for each participant
Participant:
Course syllabus
Learner Guide

Background Information: None

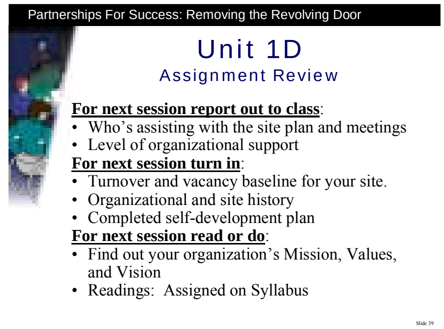
Facilitator Instructions:

1. Put up the **Unit 1D Focus On** overhead and let participants know it is time to wrap-up the session and review their assignments that will be due during the next session.

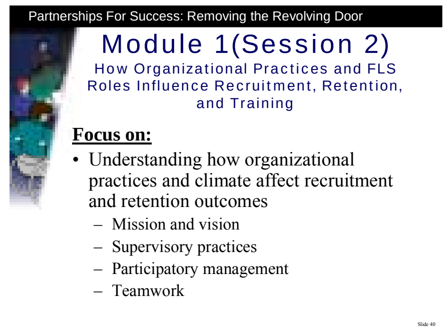


2. Hand out the session evaluation and tell participants you will give them a few minutes to fill it out, before summarizing the assignments. Give them 2-3 minutes to fill it out. Allow them time to update or add to their comments at the end of the session.

3. Put up the **Unit 1D Assignment Review** overhead and ask participants to look at the course syllabus. Review each assignment with participants. Ask them if they have any questions regarding the assignments.



4. Put up the **Module 1 Session 2 Focus On** overhead and remind them what topics will be covered in the next session.



5. Ask participants if they have any questions about the materials introduced in the session or any other questions before departing. Remind them when and where the next session is supposed to be held and when are the best times to reach them in between sessions.

6. Ask participants to hand in the session evaluation.

Unit 1D Summary

In this unit participants were able to give feedback to the facilitator regarding the materials in this session and from previous sessions or assignments. They were given an opportunity to ask any questions they had regarding assignments and materials. They were reminded of what the next session would cover and where and when it will be held.

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 DSP's 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: <u>*Organizational Participation*</u>—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 DSP's 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.

Session 2: Arrangement and Materials

Room Set-up:	❑ Participants should sit in an informal style that promotes interaction (at round tables seating 4 to 6 or in a semi-circle)
Materials:	❑ Flipchart paper and markers ❑ Pens (ballpoint) ❑ Nametags (optional) ❑ Overhead projector ❑ Transparency markers – varied colors ❑ Flipchart paper posted with “Ground Rules” on it ❑ Sign-in sheet (from previous session) ❑ Grab bag of inexpensive treats
Overheads:	❑ Module 1 Session 2 Focus On ❑ Session 2 Agenda ❑ Unit 1E Focus On ❑ Quality Outcomes ❑ Collage of people ❑ Mission and Vision ❑ How does MMV affect these? ❑ Unit 1F Focus On ❑ DSP Participation in Organizations ❑ Participatory Management ❑ Unit 1G Focus On ❑ Different types of teams ❑ Things to know about teams ❑ Practices that support teams ❑ Unit 1H Focus On ❑ Unit 1H Assignment review ❑ Module 2 Session 3 Focus On
Worksheets and Handouts:	❑ Assignment discussion worksheet ❑ Mission and vision worksheet ❑ Personal and organizational VV Match ❑ Improving the DSP role in organizational participation –Part A ❑ Improving the DSP role in organizational participation –Part B ❑ What does the word “team” mean to you? ❑ Various definitions of teams ❑ Best teams ❑ Team-building ❑ Session evaluation
Time:	❑ Approximately 5 hours

Session 2 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 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 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: 45 minutes

Materials Needed:

Sign in sheet (from previous session)
Flip chart paper posted with "Ground Rules" on it (optional)
Blank flip chart paper
Flip chart markers
Name tags (optional)
Overhead projector
Overheads:

- Module 1 Session 2 "Focus On"
- Session 2 Agenda

Participant:

A Copy of the **Assignment Discussion Worksheet** for each participant

Background Information: None

Facilitator Instructions:

1. Welcome participants to the session and distribute a nametag (optional) to each person as they come in. Pass around the sign-in sheet and ask participants to make any needed changes to their contact information and to put their initials in the second session box. Remind participants where they can find the restrooms, vending machines, phones, etc. If you decided on ground rules, they should be posted. Point them out and remind participants of them.

2. Have participants break into small groups of 3-4 people and discuss their reading and/or written assignments. Each small group should discuss the answers to the questions on the **Assignment Discussion Worksheet**. They should record their group responses onto a sheet of paper (allow 10 minutes for this).

3. Ask for volunteers to share their turnover and vacancy rates. Have the volunteer read off the numbers for turnover, tenure and vacancy. Ask the volunteer if any of the numbers were a surprise. Why or why not? Ask if any of the participants had difficulty obtaining this information or calculating their rates. Discuss.

4. Ask the class, based on these numbers, what might be the first problem they would want to address. (e.g., high turnover, most new hires leave in the first six months, low satisfaction) Use a flipchart to record the group suggestions and responses.

5. Ask the class to suggest strategies that might work for this problem identified in the previous example (e.g., RJPs, improved orientation, or teambuilding, may help with early turnover; targeted marketing or using recruitment and hiring bonuses may help with vacancy rate). With a different color pen, list the participants' ideas of strategies that might work.

6. Ask the class, what if these strategies didn't work? What ideas do they have for getting more information about the problem (for instance, doing satisfaction surveys or exit interviews to get more information from staff)? Chart responses on a separate flipchart page.

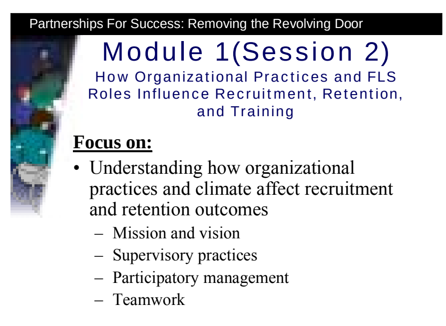
7. Ask the volunteer what he or she was thinking about trying on the site plan. Was it similar to what the class suggested? Why or why not?

8. Repeat the process in steps 2 through 7 with volunteers who had different numbers reported on their baselines. Ask for volunteers who had different (higher/lower) turnover or vacancy rates or who had different characteristics with respect to these rates. Allow approximately 20 minutes for this activity.

9. Ask participants if they have any questions regarding the reading, the assignments, or anything covered so far. Allow 5 minutes for questions.

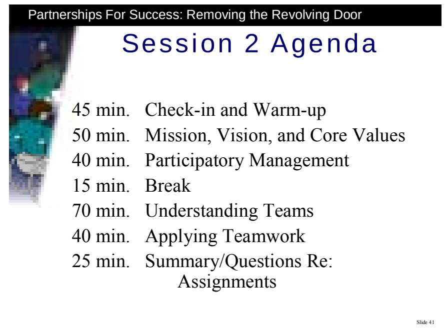
10. Ask participants to hand in their assignments.

11. Put up the **Module 1 Session 2 Focus On** overhead. Let participants know that in this session they will be looking at organizational practices that can affect recruitment and turnover. They will think about organizational and employee mission, vision, and values and how a good fit between what the organization recognizes as important is similar to what DSPs recognize as important. Participatory management and the role of the supervisor in supporting DSP participation in organizational decisions will be reviewed. Also, during this session participants will review basic components of supporting teams and teamwork.



12. Ask for a representative from each group to read their responses to questions on the **Assignment Discussion Worksheet**. Only have the representative read responses that have not already been attended to in discussion. It is possible a group may have nothing additional to add. Respond to concerns, issues, or questions as well as possible. Provide information about whether concerns will likely be addressed in the session today or future sessions.

13. Put up the **Session 2 Agenda** overhead and let participants know how long you will spend on each activity and when breaks are scheduled.



Assignment Discussion Worksheet

1. What are the key components or important aspects of the materials you read in preparation for today's training session? How do these issues/concepts relate to your situation?

2. Did you perceive or experience any barriers or problems with any of the information or key concepts that were in your reading assignments?

3. What issues arose for you while completing your non-reading assignments for today's session?

4. Suggestions/Comments:

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.

Activity Name: Unit 1E Introduction

Goals of the Activity:

✓ Overview the content and time for unit.

Time: 1 minute

Materials Needed:

Facilitator:

Overhead projector

Overhead:

- Unit 1E Focus On

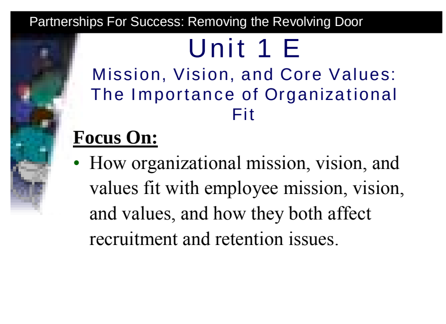
Background Information: None

Facilitator Instructions:

1. Put up the **Unit 1E Focus On** overhead and review.

2. Tell participants how long the unit will take to complete.

Total Unit Time for 1E: 50 minutes



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

Materials Needed:

Facilitator

A copy of the **Mission and Vision** worksheet for each participant

A copy of **Personal and Organization Values & Vision Match** worksheet for each participant

Overhead projector

Overheads:

- Quality Outcomes
- Collage of People
- Mission and Visions
- How Do MVV Affect These?

Participants:

A copy of their organization's MVV statement, if available

The **MNFLSCPI Values and Visions** for each participant – Appendix J

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.

Facilitator Instructions:

1. Put up the **Quality Outcomes** overhead. Let participants know that every decision an organization makes should be about helping to effectively meet the goal of creating positive outcomes for the

people they support. These bullets represent many of the aspects of what is needed to achieve quality outcomes for people.

2. Put up the **Collage of People** overhead as a visual reminder as to why human service organizations exist: to support people.

3. Put up the **Mission and Vision** overhead. Have participants find and pull out (Appendix C) “MNFLSCPI Values and Visions.” Let participants know that the values on the handout were the guiding principles that helped the project participants to identify the critical skills needed by FLS in order to help this mission and vision become a reality.   Let them know that values were identified for consumers and DSPs but that also workplace culture values and systemic values were considered so that it could clearly be articulated at all levels what would need to be in place to make this vision a reality.

4. This was part of the assigned reading for participants. Give them 5 minutes to review the Values & Visions Statement and think about or ask questions regarding the Mission and Vision and Values listed in the MNFLSCPI. You may want to prompt them after they appear to have reviewed these with some questions such as: What do you think about these value statements and the mission and vision? What do you like or not like about them? Would they be useful in helping you understand the purpose of your job and in keeping focused?

5. Distribute the **Mission and Vision** worksheet to participants. Ask them to take 10 minutes to think about and fill out the sheet. Consider providing an example personal mission statement and vision statement as an example. Let them know that they don’t have to be exact in their wording but this exercise is designed to help them get a general description of their own and their organization’s mission and vision. Provide a reminder of the amount of time they have remaining at 5 minutes and again when they have a minute left to complete the worksheet.

6. After they have completed the MVV worksheet hand out the **Personal and Organizational Values and Visions Match** worksheet and have the participants discuss in small groups of 3-4 people the questions on the worksheet. (15 minutes)

7. Put up the **How Do MVV Affect These?** overhead. Ask for participant to share ideas for 10 minutes from their small group discussions about the effect that organizational MVV or lack thereof affects these different aspects of the job. Can they think of other things it might affect?

8. Sum up by letting people know that organizations with a clear mission and vision (especially one that reflects respect for people --DSP, Consumers, community, etc.-- and that has person-centered supports as its focus), is important for improving recruitment and retention in a number of ways. A clear mission and vision helps to make employee selection easier because it is easier to identify who has similar values and goals regarding the work when hiring. It can increase job satisfaction by helping DSP feel more confident that they are making good choices in their work and that their work has meaning. It can affect longevity by providing employees with a long-term focus on their work and real on-going goals. However, the MVV must be more than a plaque on the wall. It must be infused throughout organizational practices and stand as a guide for all decision-making from the DSP to the CEO. Encourage participants to keep this in mind as they think about developing their site plan and strategies.

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? Whom 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?

Personal and Organizational Values & Vision Match

Discuss:

1. Does a good or poor match between personal and organizational mission and vision make a difference? Why or why not? Does the absence of organizational or personal mission and vision have an effect? (How do these things affect longevity of employment? Job satisfaction? Job performance?)

2. Do the majority of your organization's DSPs have a good understanding of the organizational and their own MVV?

3. How could you help DSPs become more aware of the organizations MVV? Why would this be important?

Unit 1 E Summary

In this unit, participants were able to identify and compare their own values and vision statements with those of their organizations. They were also able to learn about others personal and organizational values and mission. The importance of a well-designed and clearly articulated value and mission statement was addressed and its relationship to the quality of services provided by the agency was identified.

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 DSPs 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.

Activity Name: Unit 1F Introduction

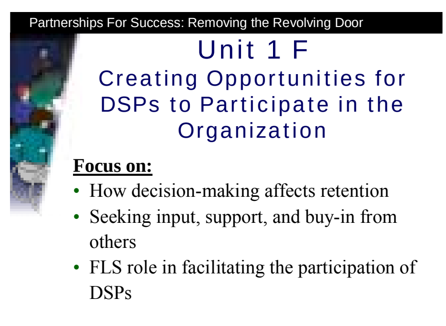
Goals of the Activity:
✓ Overview the content and time for unit.

Time: 1 minute

Materials Needed:
Facilitator:
Overhead projector
Overhead:
- Unit 1F Focus On

Background Information: None

Facilitator Instructions:



1. Put up the **Unit 1F Focus On** overhead and review.

2. Tell participants how long the unit will take to complete.

Total Unit Time for 1F: 40 minutes

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

Materials Needed:

Facilitator

A copy of the **Improving the DSP Role in Organizational Participation** worksheet Part A and Part B for each participant

Overhead projector

Overheads:

- DSP Participation in Organizations
- Use Participatory Management Practices

Flipchart and pens

Background Information: None

Facilitator Instructions:

1. Ask participants as a large group to volunteer ways in which they (FLS) participate in their worksite, their division or unit and their organization (cross-functional team meetings, policy writing, training, support team meetings, supervisory meetings, etc.). Write their responses up on flipchart paper under the title "Ways FLS Participate."

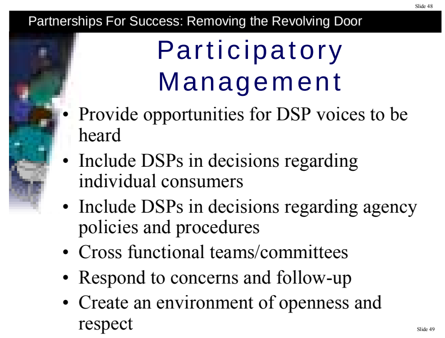
2. When they have identified all the ways in which they participate, ask them to volunteer the ways in which DSPs participate in their organizations. Write these responses up on flipchart titled "Ways DSPs Participate."

3. When they have listed all the ways in which DSPs participate, ask participants to compare the two lists. Are the ways equal in number and in type? Are the same types of activities reflected? If so, ask the participants who volunteered these examples if DSPs participate in similar frequency, duration, intensity and numbers as FLS do. Why or why not? What are the gaps in DSP input?

4. Ask participants: What can you do to increase DSP input and participation in the life of the organization? What barriers might there be to this and how can they be overcome?

5. Put up the overhead **DSP Participation in Organizations**. Compare this list with the list the group identified. Be certain to point out and discuss all of the items on this overhead that were not included on the list they came up with.

6. Put up the **Use Participatory Management Practices** overhead. Ask the group to discuss briefly why these practices and the others they have suggested could affect retention.



7. Distribute the **Improving the DSP roles in Organizational Participation** worksheet to participants. Let them know that they must complete Part A of the worksheet and turn it in by the end of the session. You can either take these and make a copy to return to participants before the next session, or make copies of the training site and return originals at the end of the session. Participants should begin implementing their planned changes immediately, complete part B of the worksheet and turn it in at the beginning of session 3. Why is the facilitator reviewing these? What will they do with them?

8. Ask people if they have any questions regarding the assignment. Let them know they can use any additional time to start filling out the worksheet or take their break early.

Improving the DSP Role in Organizational Participation Worksheet.
Part A - Planning

Name: ___________________________________ Date: ___________________________

Directions: Complete this form and turn in a copy at the beginning of Session 3. Begin implementing your strategy right away.

1. What specific actions will you take that demonstrate your commitment to improving DSP participation in organizational decision-making?

   a.

   b.

   c.

2. What type of support and buy-in do you need (and from whom) to complete your action?

3 .What barriers do you anticipate? How will you deal with them?

Begin implementing your action plan when you complete this session.

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 1F Summary

In this lesson participants learned about the relationship between participatory management and issues of employee satisfaction and retention. They also learned some specific participatory management practices to incorporate into their organization. They were able to generate ideas about how DSPs could and should become more involved.

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.

Activity Name: Unit 1G Introduction

Goals of the Activity:

✓ Overview the content and time for unit.

Time: 1 minute

Materials Needed:

Facilitator:

Overhead projector

Overhead:

- Unit 1G Focus On

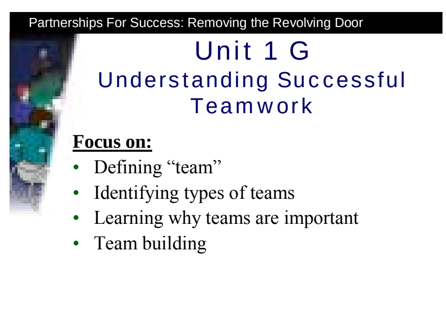
Background Information: None

Facilitator Instructions:

1. Put up the **Unit 1G Focus On** overhead and review.

2. Tell participants how long the unit will take to complete.

Total Unit Time for 1G: 50 minutes



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

Materials Needed:

Facilitator

A copy of the **What Does the Word Team Mean to You?** handout for each participant
A copy of the **Various Definitions of Teams** handout for each participant
Flipchart and Pens

Background Information: None

Facilitator Instructions:

1. Distribute the **What Does the Word Team Mean to You?** worksheet and ask participants to take 2-3 minutes to jot down their personal definition of a team.

2. Ask for a volunteer to read his or her definition. Write down the key words or concepts of the definition on the flipchart paper. Ask for volunteers who have something different or new in their definitions to read them. Keep adding key words and concepts on the flipchart until 5-6 minutes have passed or there are no more new ideas.

3. Distribute the **Various Definitions of Teams** handout and point out similarities between what this group defined as a team and what the authors on this sheet did.

4. Sum up by noting that most definitions of teams include a group of people with common goals, focus, or vision, who are results-oriented.

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

Materials Needed:
Facilitator
Overhead projector
Overhead:
- Different Types of Teams

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.

Facilitator Instructions:

1. Put up the **Different Types of Teams** overhead. Briefly describe the types of teams on the overhead. Ask participants to raise their hands if they have ever or currently do participate on the type of team being described. Ask if they meet the group definition of a team described in 1G-1. Ask if the DSPs they work with currently participate in any of these types of teams.

2. Ask participants to share their experiences regarding their roles in these various teams. How is their role as the supervisor of an intact work team different than when they are part of other types of teams? What additional skills does it take to be a "team leader" as opposed to a team member?

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

Materials Needed:

Facilitator

Flipchart paper and markers
Masking tape
A copy of the **Best Teams Handout** for each participant
Overhead projector
Overheads

- Things to Know About Teams

Background Information: None

Facilitator Instructions:

1. Divide the participants into an even number of small groups. Provide each group with some flipchart paper and markers. Have half the groups think about the best, most effective team they ever worked with. Have the other half of the groups think of the worst, least effective team they ever worked with. Give the groups ten minutes to write down words or phrases that describe the team they are thinking of.

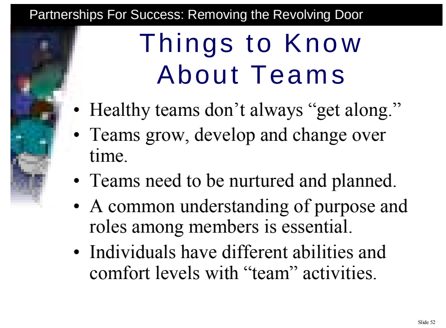
2. After ten minutes have the groups post their flipchart paper with the "best" teams papers together and the "worst" teams papers together.

3. Have the large group review the papers together. What are the similarities among the "best" ones? What are the similarities between the "worst" ones?

4. Ask the large group to discuss if there were any cultural, age, or gender issues that seemed to affect the team's ability to function? What happened? How could things have been better? How were these things resolved in the "Best Teams?"

5. Distribute the **Best Teams Handout** to participants. Have the participants review what the authors have identified as attributes of Best Teams. How do they compare with what participants had identified?

6. Put up the **Things to Know About Teams** overhead. Briefly describe each bullet, focusing on the following: As teams grow and develop, the team and its members experience changes such as fear, resistance, cautious acceptance, anger, excitement, trust, support, disappointment, and synergy.



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.
- And 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

Materials Needed:

Facilitator:

Flipchart paper and markers
Masking Tape
Overhead Projector
Overhead:

- Practices that Support Teams

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.

Facilitator Instructions:

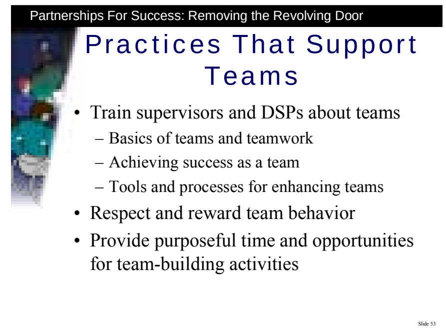
1. Have the participants split into small groups. Provide each group with a sheet of flipchart paper and some markers.

2. Ask the groups to take ten minutes to list the benefits of working as part of a team. Have them think about: What things can teams accomplish that are difficult for individuals? What strengths do teams bring to tasks? What benefits are there for individuals working as part of a team? They should list as many things as they can think of in the time allotted onto the flipchart paper.

3. At the end of the ten minutes have teams post their results in one area of the room. As a large group look at the results. Discuss: What things were common to all the groups?

How are these benefits greater or lesser in human service settings than in other types of settings?

4. Put up the **Practices that Support Teams** overhead. Let participants know that in order to be successful, teams need to be nourished and supported. The bullets on this overhead include some of the important practices that help teams function efficiently. Sum up by noting that perceptions of supervisor fairness, and the ability to get along with co-workers are two critical aspects that affect retention of employees and that healthy, functioning teams are one way to help keep relationships going smoothly between all the members of a team. In addition, certain situations, such as opening a new site, are high turnover times that could be minimized by team-building before, during, and after the opening.



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

Materials:
A copy of the **Team Building** worksheet to each participant

Background Information: None

Facilitator Instructions:

1. Distribute a copy of the **Team-Building** worksheet to each participant.

2. Ask participants to reflect silently on teams they participate on now in the role of team leader or facilitator and on which DSPs are also part of the team. Tell participants to think about the team that is the most troublesome. This may mean a number of things, such as, it is ineffective in producing results, there is on mostly friction between members, participation of team members is very on balanced, or new concerns find it difficult to join.

3. After the participants have thought of a team, give them 10 minutes to jot down preliminary ideas about this team on the **Team-Building** worksheet.

4. When the ten minutes are up, ask for volunteers to share the responses on their worksheets. Have participants discuss the responses. Ask: Are there other things about this team that might be an issue? What other interventions might work? What other resources are needed? Repeat this process with new volunteers for 20-25 minutes.

5. Sum up the exercises by pointing out common themes expressed.

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?

Unit 1G Summary

In this unit, participants learned to define teams, understand attributes that are assets or barriers to teams, and types of teams. They also learned why teams are important and organizational practices that support healthy teams.

Unit 1H: Session 2 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 or any concepts or issues they do not fully understand from this session or the previous session. 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.

Total Unit Time: 25 minutes

Activity Name: 1H-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

Materials Needed:

Facilitator:

Overhead projector

Overheads:

- Unit 1H Focus On
- Unit 1H Assignment Review
- Next session Module 2 Session 3 Focus On

A copy of the session evaluation for each participant

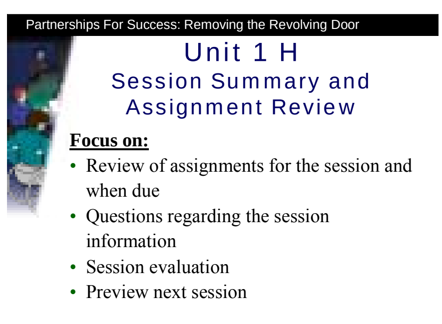
Participant:

Course syllabus

Learner Guide

Background Information: None

Facilitator Instructions:

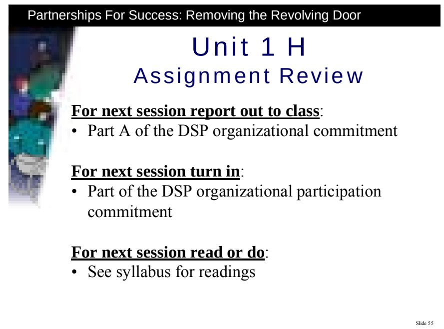


1. Put up the **Unit 1H Focus On** and let participants know it is time to wrap up the session and review their assignments.

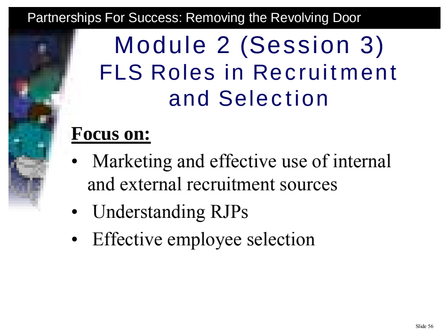
2. Distribute the session evaluation and tell participants you will give them a few minutes to fill it out. Give

them 2-3 minutes to fill it out. Do not collect it yet; allow them time to add any comments at the end of the session.

3. Put up the **Unit 1H Assignment Review** overhead and ask participants to look at the course syllabus. Review each assignment with participants step-by-step in detail. Ask them if they have any questions regarding the assignments.



4. Put up the next session **Module 2 Session 3 Focus On** overhead and remind them what topics will be covered in the next session.



5. Ask participants if they have any questions about the materials introduced in the session or any other questions before departing. Remind them when and where the next session is supposed to be held and when are the best times to reach you in between sessions.

6. Ask participants to hand in the session evaluation.

Unit 1H Summary

In this unit participants were able to give feedback to the facilitator regarding the materials in this session and from previous sessions or assignments. They were given an opportunity to ask any questions they had regarding assignments and materials. They were reminded of what the next session would cover and where and when it will be held.

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 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 RJPs 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: <u>*Recruitment/Selection*</u>--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: Arrangement and Materials

Room Set-up:	❑ Participants should sit in an informal style that promotes interaction (at round tables seating 4 to 6 or in a semi-circle)	
Materials:	❑ Flipchart paper and markers ❑ Pens (ballpoint) ❑ Nametags (optional) ❑ Overhead projector ❑ Transparency markers ❑ Flipchart paper posted with "Ground Rules" on it (optional) ❑ Sign-in sheet ❑ Several local papers aimed at niche groups such as ethnic groups, age group, etc. ❑ RJP overview consideration (Appendix B) ❑ RJP video ❑ VCR/TV	❑ Niche groups ❑ Positive postcards ❑ Grab bag of inexpensive treats ❑ Display table ❑ Note additional materials for viewing website in activity 2B-2
Overheads:	❑ Module 2 Session 3 Focus On ❑ Session 3 Agenda ❑ Unit 2A Focus On ❑ Recruitment Strategies Overhead 1 ❑ Recruitment Strategies Overhead 2 ❑ Recruitment Difficulties: The Reasons ❑ Recruitment Sources Definitions ❑ Recruitment & Hiring Bonuses ❑ Unit 2B Focus On ❑ Realistic Job Previews ❑ Characteristics of Effective RJPs	❑ Developing RJPs ❑ Focus RJP ❑ RJP photo scrap book ❑ Unit 2C "Focus On" ❑ Structured Interviews ❑ DSP attributes ❑ FLS attributes ❑ Strengths matching ❑ Unit 2D Focus On ❑ Unit 2D Assignment Review ❑ Module 3 Session 4 Focus On
Worksheets:	❑ Assignment Discussion Worksheet ❑ Bonus Possibilities Worksheet ❑ Niche group cards ❑ Newspaper copy worksheet (+1 for each group) ❑ RJP Evaluation ❑ Developing RJP Worksheets ❑ My Structured Interview Worksheet ❑ Finding Staff Strength Worksheet ❑ Session Evaluation	
Time:	❑ Approximately 5 hours	

Session 3 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 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 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

Materials Needed:
Facilitator:

Sign-in sheet (from previous sessions)
Flip chart paper with ground rules on it (optional)
Blank flip chart paper
Flip chart markers
Nametags (optional)
Overhead projector
Overheads:
- Module 2 Session 3 Focus On
- Session 3 Agenda

A copy of **Assignment Discussion Worksheet** for each participant

Background Information: None

Facilitator Instructions:

1. Welcome participants to the session and distribute nametags (optional) to each person as they come in. Have each person sign in on the sign-in sheet, and remind them to double-check their contact information. Remind participants where they can find the restrooms, vending machines, phones, etc. If you decided to use ground rules, be certain they are posted, remind participants to review them and ask if they want to make any changes.

2. Have participants break into small groups of 3-4 people and discuss their reading and/or written assignments. Each small group should discuss their answers to the questions on the **Assignment Discussion Worksheet**. Ask them to record their group responses on a flipchart page.

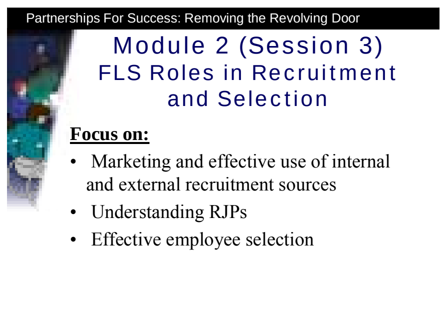
3. Ask a couple of the groups to volunteer to report on their discussion. Draw out similarities and differences between the groups. Respond to questions or point out areas in the curriculum where participants can get more information regarding issues. Have participants provide responses and suggestions to each other regarding questions or issues.

4. Ask a participant to volunteer to share his/her Part A from their DSP organizational participation worksheet. Ask them to elaborate on how and why they think this strategy will improve DSP participation in the organization.

5. Ask other participants to share their strategy commitments. Continue until several strategies are identified or participants have no new strategies to offer. Participants know that they will still need to complete **Part B – Implementing and Evaluating** and report back and turn it in at the beginning of session 4.

6. Ask participants if they have any questions regarding the reading, assignments, or anything covered so far in the course. Allow 5 minutes for questions/answers.

7. Put up **Module 2 Session 3 Focus On** overhead. Let participants know that in this session they will be learning about effective marketing strategies and the differences between internal and external recruitment sources. You will also review and discuss what a realistic job preview (RJP) is and various ways to develop and use RJPs. Lastly, in this module you will also learn about employee selection.



8. Put up **Session 3 Agenda** overhead. Let participants know how long you will spend on each activity and when breaks are scheduled.

Assignment Discussion Worksheet

1. What are the key components or important aspects of the materials you read in preparation for today’s training session? How do these issues/concepts relate to your situation?

2. Did you perceive or experience any barriers or problems with any of the information or key concepts that were in your reading assignments?

3. What issues arose for you while completing your non-reading assignments for today’s session?

4. Suggestions/Comments:

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

Materials Needed:
Facilitator:
Overhead projector
Overhead:
- Unit 2A "Focus On" Overhead

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.

Facilitator Instructions:

1. Put up the **Unit 2A Focus On** overhead and review.

2. Tell participants how long the unit will take to complete.

Total Unit Time: 1 hour and 25 minutes

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

Materials Needed:

Flip chart and pens
Overhead projector
Overheads:

- Recruitment Difficulties: the Reasons
- Recruitment Sources Definitions
- Recruitment Strategies Overhead 1 & 2

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).

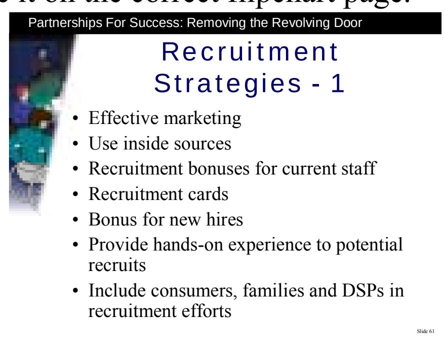
Facilitator Instructions:

1. Let participants know what has become a greater challenge in recent years is the shrinking number of people who respond to traditional recruitment strategies, such as running an ad in the newspaper. Ask the group if they have any ideas why that might be. (Some ideas might be: changing demographics, changes in the economy, or lack of industry identity). When participants have given their ideas, put up the **Recruitment Difficulties: The Reasons** overhead and illustrate and validate their perceptions.

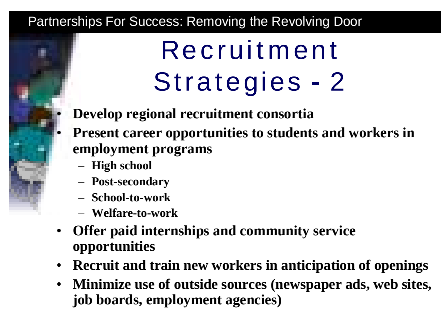
2. Put up overhead **Recruitment Source Definitions**. Briefly review the definitions for inside vs. outside recruitment sources. Inside sources are referral sources that provide information that is known only by insiders (such as a current employee), and outside sources are more generic sources that usually have less specific information about the organization (such as a newspaper ad).

3. Put up 2 flipchart pages, one that has the word “Outside” and one that has the word “Inside” at the top. Ask for two volunteers to help you by coming up and writing responses while you facilitate the discussion. Ask participants to share the ways that they or their agency have commonly recruited new employees. When a participant shares a method that he/she has used, have the group decide if it belongs under the Inside or Outside heading. When the group decides where it goes have the volunteer assistant write it on the correct flipchart page.

4. After the group has listed the ones they have used put up **Recruitment Strategies 1** overhead, quickly review the ones that they didn’t mention. If this reminds someone that they have tried it have the volunteer put it up on the correct “Inside” or “Outside” flipchart.



5. Repeat Step 4 with the **Recruitment Strategies 2** overhead.



6. Thank the volunteers and have them sit down. Ask the group to reflect on the ones they have tried which are on the flip charts. Ask participants which ones of these have worked best for them? Why? Which ones haven’t worked as they had hoped? Why not? How could they be changed to better meet their needs? Were there ones on the overheads that they haven’t tried that might work better for their situations? What is the difference between using inside versus outside sources?

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

Materials Needed:

Flipchart and pens
Overheads:

- Recruitment & Hiring Bonuses

A copy of the **Bonus possibilities in your agency worksheet** for each participant

Background Information:

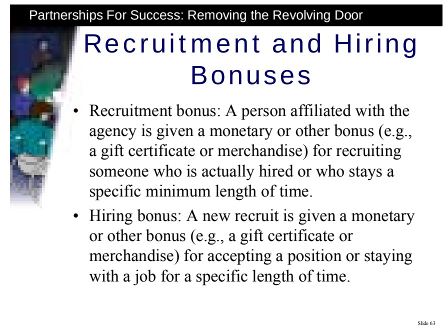
Recruiting new employees through current and former employees, board members, family members and consumers can increase the information available to recruits and reduce the number of new hires who leave because their expectations were not met. One way to encourage inside recruitment is to provide bonuses 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.

Facilitator Instructions:

1. Put up the overhead **Recruitment & Hiring Bonuses** and review these definitions with the group. If possible, share examples that you have of agencies that use one or both of these bonus strategies your observation of what works well and what does not work well (5 min), or have participants share their experiences.



2. Ask participants to get into small groups of 3-4 people and have participants first individually answer the questions on the **Bonus Possibilities in Your Agency Worksheet**. Give them 10 minutes to complete the form. At 7 minutes prompt them to share responses and discuss within the small groups.

3. Once it appears everyone has completed the worksheet or the 10 minutes are up, encourage small groups to share ideas with the whole group (15 min).

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.

Materials Needed:

Cards with these words on them: (have 2 or 3 of each card, i.e., 3 cards that say "a retiree," 3 cards that say "a recent high school graduate," etc.) See Appendix E #3

-A retiree
-A recent high school graduate
-An African-American
-A parent
-A high school student
-A Vista or Americorps volunteer
-A recent immigrant
-A person with a disability
-A person who is gay or lesbian
-A college student
-A single man who has been displaced from previous employment
-Add niche groups as desired

Piece of flipchart paper and markers for each group

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.

Facilitator Instructions:

1. Break the large group into small groups of 3-5 participants. Give them each a sheet or two of flipchart paper. Distribute one index card to each person in the group in a method that ensures that there are no repeats within the group and that across all the small groups each niche group is represented at least once.

2. Have participants take one minute individually to reflect on what is good about working where they work. Ask participants to share one or two ideas within their group until each participant has shared. They can include things about the industry in general (e.g., helping people), specific to their agencies (e.g., health benefits), or specific to their sites (e.g., get to go to professional basketball games while on shift). Ask one person in each group to volunteer to record responses onto flip chart paper. Spend five minutes doing this.

3. In small groups, in a "round-robin" fashion, have each participant read off the niche group on their card. Have the group spend no more than two minutes per card discussing the benefits of working at their organization or site, for this particular niche group. Let them know it is OK to feel there are no specific benefits for these niche groups.

4. Walk around and listen in on groups asking them questions such as “Are you finding any niche groups that may not feel welcome or supported at your agencies or sites? What might be the reason for this?” Assist the groups as needed.

5. After about 5 to 10 minutes, sum up the exercise by helping them understand that to be successful, organizations are going to have to market their agencies to non-traditional pools of workers. To do so they will have to become more savvy at articulating what is good about the positions they have available and targeting that to specific groups. However, before aggressively recruiting to a niche market they will need to think about the potential that new recruits bring to the organization, as well as what the organization can offer employees from various pools.

   It is also very important to think proactively about changes to the organization that may have to happen to make the job more accommodating (e.g., tiered-job descriptions, sensitivity training, ESL classes, flexible schedules, job-sharing, changes to training and orientation, aggressive team-building, changes in benefits such as offering domestic partner benefits, or expanding health benefits to attract primary wage earners). Ask participants to reflect on how these things can benefit existing employees while making the organization more welcoming to new employees? Have them post their flipchart papers close to their small group for the next exercise.

Niche Group Cards

A Retiree	**A Recent High School Graduate**	**An African-American**
A Parent	**A Recent Immigrant**	**A Person With A Disability**
A Person Who Is Gay or Lesbian	**A College Student**	**A Single Man Out of the Workforce**
High School Student	**A Vista or Americorps Volunteer**	

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

Materials Needed:

A copy of the **Newspaper Copy Worksheet** for each participant (+1 additional copy for each group)

Table or area to display the newly developed newspaper information

Various local papers that market to niche groups, such as certain neighborhoods, ethnic, lifestyle, or age groups (enough for each small group to have one). You can often pick these up at local coffee shops, markets, or restaurants.

Stickers that say "good job!" or some other positive phrase or are star-shaped.

Grab bag of inexpensive treats or gifts (e.g., stickers, gum, tic-tacs, whistles)

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.

Facilitator Instructions:

1. Have participants get/stay in small groups of 3-5 participants from previous activity. Distribute a **Newspaper Copy Worksheet** and a sticker to each participant and provide a niche resource (local free paper) to each group. Give them 10 minutes to review the resource and rewrite the ad in a way that they feel will better reach the target market. They can work separately and then put something together or they can choose to work as a group.

2. Give them a clean copy of the **Newspaper Copy Worksheet** and ask that once they have finished their new ad, to write it neatly on the clean copy and then place their clean copy and the resource they had on a designated table or surface.

3. Encourage each participant to take time now or during breaks to review the new ads and vote for their favorite new ad by putting a sticker somewhere on the sheet. (Remind participants not to cover the words of the ad!)

4. At the end of the session, review all of the newly developed ads and look to see which one got the most votes. Read the ad voted the “best” to the large group and also share the niche market resource with the group. Ask the group why it was effective, what they liked about it, etc. Let the participants of that small group each pull something from the “grab bag.”

Newspaper Copy Worksheet
Removing the Revolving Door

Read the following newspaper ad. As a group revise the ad to be more appealing to the niche group identified in the resource you have been given. Assume the company you are writing the ad for has a variety of positions open in various locations. Take into account the needs and interests of the niche group you are trying to reach as well as the format classifieds take in the resource (newspaper, brochure, newsletter, etc.) you have.

SOCIAL SERVICE

RESIDENTIAL SERVICES

XYZ agency has the following positions available working with persons with DD and /or TBI: FT coordinator, PT mornings, eves, wkends & sleep night. Great pay & benefits. Come be part of our team! EOE/AA

Your New Ad Here:

Unit 2A Summary

This unit helped participants understand options they have outside of typical newspaper ads to recruit new workers. They discussed methods they have used and suggested improvements or alternatives regarding internal and external recruitment options and bonuses. They began thinking about marketing to new pools of workers and practicing using language that appeals to these niche groups. They were also encouraged to think about new organizational practices that may have to be put in place to make the organization more appealing to new markets.

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

Materials Needed:
Facilitator:
Overhead projector
Overhead:
- Unit 2B Focus On

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.

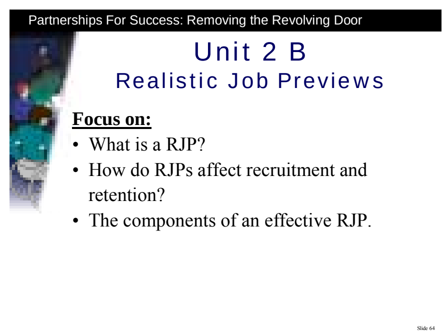
New direct support workers identified several types of information they considered important to provide to recruits (Larson, Lakin & Bruininks, 1998). Among the positive features of the job they felt should be stressed was that the job is rewarding, the residents can be fun, and the coworkers can be 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.

Facilitator Instructions:

1. Put up the **Unit 2B Focus On** overhead and review.

2. Tell participants how long the unit will take to complete.

Total Unit Time: 1 hour 10 minutes



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

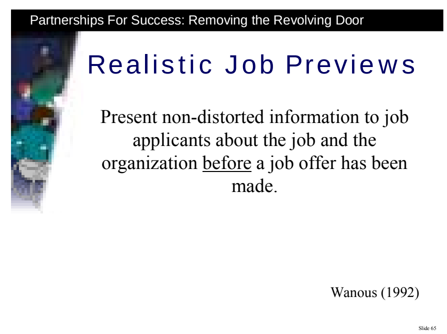
Materials Needed:

Overhead projector
Overhead:
- Realistic Job Previews

The RJP Overview Considerations Sheet Appendix J, (Appendix B in Learner Guide)

Background Information: None

Facilitator Instructions:



1. Put up the **Realistic Job Previews** overhead. Let participants know that RJPs are methods employers use to avoid hiring people who have an unclear or wrong understanding of what the job of direct support is and people who are not interested in performing the tasks associated with the job. Let participants know that the people who benefit from a RJP include those who leave the first day of orientation, the first day they work an actual shift, or within the first few months of employment. While the prospect of scaring away applicants is frightening in a low unemployment economy, remind participants that every employee who leaves due to misunderstanding the job duties takes a toll on the organization both financially (up to several thousand dollars with every employee) and in lost trust on the part of long-term employees, the people being supported and their families, and other community members.

2. Discuss the fundamental aspects of RJPs. These include presenting RJPs before people have applied so that they do not feel as invested in the job as they would if they had already filled out an application and scheduled an interview. It is also important that the information is not distorted and that the information comes primarily from people currently in a similar position (i.e., current DSP perspectives are the best for creating a DSP RJP). Information can also come from supervisors, family and people being supported. Generally, RJPs are presented before an interview or before the application process is completed. However, for some types of RJPs an initial screening of people may occur before the RJP is provided. For example, if the RJP is done in a private home, the employer may want to screen out undesirable applicants before letting prospective employees come into the home for the RJP.

3. Participants should have reviewed the RJP overview considerations sheet prior to this session. Have them turn to this in their *Learner Guide*. Tell them that this handout compares various structures for RJPs and describes considerations before implementing an RJP intervention. This tool is a resource for their site or organization if they plan to develop an RJP as a component of their general plan.

4. Ask participants if any of them have used an RJP at their organization or site. If they have, ask them what type it is and have participants find it on the RJP overview sheet. Give the participants a minute to read the considerations listed or have volunteers read each part out loud. Ask those who have used this strategy if there would be anything they want to add to the considerations, given their experiences.

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

Materials Needed:

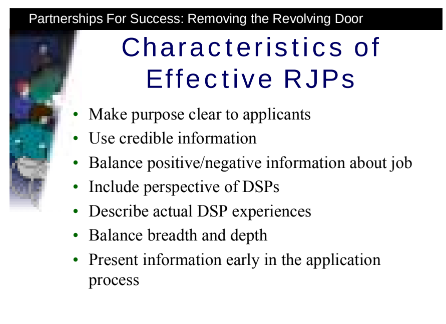
VCR
Existing RJP Video (see Appendix A for ordering information)
Overhead projector
Overhead:

- Characteristics of Effective RJPs

A copy of the **RJP Evaluation** for each participant

Facilitator Instructions:

1. Put up the **Characteristics of Effective RJPs** overhead. Remind participants that the purpose of RJPs needs to be clear to the applicant, uses credible information about work life, comes primarily from the perspective of a person currently in the position, a balance of positives and negatives that reflect actual experience and show, the breadth and depth of the positions.



2. Hand out the **RJP Evaluation** worksheet to each participant. Tell participants they are doing to get a chance to see an existing RJP video. Ask them to jot their thoughts, good and bad, regarding the different components as they view the video and after the video is done to "grade" it on the 5 areas, using the rating scale on the sheet: clear purpose, credible information, current worker, +/-, variety of job factors.

3. Have the participants watch the video and evaluate it. When they are done, ask them to share their responses with the entire group. What was their overall perception? What would they change? What did they grade the highest? The lowest? Why?

   *Note an adaptation to this activity would be to substitute the video with a website. Either demo the website in the course or have learners do this as a homework assignment. Additional materials for viewing in class would include a computer projection device, computer, and internet access.

Realistic Job Preview Evaluation

Organization:________________________ **Type of RJP:__________________________**

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

Activity Name: Unit 2B-3 Developing an Effective RJP

Goals of the Activity:
✓ Let participants know what to consider when developing an effective Realistic Job Preview.

Time: 30 minutes

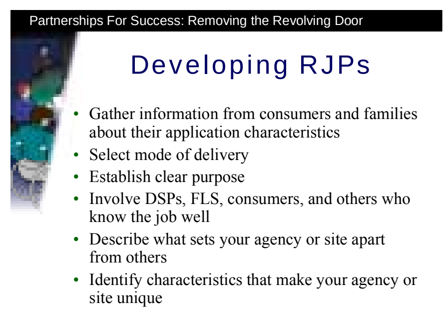
Materials Needed:
Facilitator:
Overhead projector
Overhead:
- Developing an RJP
- Focus RJP's On
- RJP photo scrap book page

Participants:
A copy of the **Developing an RJP Worksheet** for each participant

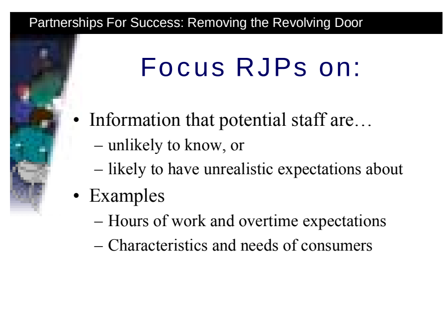
Background Information: None

Facilitator Instructions:

1. Put up the **Developing an RJP** overhead. Review the major components of developing an RJP with the participants.



2. Put up **Focus RJPs On** overhead and review.



3. Put up **RJP Photo Scrapbook Page** overhead. Explain this is an example of one type of RJP.

4. Have people from the same agency group gather in small groups. If everyone is from the same agency have them get into several small groups. If everyone is from a different agency have them come together by similarities in agencies, to share ideas. Hand out **the Developing an RJP Worksheet** to each participant.

5. Instruct the participants to individually review the worksheet and quickly jot down their initial responses to the questions. After it seems like everyone has responded individually (5 min.), have the small groups discuss their responses together. Ask the participants to finalize the major strategies they would use in their agency if they chose to develop an RJP.

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 2B Summary

In this unit participants learned about the purpose of using realistic job previews with all potential new hires, and about the major components of effective RJPs and how to develop an RJP.

Unit 2C: Making Employee Selection a Top Priority

Activity Name: Unit 2C Introduction

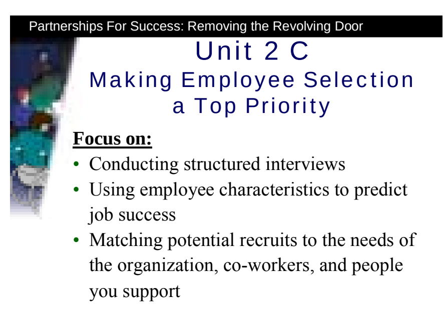
Goals of the Activity:
✓ Overview the content and time for unit.

Time: 1 minute

Materials Needed:
Facilitator:
Overhead projector
Overhead:
- Unit 2C Focus On

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.

Facilitator Instructions:



1. Put up the **Unit 2C Focus On** overhead and review.

2. Tell participants how long the unit will take to complete.

Total Unit Time: 1 hour and 35 minutes

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

Materials Needed:

Overhead projector

Overhead:

- Structured Interviews

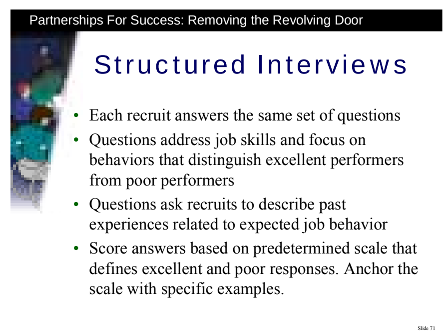
Sample Structured Interview Questions (in *Learner Guide*)

Background Information: None

Facilitator Instructions:

1. Ask participants to volunteer to share how their agency interviews potential new hires. Have an agency team describe the process from beginning to end. Who is involved? What questions are asked? Who makes the decisions about who to hire?

2. Put up the **Structured Interviews** overhead. Tell participants that using structured interviews are useful in soliciting information from potential new hires about the specific skill sets required on the job. It allows the interviewer to determine ahead of time what skills they are looking for and then to match those skills with those of the people they interview. It is a very helpful tool in <u>selecting</u> the best person for the job and weeding out those who do not have the needed skills. Structured interviews also help improve consistency in the interviewing process and increase fairness for all applicants.



3. Tell participants to refer to the "Sample Structured Interview Questions" in their *Learner Guide*. Give them 5 minutes to review this structured interview resource. Explain that the hiring team should select only 8 to15 questions for each position to be filled.

4. Ask the participants if they have any questions or concerns about the sample interview questions.

5. Ask the group how the questions on this sample compare to those they ask of interviewees. How do they differ? How are they similar? What changes will you make in your interview process?

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 were 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 to 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 lean 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

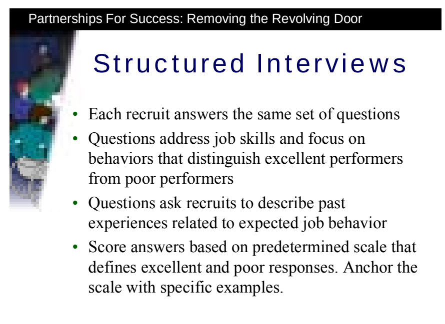
Materials Needed:

A copy of **My Structured Interview Worksheet** for each participant
A Primer on Structured Behavioral Interviewing in *Learner Guide*
Overhead projector
Overhead:

- Structured Interviews (same as previous activity)

Background Information: None

Facilitator Instructions:



1. Distribute the copies of the **My Structured Interview** worksheets. Have participants, either individually or in small groups of 2-3 people from the same agency (site), complete it. Remind them to use the **Sample Structured Interview Questions** handout as a reference tool when developing their own. Put up the **Structured Interviews** overhead (from previous activity) so that participants can see it. In addition have them locate "A Primer on Structured Behavioral Interviewing" from their *Learner Guides*. This should serve as tools for participants. Remind learners that they should really work to create a structured interview that solicits behavioral responses based on the unique skills required of the people who receive supports in their agency (site). For example, if there is a lot of interaction with family members who have different opinions about how a site should be run, you might ask questions about their skills in negotiation and mediation. Or if people receive significant health supports, including a number of treatments and medications, you would want to ask questions that solicit information about their skills in this area.

2. Give participants 15 minutes to work on developing their structured interview questions. Remind participants when they have 3 minutes left.

3. Ask the group for a few volunteers to share one or two of their interview questions and then ask the group to identify what skill the question is actually intended to solicit information about. Ask the volunteer if the group is correct – if the group is incorrect have the volunteer share the skill the question was designed to solicit information about. As a group, work to modify the question in a way that might improve the chances of soliciting the desired skill.

4. Repeat step 5 above 3-5 times to obtain variety in targeted skills.

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...
  - Accomplishment.
    - 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

Materials Needed:

Overhead projector
Overheads:
- DSP Attributes
- FLS Attributes

Flip chart
Flip chart markers

Background Information: None

Facilitator Instructions:

1. This activity is designed to provide an opportunity for learners to think about and identify the needed/desirable attributes of DSPs and FLSs, for the purpose of predicting job success. Review this purpose with participants. Tell them that this activity will involve a brainstorming process and that they should remember the "rules" of brainstorming: all ideas are valid, everyone should have the opportunity to share, no discussion until the end, seek only clarification, it is OK to piggyback off others' ideas.

2. Ask participants to think about the "best" DSP they have ever known. What were the characteristics and personal attributes of that person that made them excellent? As they say these attributes/characteristics put them up on a flipchart that says: DSP Attributes. Keep going for 15 minutes or until no additional attributes are listed.

3. Put up the overhead **DSP Attributes**. Compare the overhead list to the flipchart list. Point out similarities. Ask participants: "Why are theses things so important? Are there differences? Are these also important or not so important?"

4. When thinking about these attributes, ask participants to share their experiences with successful employees in the DSP role. Do DSPs need all these attributes? Some? Most? Which are most important for longevity and success?

5. Put up the overhead **FLS Attributes**. Compare the FLS attributes to the DSP attributes. Ask the participants, "Are there any differences?" How do these differences affect decision-making regarding promotions and selection of DSP or others into a supervisory role?

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

Materials Needed:

Overhead projector

Overhead:

- Strengths Matching

A copy of the **Finding Staff Strengths Worksheet** for each participant

Background Information: None

Facilitator Instructions:

1. Put up the overhead **Strengths Matching**. Let the participants know that one of the best ways to keep staff around is to ensure that their work duties align with their strengths and interests. More importantly, one of the best ways to ensure that the needs and interests of the people you support are met is to hire staff who have similar interests and strengths in the areas of the person's needs. Review the overhead bullets, letting participants know that these are areas that you might want to think about in selecting and matching staff with specific people who receive supports. Provide an illustration with each area. For example, if a potential new hire really likes gourmet cooking you might think about having them work with someone who wants to learn to cook. Or, if a person you are thinking about is single and you have people you support who are single, he/she might be helpful in supporting the individual to find ways to meet other singles.

2. Hand out the **Finding Staff Strengths** worksheet. Have participants take about 10 minutes to think about their staff and the people they support. What do they know about their staff and how does this match with the needs of the people they support?

3. Once the participants have completed the **Finding Staff Strengths** worksheet, ask them to share some of their findings/thoughts. Ask them if their best and most long-term staff get to use their strengths and interests in their jobs? Why or why not?

Finding Staff Strengths

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

Unit 2C Summary

In this unit participants were able to learn more about the importance of selecting employees. Issues of consideration in this selection process include specific skills, personal attributes and the strengths/interests of the potential new hire. Participants learned how to create a structured interview and they spent time thinking about how to best match the strengths/interests of the staff they work with to the strengths/interests of the people who receive supports from their agency (site).

Unit 2 D: Session 3 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.

Total Unit Time: 25 minutes

Activity Name: 2D-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 learning 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

Materials Needed:

Facilitator:

Overhead projector

Overheads:

- Unit 2D Focus On
- Unit 2D Assignment Review
- Next session Module 3 Session 4 Focus On

A copy of the session evaluation for each participant

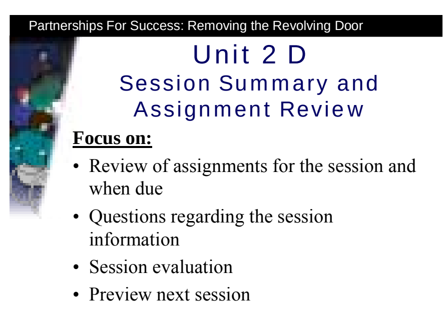
Participant:

Course syllabus

Learner Guide

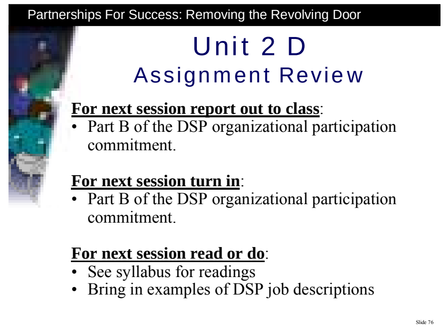
Facilitator Instructions:

1. Put up the **Unit 2D Focus On** overhead and let participants know it is time to wrap-up the session and review their assignments.

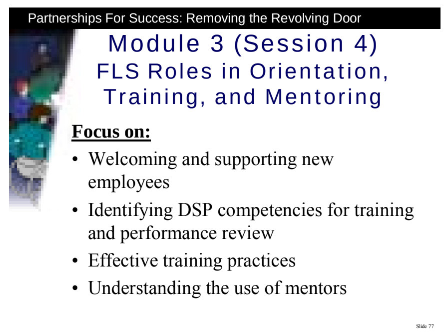


2. Distribute the session evaluation and tell participants you will give them a few minutes to fill it out. Give them 2-3 minutes to fill it out. Do not collect them until the end of the session in case participants want to add last-minute comments.

3. Put up the **Unit 2D Assignment Review** overhead and ask participants to look at the course syllabus. Review each assignment with participants. Ask them if they have any questions regarding the assignments.



4. Put up the next session **Module 3 Session 4 Focus On** overhead and remind them what topics will be covered in the next session.



5. Ask participants if they have any questions about the materials introduced in the session or any other questions before departing. Remind them when and where the next session is supposed to be held and when are the best times to reach in-between sessions.

6. Ask participants to pass in the session evaluation.

Unit 2D Summary

In this unit participants were able to give feedback to the facilitator regarding the materials in this session and from previous sessions or assignments. They were given an opportunity to ask any questions they had regarding assignments and materials. They were reminded of what the next session would cover and where and when it will be held.

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 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: *<u>Job Analysis and Performance Appraisal</u>*--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: Arrangement and Materials		
Room Set-up:	❑ Participants should sit in an informal style that promotes interaction (at round tables seating 4 to 6 or in a semi-circle)	
Materials:	❑ Flipchart paper and markers ❑ Pens (ballpoint) ❑ Nametags (optional) ❑ Overhead projector/screen ❑ Transparency markers ❑ Flipchart paper posted with "Ground Rules" on it (optional)	❑ Sign-in sheet ❑ Grab bag of inexpensive treats ❑ Several complete copies of the CSSS ❑ Computer projection device or a computer station (optional) ❑ A CD-ROM Package or a web site of online training
Overheads:	❑ Module 3 Session 4 Focus On ❑ Session 4 Agenda ❑ Unit 3 A Focus On ❑ Orientation Purposes ❑ Orientation Strategies ❑ ROPES ❑ Hardest Thing When Starting ❑ Unit 3B Focus On ❑ Community Support Skill Standards ❑ Competency Based Training Model ❑ Competency Action Steps ❑ Unit 3 C Focus On ❑ Effective Training Practices ❑ Adult Learner ❑ How We Learn	❑ Use Intentional Learning ❑ Emerging and Alternative Strategies ❑ Computer-Based Curriculum Can: ❑ Unit 3D Focus On ❑ Mentors ❑ New Hire Benefits ❑ Benefits to the Organization ❑ Components of Successful Mentoring ❑ Mentoring Dos ❑ Mentoring Don'ts ❑ Unit 3E Focus On ❑ Unit 3E Assignment Review ❑ Module 4, Session 5 Revision
Worksheets:	❑ Assignment Discussion Worksheet ❑ Competency Measure Worksheet ❑ Employee Development Self-Evaluation	❑ The Trainer Type Inventory and scoring sheet ❑ Intentional Learning Worksheet ❑ Session evaluation
Time:	❑ Approximately 6 hours	

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

Materials Needed:
Facilitator:

Sign-in sheet
Flip chart paper with ground rules on it (optional)
Blank flip chart paper
Flip chart markers
Nametags (optional)
Overhead projector
Overheads:

- Module 3 Session 4 Focus On
- Session 4 Agenda

A copy of the **Assignment Discussion Worksheet** for each participant.

Background Information: None

Facilitator Instructions:

1. Welcome participants to the session and distribute nametags (optional) to each person as they come in. Have each person sign in on the sign-in sheet, remind them to double-check their contact information. Remind participants where they can find the restrooms, vending machines, phones, etc. If you decided to use ground rules, be certain they are posted and remind participants to review and respect them.

2. Have participants break into small groups of 3-4 people and discuss their readings and/or written assignments. Each small group should discuss their answers to the questions on the

Assignment Discussion Worksheet. They should record their group responses and be prepared to share their summary report with the entire group.

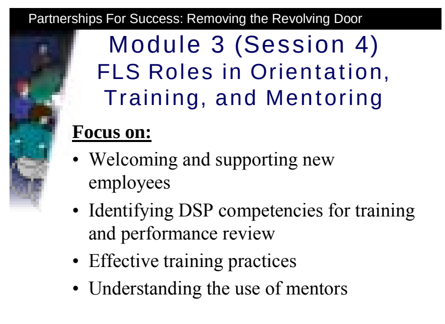
3. Ask a couple of the groups to report on their discussion. Draw out similarities and differences between the groups.

4. Ask a participant to volunteer to share **Part B from their DSP Organizational Participation** worksheet. Have them elaborate on how the strategy worked. Did it improve DSP participation in the organization in the ways they anticipated? What worked well about the strategy? What were the barriers? What suggestions does the group have to improve the strategy if there were barriers?

5. Ask other participants to share their strategy outcomes. Continue until no new strategies are identified. Have participants turn in the completed worksheets.

6. Ask participants if they have any questions regarding the readings, written assignments, or anything covered so far in the course. Allow 5-10 minutes for questions/answers.

7. Put up **Module 3 Session 4 Focus On** overhead. Let participants know that in this session they will be learning about the role that orientation, training, job analysis, performance appraisal, and mentoring play in retention of direct support professionals. The facilitator will introduce participants to the topics and provide opportunities to learn strategies that improve their practices in these areas.



8. Put up **Session 4 Agenda** overhead. Let participants know how long you will spend on each activity and when breaks are scheduled.

Assignment Discussion Worksheet

1. What are the key components or important aspects of the materials you read in preparation for today's training session? How do these issues/concepts relate to your situation?

2. Did you perceive or experience any barriers or problems with any of the information or key concepts that were in your reading assignments?

3. What issues arose for you while completing your non-reading assignments for today's session?

4. Suggestions/Comments:

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

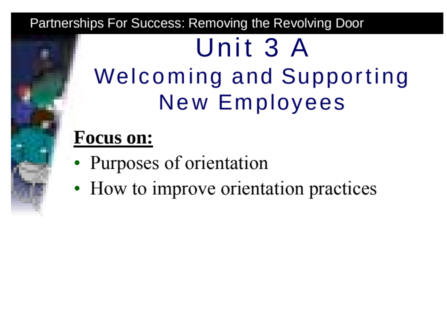
Materials Needed:
Facilitator:
Overhead projector
Overhead:
- Unit 3A "Focus On"

Background Information: None

Facilitator Instructions:
1) Put up the **Unit 3A Focus On** overhead and review.

2) Tell participants how long the unit will take to complete.

Total Unit Time: 60 minutes



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

Materials Needed:
Facilitator:
Flipchart paper and markers
Overhead projector
Overheads:
- Orientation purposes
- Orientation strategies
- ROPES overhead
- Hardest things when starting

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.

Facilitator Instructions:

1. Ask the participants "How did you know how to dress the first day of class?" [or for this workshop or training session]. Wait for responses. Possible responses may include that they have participated in training before and knew what it was going to be like, or they wore what they would wear to work on a typical day. You can prompt responses by asking if anyone was unsure about what to wear on the first day or decided to dress differently the next time after seeing how the other participants or the instructor was dressed on the first day. You might want to point out when someone's decision-making process was very different from someone else's. (Note: point of the exercise is that even seemingly mundane decisions in a work environment are based on personal background and experience.) (2 minutes)

2. Ask the participants to give a show of hands about the following situation: During the time the facilitator was giving instructions, did any of you ask a question of a fellow participant that you could have asked the facilitator (such as how to fill out a form, which form was which, where the bathrooms or telephones were)? Ask for volunteers to tell you why they chose to ask a peer rather than the instructor. A related question, if not enough people volunteer, would be: "Who in the class had a question they decided not to ask and why?" Responses to these two questions might include: a) "It was easier," "It wasn't worth interrupting the class for," or "I could get the information later, etc."
(Note: the point here is that when we need information in a new environment we don't always know whom to ask, or when to ask, and we may or may not choose the appropriate person.) (3 minutes)

3. Point out that when a person starts a new job there are literally hundreds of new things to attend to at once such as new names, new faces, acronyms and technical terms, new phone numbers, policies, job tasks, unfamiliar equipment or environments, etc., etc. (5 minutes)

4. Ask participants to spend a minute thinking about the things in their work environments and agencies that they take for granted (e.g., who to talk to if they have a problem with their paycheck, who to call if there is an accident and where the phone number is posted, how to dress, how to disagree with someone, what "being on time" really means, etc.) While they reflect, write "What you need to know to work here" on a piece of flipchart paper. (1 minute)

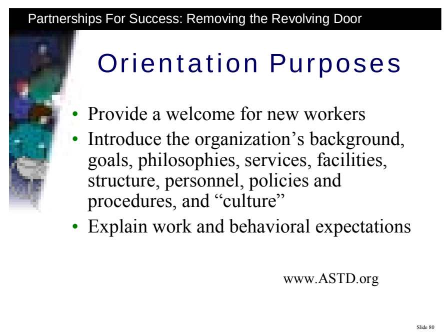
5. After the minute is up have the participants brainstorm together all the things you need to know about where they work. Encourage them to include things that seem like "common sense." (Note: Remind them of the rules of brainstorming: all ideas are valid, seek only to clarify, not to challenge, work quickly getting out your first thoughts.) You may want to ask for a few other volunteers to help you record responses if the group is large. Let the participants call out responses. (10 minutes)

6. Look at the responses as a group. Are there common themes of things people should know? Discuss this as a group, helping them to pull together common types of things people should know (polices and procedures, organizational structure and personnel, organizational culture, types of supports and services, agency philosophy and mission, daily job duties, who's who in the organization and at that specific site, etc.). Write down agreed upon themes or categories

on another sheet of flipchart paper. This categorization does not need to be precise, just a general way to pull the different types of things together to give participants an idea of broad areas that people need to know about when they start working. (10 minutes)

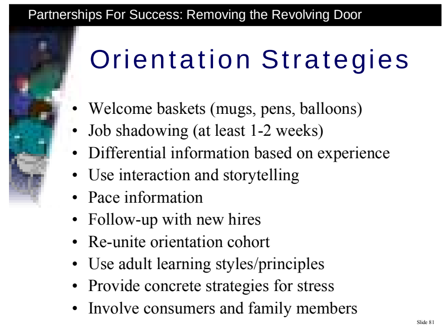
7. Return to the original brainstorm list of individual tasks or things that people need to know (not the categories). Ask which of these, if any, might be especially problematic for a recent high school graduate or young person just getting out on their own? (e.g., appropriate dress, nutritious meals, communication with neighbors, coworkers, or support team members, domestic skills such as cooking or cleaning, providing "age-appropriate" supports to older adults) Ask: What about for a recent immigrant to the country? (e.g., communication, methods of keeping house, American disability culture). Remind participants that what seems like "common sense" is often something we learned so long ago we've forgotten that we ever learned it. Common sense is really a set of specific problem-solving skills that people have developed over time. Thus, relying on others to have "common sense" can lead to significant problems because not all people share the same background and experiences. This is particularly problematic in a diverse workforce, where group members don't share similar backgrounds or understandings. (10 minutes)

8. Put up the **Orientation Purposes** overhead. Review the bullets on the overhead that outline what a good orientation should do, which is: make new workers feel welcome, introduce new workers to organization structure and policy, and help workers understand work expectations and culture. Some trainers or FLS in community support agencies begin to focus too early on the job skills. This approach denies the new worker a chance to "get to know" their work environment: people, places, and "politics." (5 minutes)

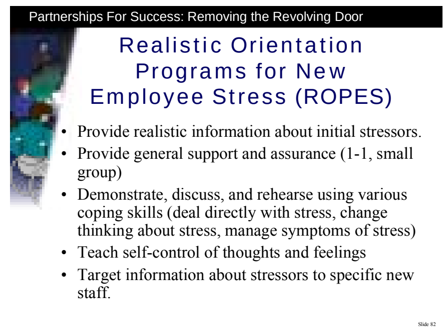


9. Ask participants to think about each of these aspects of orientation and compare it to their existing orientation practices. What parts of their current orientation practices meet these objectives? What could be improved? The organization will usually have an orientation, but what can they do at their site to help new workers fit in and be prepared to complete their job duties correctly? Typically agencies that provide support to people with developmental disabilities skip or accelerate the orientation process so that they can get the person through a series of training objectives designed to facilitate the development of technical skills that will meet regulations and allow them to start providing direct support. This strategy is often employed because there is a sense of immediacy about filling positions that have been open for some time, or because of regulations that require certain topics be delivered within a designated period of time (e.g., within 40 hours, prior to working a direct care shift, within 30 days). Short- changing the orientation process can lead to increased turnover of both new and existing staff if new employees are not comfortable in the work environment. This lack of comfort and confidence also causes additional stress for the new worker, their co-workers, and their supervisors. (5 minutes)

10. Put up the **Orientation Strategies** overhead. Review and emphasize the strategies that the participants didn't already suggest as things that could be done to improve the orientation programs within their organizations. (5 minutes)



11. Put up the **Realistic Orientation Programs for New Employee Stress (ROPES).** Review the overhead with participants. Discuss with group that new employees often experience stress due to unfamiliar circumstances and expectations. Helping new employees anticipate situations that are generally found to be stressful to new workers and providing them with support and strategies to manage stress will improve their chance of being successful at their new position. Ask participants what things were stressful for them when they first started as a DSP? As an FLS? How did they deal with the stresses? What is the most important way for an organization to help a new worker deal with stress? (5 minutes)



12. Ask participants to share things that can be stressful to newcomers that "old-timers" don't even notice anymore. Put up the **Hardest Thing When Starting** overhead and tell them these are things that DSPs have said are some of the hardest things when they first started working. Ask participants: How would understanding and anticipating these things be helpful to the new worker? What things could participants do at their individual sites to ameliorate these common stressors? What could you do as a supervisor or lead staff person to ensure that new hires know what type of strategies they can use to reduce this stress? (5 minutes)

Unit 3A Summary

In this unit participants engaged in several learning activities that helped them understand more clearly what working in a new environment is like. They learned that what appears to be "common sense" is really a set of experiences and knowledge that individuals have acquired over time that have helped them to be effective problem-solvers. Participants learned to think about their work environments and what people need to know to work there. They reviewed the components and purposes of orientation and compared them to practices at their agencies and sites. Participants explored ideas about how their organizations' orientation could be modified to improve its effectiveness. They reviewed and discussed typical areas of stress for new workers in this industry and thought about ways to reduce new employee stress at their sites.

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

Materials Needed:
Facilitator:
Overhead projector
Overhead:
- Unit 3B Focus On

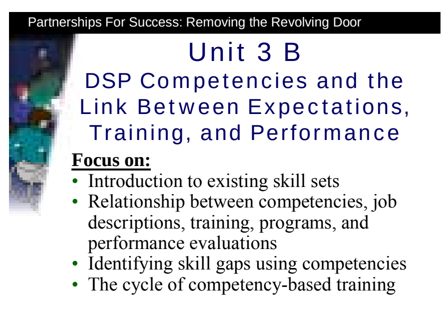
Background Information: None

Facilitator Instructions:

1) Put up the **Unit 3B Focus On** overhead and review.

2) Tell participants how long the unit will take to complete.

Total Unit Time: 1 hour 10 minutes



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.

Materials Needed:

Facilitator:

Flipchart paper and markers

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.

Facilitator Instructions:

1. Put up a flipchart paper that says "best" and another that says "worst." Ask participants to share some of their best and worst training experiences. Record their responses on the flipchart paper. Have them elaborate on why the training was the best or worst they experienced. Some possibilities for worst include: It was not relevant to what they needed to know. It was repetitive. It was unclear what the training goals were. It was boring. Some possibilities for best include: It was useful. It was "hands on." It was presented in ways that helped them learn. It was important information that helped them do their job better. It provided the opportunity to learn from others and their experiences. Quickly summarize information regarding best and worst experiences for learners. (Note: Save these papers in a prominent place for use in Activity 3C-1.)

2. Ask participants to raise their hand if they have a job description in their current position. Ask for a show of hands for those whose job description actually describes all of the duties of their jobs well. For those who do not have a good match to real duties ask: Are there things missing that you do? Are there things listed that you don't have time for or someone else does? What about the job descriptions for the DSPs in your agencies? Are they accurate? What is missing?

   Ask participants to volunteer reasons why an accurate job description can be important. (Some reasons may include: it makes expectations for the employee clear, it helps employee and supervisors identify what they do well and what they need more help with, it helps prospective employees understand what the job is about.)

3. Ask participants to think about their agency's mission and values. Tell them to think specifically about the words in this mission and the value statements. Give them 30 seconds to do so. Then ask to what extent this mission and values are included in their current DSP job descriptions. Ask for volunteers to share their thoughts about why or why not. Ask participants if they believe the mission and values should be included. Why or why not?

4. Ask participants about current practices in their agency regarding performance evaluations. Are evaluations completed on FLSs? on DSPs? Who completes them? Are these evaluations helpful or not? Why or why not? How well do performance reviews align with job descriptions or actual duties if not reflected on the job description? With training opportunities? With your organization's mission, vision, and values? Are performance reviews timely? Why or why not? Ask participants why they think timely reviews that are well aligned with job descriptions and duties would be important. Why would they not be important?

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.

Materials Needed:

Facilitator:

Overhead projector

Overheads:

- The Community Support Skill Standards
- Competency Based training model
- Competency Action Steps

Worksheets:

A copy of the **Competency Measure Worksheet** for each participant.

A copy of the **Employee Development Evaluation** for each participant.

Participant:

Appendix A of the *Learner Guide* which includes competency sets.

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 DSP Competencies (CRDC), 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.

Facilitator Instructions:

1. Put up the **Community Support Skill Standards** overhead. Provide background on the CSSS emphasizing that these are nationally validated skill standards for community support professionals. These are important areas of competence that people in direct support roles need in order to provide supports in the new service environment where DSPs need to be more independent, active, and creative than ever before. Review the broad competency areas on the overhead. Ask participants, "When you think about the FLS values related to community supports that you reviewed earlier in the course, do you think these values are important areas of competence for DSPs, if the vision is to be achieved? Why or why not?" (5 minutes)
   (For more background on the CSSS read the introduction in The Community Supports Skill Standards: Tools for Managing Change and Achieving Outcomes).

2. Have participants find the Community Residential Core Competencies in Appendix A of their *Learner Guide* and review them. These are tied to the CSSS in that similar broad areas are identified but, in addition, skills and areas that are very specific to providing residential supports to people with developmental disabilities are included in these competencies. (3 minutes)

3. Divide participants into small workgroups of 3 participants. Provide a copy of the CSSS booklet (The Community Supports Skill Standards: Tools for Managing Change and Achieving Outcomes) to each group, and a "Competency Measure Worksheet" for each participant. Give each person 5 minutes to complete the worksheets individually.

4. Let them know they will now work together to complete a group worksheet that includes: the competency area; one example of a skill DSPs need at their worksites; 2-3 ways they could measure or assess if the person has that skill; and 2-3 ways they could help a person gain this

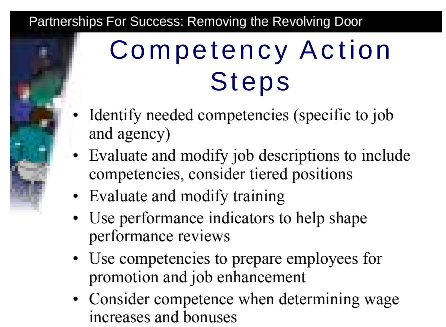
skill if he or she didn't have it. Let them know they can use the skill statements and performance measures in the CSSS and the DD specific competencies to help them as needed. Walk around and provide assistance as needed and keep groups working and moving along.

5. Have groups spend 2 minutes each to report out to the large group. (10 minutes)

6. When they are done reporting out, ask participants if there were any creative ways of assessing or teaching skills that they heard in report out that they hadn't thought of before. Ask them how their agencies typically "teach" skills to new and existing employees. Ask them how their agencies typically assess employee skills. Do they think these are the best methods or could they be improved? How? (3 minutes)

7. Put up the **Competency-Based Training Model** overhead. Let participants know that it is important for training, assessment, and evaluation methods to be aligned with identified competencies if employees are expected to improve in important skills. Describe the Competency Based Training Model, pointing out that this process is circular which means that FLS and agency management leaders should participate in an ongoing process of assessing, doing, measuring, applying, and evaluating. Training should be customized to individual needs because employees' skill gaps will differ. For instance, a person with 10 years experience working with people who have disabilities will have different training needs than a person fresh out of high school, or one who is coming from a completely different industry such as manufacturing, even if they are both new to your agency or site. (8 minutes)

8. Put up the **Competency Action Steps** overhead and review the bullets. Ask participants to what extent they think their current practices reflect these steps. (5 minutes)



9. Distribute the "Employee Development Evaluation" and let participants know they should complete this before the next session and be prepared to turn it in to the instructor. Have them look at the worksheet quickly and give an opportunity for people to ask questions regarding the sheet. Clarify any needed information based on their questions. (5 minutes)

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 3B Summary

In unit 3B, participants were asked to think about good and bad training experiences as a way to introduce the role of training in employee development and how employee performance is linked to clearly identified and relevant competencies and appropriate training and development opportunities. Participants were introduced to 2 sets of existing skill sets for DSPs and used them to think about methods of assessing worker competence and how to teach needed skills. They reviewed the competency-based training model and competency action steps for encouraging positive training and skill development on the part of employees. Participants were given a worksheet to do at the work site, to help them evaluate current practices in their agencies regarding the link between competencies, training, and employee development.

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

Materials Needed:

Facilitator:

Overhead projector

Overhead:

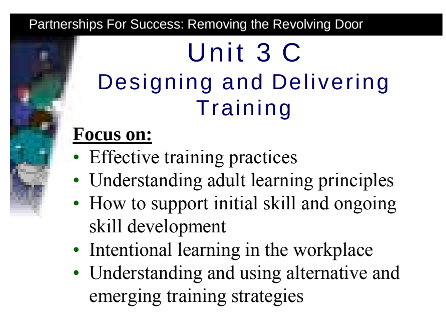
- Unit 3C Focus On

Background Information: None

Facilitator Instructions:

1) Put up the **Unit 3C Focus On** overhead and review.

2) Tell participants how long the unit will take to complete.



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

Materials Needed:
Facilitator:
Overhead projector
Overheads:
- Effective training practices

Activity 3B-1 “best and worst” training flip chart papers

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.”

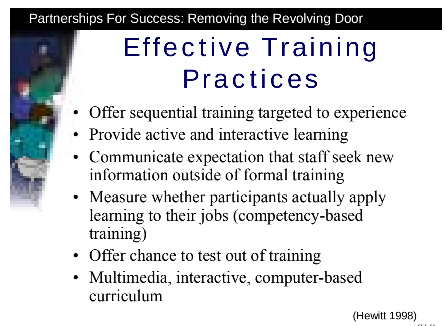
FLSs should know how to include the design, implementation, and evaluation training or ensure that training occurs for DSPs. It is important to know what the characteristics of effective training are. Some of the key factors of good training practices include the following:
- Design or offer training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

Facilitator Instructions:

1. Look at the flip chart papers that the group put together for Unit 3B-1 "Best and Worst" training. Review with the group what worked for them or didn't in terms of training. (3 minutes)

2. Put up the **Effective Training Practices** overhead. Review the bullets and ask participants if some of their "best and worst" experiences were related to the practices identified on the overhead. Which ones of these were present or absent in their best or worst experiences? How do they incorporate these currently in their training at the site or agency? (5 minutes)



3. Share with participants (or sum up their discussion by letting them know) that typical agency training does not effectively meet the needs of most employees. It is often standardized so that it is too fast and advanced for some workers and too slow and repetitive for other workers. In addition, most training does not engage the learner in meaningful, self-directed learning but usually "talks at them" with lecture, videotapes, or reading. Let them know that the rest of this unit will provide them with some ideas and information for restructuring their current methods of training new and existing employees to make training more effective. (2 minutes)

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.

Materials Needed:
Facilitator:
Overheads:
- Adult Learners
- What We Remember

A copy of the **Trainer Type Inventory Handout and scoring sheets** for each participant.

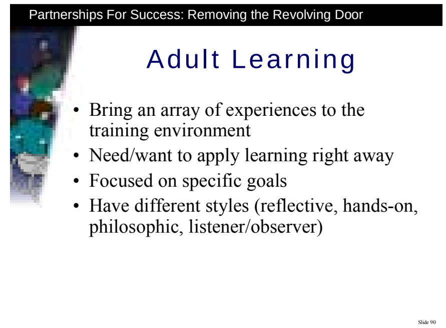
Background Information:
The ways adults learn and the ways you train need to be aligned. If you have one predominant style of training, for example lecturing, and most of the adults in your training class have a difficult time with that training approach, everyone will experience quite a bit of frustration.

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.

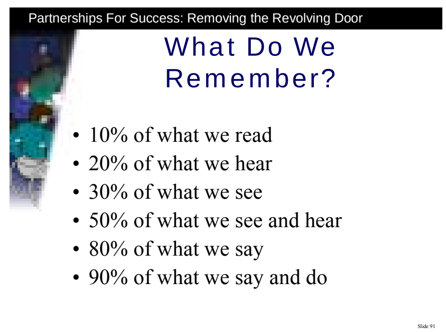
Your whole training session would not be focused on any one type of learner. However, consider including at least several training opportunities from each of the four different learning styles. Then, there will be something for everyone at some time during the training session.

Facilitator Instructions:

1. Put up the **Adult Learners** overhead. Describe these various points about adult learners to the group. Learners have various learning styles and preferences. As an instructor for adults it is important to provide a variety of ways for learners to get information (e.g., see, hear, touch, do, reflect) to help meet the needs of different types of learners and reinforce learning for all. Ask them if these seem true for them. What other things about learning is different for them as adults than for children? (10 minutes)



2. Put up the **What We Remember?** overhead. Point out that the more engaged someone is with the learning, the more they retain. (5 minutes)



3. Distribute the **Trainer Type Inventory** to each participant. Have the participants fill out and score their trainer type inventory. Tell them not to spend too much time on any one response and to just quickly put down what they first think. Let them know that there are no right or wrong answers only various styles. Prompt the group when they have 5 more minutes and 1 more minute to finish up. (10 minutes)

4. Through a show of hands ask people to identify their primary training style (e.g., “OK, everyone who was primarily a ‘Listener’ raise your hand. Great, now how many people in this room were primarily ‘Directors’?”) Ask, were you surprised? If yes, what did you think you would be?

5. Tell the group that all these training styles have strengths. With an awareness of their own style they can be careful to reflect on how effective they are in training others. If they are having difficulty reaching a certain learner type then they might want to try other instructional methods. (10 minutes)

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 their

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:	______

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, and 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.

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

Materials Needed:
Overhead projector
Overheads:
- Use Intentional Learning

A copy of the **Intentional Learning Worksheet** for each participant
Intentional Leaning Worksheet Samples 1 and 2 (in *Learner Guide*)

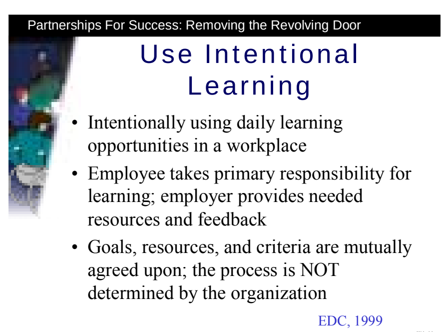
Background Information:
Intentional learning is a method of helping employees gain skills and learn in the naturally occurring environments offered by the workplace. Learning becomes "intentional" when the employee and the agency make a commitment to use these naturally occurring opportunities in a focused 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.

Facilitator Instructions:

1. Put up the **Use Intentional Learning** overhead. Describe intentional learning to participants using the bullets on the overhead and the background information as a guide. (5 minutes)



2. Ask participants to turn to the **Intentional Learning Worksheet samples 1 and 2** in their *Learner Guide*. Let them know that Sample #1 is an example of how intentional learning could be structured with a new employee who is still learning basic skills. Sample #2 is an example of how intentional learning could be used with a more experienced worker to learn advanced skills. Let them know that any employee can use intentional learning as a strategy no matter what position or amount of experience they have.

3. Ask participants to review the 2 samples. When they are done reviewing, point out that although goals, resources, outcome, and timelines have been mutually agreed upon, the process for achieving the goals has been left to the employee. For example, in sample #1 the supervisor does not define how Ms. New is supposed to meet the goal and the agency has not set up a standard class for all new employees to attend. Ms. New may choose to use only naturally occurring opportunities to explore the community and figure out things on her own. Or she may ask to ride along with another staff person. A third option is that she may purchase a community map and spend an afternoon cruising around the town searching out various locations. She might also choose some combination of these methods. The choice of how to learn is up to her. In addition, Ms. New has identified why this goal is important to her and why she wants to achieve it, which will be important to her motivation. (5 minutes)

4. Ask participants to break into small groups. Provide each participant with a blank **Intentional Learning Worksheet**. Ask each person to create an intentional learning example that would help them achieve one of their FLS goals (Definition on their self-development worksheet). Move around the room, offering assistance as needed. (10 minutes)

5. Have all participants share their intentional learning example with the members of their small groups. Tell the groups they are free to ask questions they have of the whole larger group or instructor during the process. (10 minutes)

6. Ask for one volunteer from each group to share his or her example with the whole group. Make comments about the similarities and differences about the focus, outcomes, and learning styles of the different intentional learning projects. (10 minutes)

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.

Materials Needed:

Facilitator:

Flipchart with paper and markers
Computer and projection device
Copy of a high quality multimedia training on CD ROM or on the World Wide Web
Web connection if you choose to demonstrate looking at a web site
Overhead projector
Overheads:

- Alternative and Emerging Learning Strategies
- Computer-Based Curriculum Can:

Background Information:

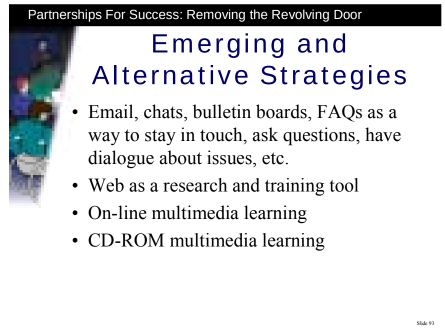
Review the last bullet in the Background Information section for Activity 3C-1, Effective Training Practices.

Facilitator Instructions:

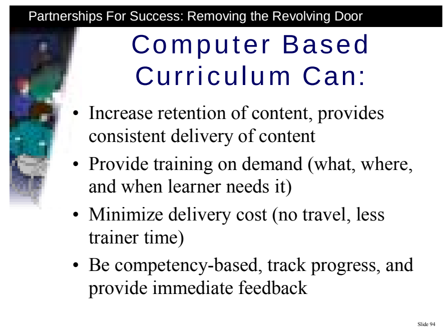
1. Ask participants how many of them have a computer at their site. For those who have them, ask them what they use the computer for. Ask if anyone uses the computer for training and development activities. If so, have them share what they are doing. If not, ask participants if they can think of ways that a computer could be useful and provide some of the benefits to meeting training needs discussed in this unit, including adult learning principles, competency-based training, and training challenges that they know exist in their sites. Write down their responses onto flipchart paper.

   (Some examples of training challenges may include: DSPs working with little supervision and therefore, having little opportunity to ask questions or receive feedback; specific training needs of individual DSPs may not be addressed in a timely way by agency-wide-training; employees are highly dispersed geographically and have odd schedules that make finding a good training time and location difficult). (5 minutes)

2. Put up the **Alternative and Emerging Learning Strategies** overhead and review the ways that computers can be used to supplement and enhance current training and development options. (5 minutes)



3. Put up the **Computer-Based Curriculum Can:** overhead and review some of the benefits of the using computer-based curriculum. (5 minutes)



4. Demonstrate either a CD-ROM or web-based curriculum to the class. Point out where the curriculum is adapting to different adult learning styles through various use of media, or other ways that the curriculum meets training needs during the demonstration. (15 minutes)

5. Ask participants if they have any remaining questions regarding computer-based training.

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

Materials Needed:

Facilitator:

Flipchart paper and markers for self and each group

Participants:

Learner Guide Appendix A.

Background Information: None

Facilitator Instructions:

1. As a large group have participants create a list on flipchart paper of the things that employees need to know in the first 8 –12 weeks of employment. Have them review the DSP competency sets as needed to prompt their thoughts. (This list does not need to be comprehensive, just a representative example of the types and breadth of things that a new employee must know to effectively do their job the first 8-12 weeks.) (5 minutes)

2. Once the group has identified a good sampling of things that employees must learn in the first few weeks and months of employment, have the participants break into small groups. Provide each group with some flipchart paper and markers. Ask the groups to brainstorm all the different ways that a person could learn these needed skills. Brainstorm different approaches to teach/train these new skills and to record these on the flipchart paper. (10 minutes)

3. Have each group post their flipchart paper and share what ideas they have. Ask each subsequent group to only point out ones that were different from previous groups. Ask participants to identify which ones of these are used most often by their agencies and which ones they can use best at their sites. Allow time for other participants to ask questions or make comments. (10 minutes)

4. Have large group come back together to look at the list of things that new employees need to know in the first 8-12 weeks of employment. Have them think about the longer term employee (1 year plus). Ask them what things should a more experienced employee be learning? Record their responses on a flip chart paper. How are these things different from what new employees need to be learning? Discuss how their agencies currently meet the needs of experience workers. What types of training opportunities are there for staff with 2-3 years (or more) experience? What things could be improved? How?

Unit 3C Summary

In this unit, participants reviewed current training practices in their agencies and thought about ways they could improve training for both new and experienced workers. Participants learned about how to teach adult learners through use of a variety of training methods. They also learned how to shape intentional learning opportunities in the workplace to enhance skill development. Participants learned how the computer could be a useful tool in meeting some of their training and development needs and a computer based training curriculum was demonstrated. Opportunities for training experienced staff members were also discussed.

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

Materials Needed:

Facilitator:

Overhead projector

Overhead:

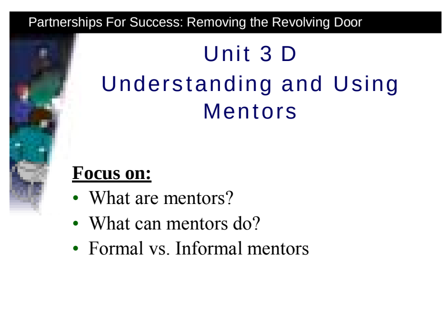
- Unit 3D Focus On

Background Information: None

Facilitator Instructions:

1) Put up the **Unit 3D Focus On** overhead and review.

2) Tell participants how long the unit will take to complete.



Total Unit Time: 45 minutes

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

Materials Needed:

Facilitator:

Flipchart with markers
Overhead projector
Overheads:

- Mentors
- Components of Successful Mentoring
- New Hire Benefits
- Benefits to the Organization
- Mentoring Dos
- Mentoring Don'ts

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.

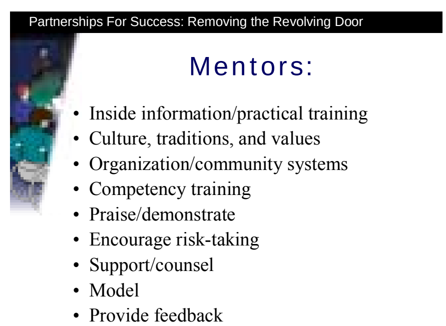
Mentoring links people across dispersed sites, offers a low-cost and effective vehicle for improving skill, morale and commitment. Research shows that mentoring does increase the mentees level of job satisfaction and organizational affiliation (Chao, G. T. et. al., 1991). Along with this, the workforce 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 is a two-way street that brings rewards to the mentor as well as the mentee. Often the experienced employee is eager for new projects and challenges to refresh his or her perspective and renew the energy and excitement important to good work. Mentoring offers just such an opportunity.

Facilitator Instructions:

1. Ask participants to think about a person who has been either a formal or an informal mentor to them. Ask them: What did this person do that made them a mentor? Write down key concepts of what participants say on flipchart paper. (5 minutes)

2. Put up the **Mentors** overhead. Review with participants the things that mentors can do for existing employees that make them a valuable asset to training and acculturating new employees. Emphasize the ones the participants did not bring up. (5 minutes)



3. Put up the **New Hire Benefits** overhead and review with participants. (5 minutes)

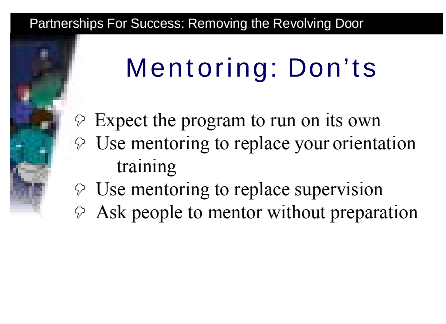
4. Put up the **Benefits to Organizations** overhead and review with participants. (5 minutes)

5. Let participants know that while mentoring programs have a number of benefits there are a number of cautions as well. Ask them if they have ideas about what things might be problematic in mentoring programs. Ask participants to draw on their own experiences as a mentor or mentee.

6. Put up the **Components of Successful Mentoring** overhead and discuss. (5 minutes)

7. Put up the **Mentoring Dos** overhead and discuss. (5 minutes)

8. Put up the **Mentoring Don'ts** overhead and discuss. (5 minutes)



9. Ask participants what ideas they have for informal or formal mentoring at their own sites? What do they think would work best? Why? What hasn't worked? Why not? What would need to change to improve the mentoring?

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

Materials Needed:

Facilitator:

Overhead projector

Overhead:

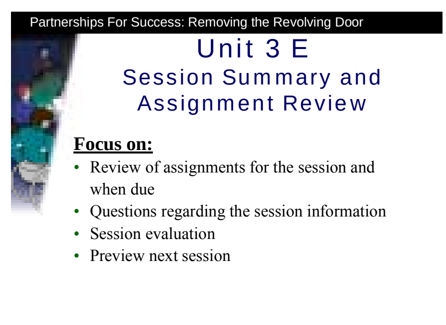
- Unit 3E Session Summary and Assignment Review

Facilitator Instructions:

1) Put up the **Unit 3E Session Summary and Assignment Review** overhead and review.

2) Tell participants how long the unit will take to complete.

Total Unit Time: 25 minutes



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

Materials Needed:

Facilitator:

Overheads:

- Unit 3E Assignment Review
- Next Session 4 Focus On

A copy of the session evaluation for each participant.

Participant:

Course syllabus

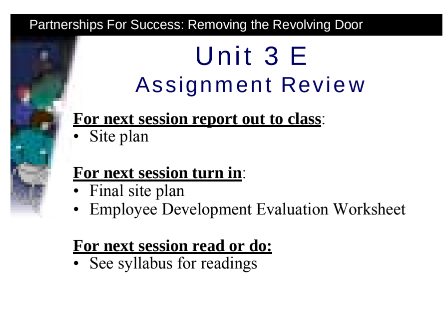
Learner Guide

Background Information: None

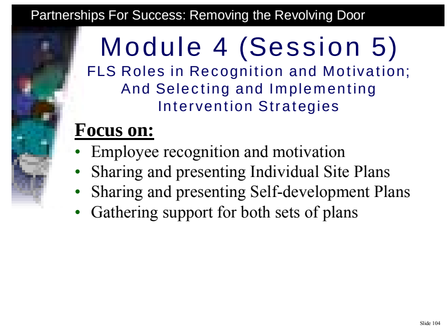
Facilitator Instructions:

1. Distribute the "Session 4 Evaluation" form and tell participants you will give them a few minutes to fill it out before summarizing the assignments. However, they can keep it and add to it during the rest of the summary time. (5 minutes)

2. Put up the **Unit 3E Assignment Review** and ask participants to look at their course syllabus. Review each assignment with participants. Ask them if they have any questions regarding the assignments. (10 minutes)



3. Put up the **Module 4, Session 5 Focus On** overhead and remind participants what topics will be covered in the next session. (3 minutes)



4. Ask participants if they have any questions about the materials introduced in the session or any other questions before departing. Remind them when and where the next session is supposed to be held and when the best times are to reach you between sessions. (5 minutes)

5. Ask participants to pass in the session evaluation.

Unit 3E Summary

In this unit participants provided feedback to the facilitator regarding the materials in this session and from previous sessions or assignments. They were given an opportunity to ask any questions they had regarding assignments and materials. They were reminded of what the next session would cover and where and when it will be held.

Removing the Revolving Door
Evaluation

Date:________________

1. What topics were covered this session?

2. What worked well for you this session?

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

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

Thank you!

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.

Session 5: Arrangement and Materials	
Room Set-up:	❑ Participants should sit in an informal style that promotes interaction (at round tables seating 4 to 6 or in a semi-circle)
Materials:	❑ Flip chart paper and markers ❑ Pens (ballpoint) ❑ Name tags (optional) ❑ Learner Guide for each participant ❑ Overhead projector ❑ Transparency markers ❑ Ground rules flipchart pages (optional) ❑ Grab bag of small treats
Overheads:	❑ Module 4 Session 5 Focus On ❑ Session 5 Agenda ❑ Unit 4A Focus On ❑ Employee Direct Recognition IDEAS ❑ Ticker Tape Parade Quote ❑ Motivational Work Opportunities ❑ Support DSP Networking ❑ Focus Energy on Long-Term DSPs ❑ 4B Focus On ❑ Summarizing Your Plan ❑ Presenting and Sharing Self-Development Plans ❑ Sharing Your Plan ❑ Unit 4C Focus On ❑ Keep Going!
Worksheets:	❑ Assignment Discussion Worksheet ❑ Characteristics of an Effective Recognition Event, Process Worksheet ❑ Recognition Characteristics Checklist Worksheet ❑ Recognition Inventory Worksheet ❑ Positive Postcard Handout ❑ Session Evaluation
Time:	❑ Approximately 4.5 hours

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)

Materials Needed:
Facilitator:

Sign-in sheet
Flipchart paper posted with “Ground Rules” on it (optional)
Blank flip chart paper
Flip chart markers
Nametags (optional)
Overhead projector
Overheads:

- Module 4 Session 5 Focus On
- Session 5 Agenda

A copy of the **Assignment Discussion Worksheet** for each participant
A certificate of achievement for each participant (see optional activity below)

Background Information: None

Facilitator Instructions:

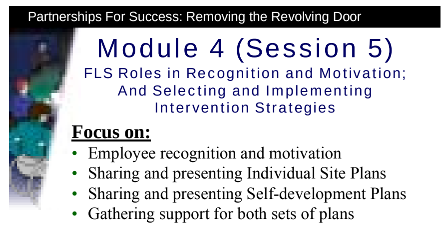
1. Welcome participants back to the session and distribute a nametag (optional) to each person as he/she comes in. Pass around the sign-in sheet and ask participants to check their contact information and to put their initials in the Session 5 box. Remind participants where they can find the restrooms, vending machines, phones, etc. If you decided on ground rules, they should be posted. Point them out and remind participants of them. (5 minutes)

2. Have participants break into small groups of 3-5 people. Distribute the **Assignment Discussion Worksheet** to each participant and ask them to complete the worksheet individually and then discuss with their group members.

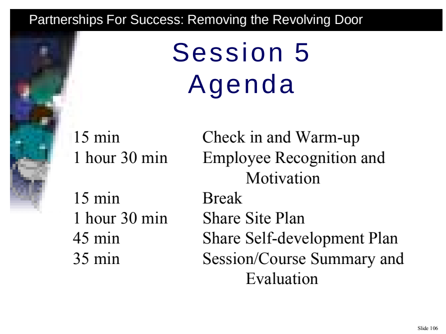
3. Ask several participants to volunteer their experiences with or ask questions about reading and/or written assignments from Session 4, Module 3 related to job descriptions, performance reviews, and training evaluations. Respond to questions as needed. (10 minutes)

4. Ask participants to hand in their assignments for Module 3 only. Suggest to participants that they keep their assignments from Module 1, related to their final Recruitment and Retention Site plan and self-development plans, for discussion and sharing later in the session.

5. Put up the **Module 4, Session 5 Focus On** overhead. Let participants know that they will be learning about the recognition strategies and sharing the site plans today.



6. Put up the **Session 5 Agenda**. Let participants know how long activities will take and when breaks are scheduled.



Optional warm-up activity (Add 30 minutes for this activity)
Facilitator may want to consider providing an individualized certificate of achievement. (Pre-made blank certificates can be purchased at office supply or stationary stores or many computer programs have templates for certificates.) Make sure that you customize the certificate by putting each participant's name, a list of 1-3 strengths he or she brought to or developed during the course, or concrete behaviors exhibited which were helpful to the course, and sign the certificate.

Facilitator could present the certificate to each person with a small token of recognition in a manner consistent with the method that the participants identified in their "Recognition Inventory" that they completed in Session 1. So for example, if they liked written cards, provide a card; if they like public acknowledgement, provide them with their certificate of completion in front of others; if they like chocolate, provide a small piece with their certificate.

After the participants have signed in and settled in ask them to discuss how it felt to receive the certificate with specific information about their strengths and achievements in the course. What about receiving the other form of recognition? What worked for them? What didn't? How did it feel for some to be recognized publicly and others not (per their preference on Recognition Inventory)?

Assignment Discussion Worksheet

1. What are the key components or important aspects of the materials you read in preparation for today's training session? How do these issues/concepts relate to your situation?

2. Did you perceive or experience any barriers or problems with any of the information or key concepts that were in your reading assignments?

3. What issues arose for you while completing your non-reading assignments for today's session?

4. Suggestions/Comments:

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

Materials Needed:

Facilitator:

Overhead Projector

Overheads:

- Unit 4A Focus On

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.

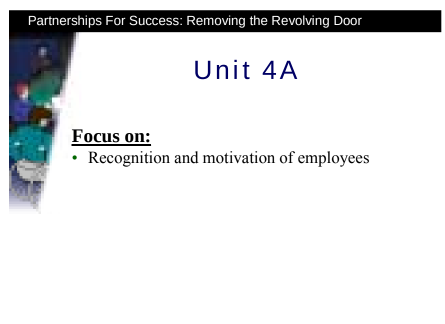
Agencies should cultivate a culture where recognition for good work is part of standard daily operations. The big annual dinner may be nice, but without more regular recognition for employees it's likely that more new recruits than long-term employees will be honored at these events. Employees and managers 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 ever-changing field. This is especially important for long-term employees, who tend to get forgotten over time.

Facilitator Instructions:



1. Put up the **Unit 4A Focus On** overhead and review.

2. Tell participants how long the unit will take to complete.

Total Unit Time: 1 Hour 30 Minutes

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

Materials Needed:
Facilitator:
Flip Chart and pens
A copy of the **Characteristics of an Effective Recognition Event, Activity, or Process** for each participant.

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.

Facilitator Instructions:

1. Distribute the worksheet, **Characteristics of an Effective Recognition Event, Activity, or Process**. Ask group members to take about 2-3 minutes individually to think about what it takes to make recognition effective (e.g., fits the person's style, is heartfelt, etc.). Ask them to write their ideas on the worksheet. (3 minutes)

2. Have participants use their sheets as the starting point for a large-group brainstorming session to come up with as many characteristics as possible. Write the ideas on the flipchart. Continue the process until all ideas are listed. (10 minutes)

3. As a group, review the list of characteristics. Are some more important than others? Discuss and share ideas for how these characteristics could be used in concrete examples, thinking from low-cost to very expensive types of recognition and to large carefully planned events to simple daily types of recognition. Have the group share recognition events that were positive for them. Which of these characteristics were part of that experience? Share with the group that it isn't the size or the cost of the recognition process or activity that matters, it is the core characteristics that they should aim for when recognizing others.

Characteristics of an Effective Recognition Event, Activity, or Process

Activity Name: 4A-2 Understanding Employee Recognition and Motivation Strategies

Goals of the Activity:
- ✓ Stimulate participants to be creative regarding "low and no-cost" strategies for acknowledging employee achievements and improving employee motivation.
- ✓ Provide an overview of various recognition and motivation strategies.

Time: 70 minutes

Materials Needed:
Facilitator:
Flipchart and colored markers
Grab bag of small treats (stickers, pieces of candy, small toys, pens, notepads, etc.)
Overhead Projector
Overheads:
- Employee Direct Recognition Ideas
- A Ticker Tape Parade Would Be Nice…
- Motivational Work Opportunities
- Support DSP Networking
- Focus Energy on Long-Term DSPs

A copy of the **Recognition Inventory** worksheet for each participant.

Background Information: None

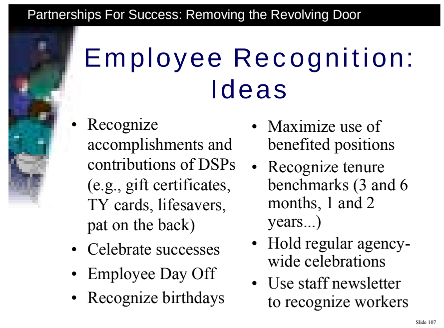
Facilitator Instructions:

1. Break the large group into small groups of 4-5 participants each. Ask the group to choose a facilitator and a recorder/reporter. Provide groups with flipchart paper and markers.

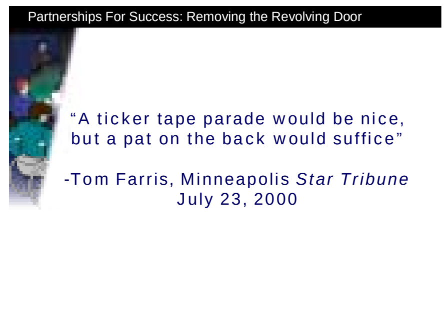
2. Ask each group to brainstorm a list of specific "no-cost" and "low-cost" recognition and motivational strategies that FLSs can use on an ongoing basis within their agencies (provide examples as needed). Ask the recorder to keep track of the ideas on a flipchart page. Tell the groups that they will be competing with each other for the most complete list of "best" strategies and will be recognized and commended for their team accomplishment (10 minutes).

3. When the ten minutes are up, share with the group that you will now present overheads that show four major types of approaches to employee recognition and motivation. Ask the groups to track how many of each type they have come up with, as the materials are reviewed.

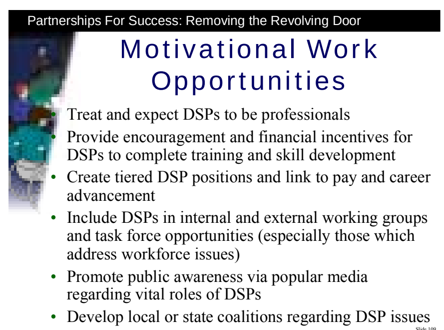
4. Put up the overhead **Employee Recognition Ideas**. Tell the participants that this overhead lists examples of direct and tangible rewards that can be provided to employees to help them feel appreciated. Review the bullets and provide examples of these in practice. Ask participants to volunteer clever ways that they have seen these types of recognition strategies implemented. Remind each group to identify how many of his/her of small group ideas match the "direct recognition" approach as presented on this overhead. However, don't ask for numbers at this time. (10 minutes)



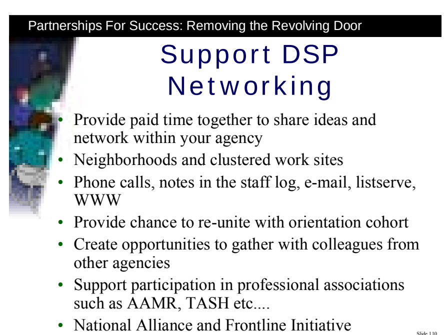
5. Put up the "**A ticker tape parade would be nice, but a pat on the back would suffice"** overhead. Share with participants that the results of a 1995 study about recognition and motivation indicated that the top 3 awards employees thought had the greatest motivational value to them were: Interesting work, full appreciation for work accomplished, and a sense of belonging. Remind them that recognition doesn't have to be big to be meaningful. Hand out a blank copy of the **Recognition Inventory** worksheet and remind them that this tool could be one way to help them figure out individualized ways to recognize the people they support. Also let them know they are free to provide their own supervisor with a completed copy for themselves!



6. Put up the **Motivational Work Opportunities** overhead. Tell the participants that this overhead identifies ways to create environments that help make work challenging, rewarding, and motivating. Remind participants that motivation must come from the employee as a person; supervisors can't force motivation on employees. However, they can greatly influence how workers may become motivated, by creating a work environment in which DSPs want to succeed and excel. Review the bullets and provide examples. Ask participants for one or two examples of what has worked well for their organization. Remind each group to identify how many of their small group ideas match the "motivational work opportunities" approach as presented on this overhead. However, don't ask for numbers at this time. (10 minutes)



7. Put up the overhead **Support DSP Networking**. Tell the participants that this overhead suggests approaches that support DSPs to make connections with internal and external colleagues and to participate in professional organizations. This is a method of keeping up motivation that is frequently overlooked especially



when DSPs are isolated and often discouraged by lack of collegial connection. Networking opportunities can result in DSPs feeling empowered about exchanging knowledge and deepening their skills and well as offering a sense of belonging and understanding. Review the bullets and provide examples. Ask participants for one or two examples of what has worked well for their organization. Remind each group to identify how many of their of their small group ideas match the “networking opportunities” approach as presented on this overhead. However, don’t ask for numbers at this time. (10 minutes)

8. Put up the overhead, **Focus Energy on Long-Term DSPs**. Let participants know that in the rush to fill positions, long-term employees are being overlooked and alienated. It is not uncommon for the wages of a 10-year employee to be with a few cents of (or lower than!) a new employee’s wage. In an effort to recruit new workers and retain them for the first year, agencies are forgetting to be fair to the people who have stayed with them through the years. Retention, recognition, and motivation strategies need to apply to all employees. Review the bullets and provide examples. Ask participants for one or two examples of what has worked well for their organization. Remind each group to identify how many of their of their small group ideas match the “Focus energy on long-term employees” approaches as presented on this overhead. However, don’t ask for numbers at this time. (10 minutes)

9. Ask each small group the number of their ideas that matched with each of the four overheads. Determine which small group is the winner. Ask these small group members to take one of the prizes in the “grab bag.” Thank everyone for their contributions during this process. (5 minutes)

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

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 4A Summary

In this unit participants learned strategies around motivating and recognizing Direct Support Professionals. These included direct recognition, motivational, supporting/networking, and long-term focusing strategies. Participants also generated a list of low-cost or no-cost approaches for recognizing employees.

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

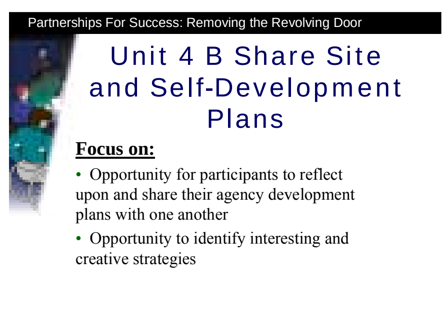
Goals of the Activity:
✓ Overview the content and time for unit.

Time: 1 minute

Materials Needed:
Facilitator:
Overhead projector
Overhead:
- Unit 4B Focus On

Background Information: None

Facilitator Instructions:



1. Put up the **Unit 4B Focus On** overhead and review.

2. Tell participants how long the unit will take to complete.

Total Unit Time: 3 hours

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

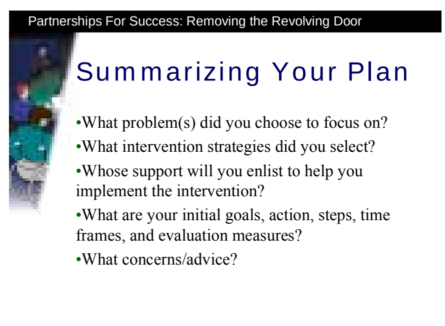
Materials Needed:

Participants:

Final copy of their Staff Recruitment and Retention Intervention Strategies Site plan
Other Site development materials from session 1 (optional)
The Recruitment and Retention Intervention Strategies sheet (in the Learner Guide)

Background Information: None

Facilitator Instructions:



1. Let the participants know that it is time to share their final site plans with the group. Ask for volunteers to share the highlights of their site plan. Explain to the group that each participant should take about 4 minutes to share their plan with the group members. Ask participants to summarize their presentation by focusing on these questions:
   - What is the problem area(s) you will focus on for your site?
   - What intervention strategy(ies) will you use to deal with the problem?
   - Whose support will you enlist to help you implement the intervention?
   - What are your initial action steps, timeframes, and evaluation measures?
   - What concerns about barriers or request from the group (advice) do you have, regarding the site plan (if any)?

2. When the person is done presenting, ask the group to respond to any requests the presenter made. If there aren't any requests, ask participants to provide some feedback regarding strengths and cautions or things to think about that they thought of when hearing about the plan. Encourage participants to use positive constructive comments and not to simply point out what they think is "wrong" with the plan.

3. When all participants have shared, facilitate a large-group discussion about any creative ideas, interesting strategies, or themes that they may have learned about after listening to all the ideas. (10 minutes).

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

Materials Needed:

Participants:

Copy of their revised self-development plan

Copy of their self-assessment in FLS competency areas completed in session 1

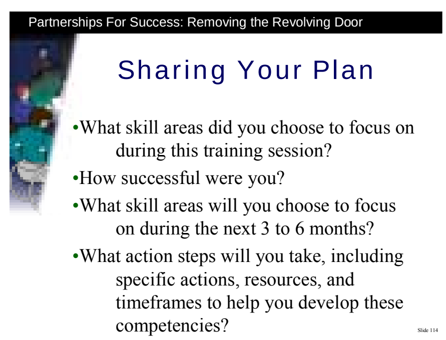
Positive Postcards for each participant

Background Information: None

Facilitator Instructions:

1. Divide the learners into groups of three with one person taking the presenter role, and the 2nd and the 3rd persons the listener/feedback roles. After each round of the presenter sharing his/her plan and the listener/feedback persons providing proactive listening and constructive feedback, the roles are rotated. Each round will be about 10 minutes.

2. Put up the **Sharing Your Plan** overhead. Let the participants know that the presenter will take 5 minutes to share his/her self-development plan, focusing on these questions:
   - What skill areas did you choose to focus on during this training session and how successful were you?
   - What skill areas will you choose to focus on during the next 3 – 6 months?
   - What action steps will you take, including specific actions, resources, and timeframes to help you develop those competencies?



   Each listener will take 2-3 minutes to share their reflections and provide feedback about what the presenter shares. (30 minutes total)

3. Ask for a couple of volunteers to share the highlights of their self-development plan and/or their sharing/feedback process. Then, facilitate a large-group discussion about any themes that they may be aware of after listening in their small groups and through the volunteers sharing. (5 minutes)

4. Distribute one **Positive Postcard** to each of the participants. Indicate that one of the most important ways they can help themselves on their journey to achieve success in their self-development plan is to have one or more persons remind them within the next two or three

months about what skills they said they wanted to develop and what strategies they would use to get there. So, if you want this type of support, complete the postcard including your address and ask someone to send it to you by a specific date. Also, if you choose, ask that person to make a follow-up call to you in a week or so to see how you are doing, to offer encouragement, to listen to your struggles, and to share feedback. (10 minutes)

Unit 4 C Postcard Handout

********************A Post Card of Support**********************

This post card is to show encouragement to you as you continue your journey of self-development in the area of recruitment and retention. In your self-development plan you said you wanted to focus on the skill areas of:

1.

2.

In addition, you said you wanted to complete this goal:

within a six month period, by:__________________. How are you doing on this goal? Do you want some help?

To achieve the goal, you said you would complete these steps within certain timeframes and use some resources to support you and your plan:

Action Steps	Timeframes	Resources
1.		
2.		
3.		

I just want to check in and encourage your continued growth. I will contact you by phone within the next week to talk with you directly about your journey of self-growth and development in recruitment and retention.

********************A Post Card of Support**********************

This post card is to show encouragement to you as you continue your journey of self-development in the area of recruitment and retention. In your self-development plan you said you wanted to focus on the skill areas of:

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Action Steps	Timeframes	Resources
1.		
2.		
3.		

I just want to check in and encourage your continued growth. I will contact you by phone within the next week to talk with you directly about your journey of self-growth and development in recruitment and retention.

Note to Facilitator:

To be sent through U.S. mail these mock-up postcards need to be copied onto card stock and postage attached. If copied onto regular paper, participants will have to place a standard envelope with postage inside. Make enough copies for each participant to have one.

Side 2 of Handout Postcard

Stamp

Stamp

Unit 4C Session/Course Summary

This is a summary unit to help participants share experiences and ask last-minute questions regarding the exercises and the materials used in Session 5 and throughout the entire course. Participants are asked to evaluate the session and the course as a whole so that materials can be adapted. Learners will also discuss their future work and plans in Recruitment and Retention.

Total Unit Time: 35 minutes

Activity Name: 4C-1 Final Session Summary and Course Questions and Discussion

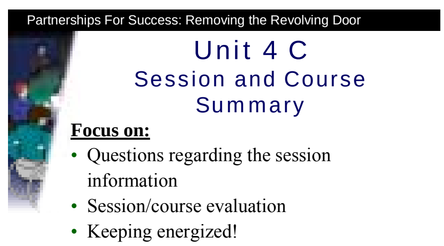
Goals of the Activity:
- ✓ Provide time for Session 5 and course evaluation.
- ✓ Think about support needed for future growth and work in recruitment and retention.
- ✓ Provide time for any summary statements, questions, and conclusions.

Materials Needed:
Facilitator:
Overheads:
- Unit 4C Focus On
- Keep Going!

A copy of the session evaluation for each participant

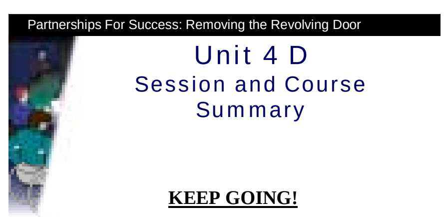
Facilitator Instructions:

1. Put up the **Unit 4C Focus On** overhead and let participants know it is time to wrap-up the session and the course.



2. Distribute the session/course evaluation and tell participants you will give them a few minutes to fill it out, but that they could hold on to it and add to it during the rest of the summary time. (5 minutes)

3. Put up the **Keep Going!** overhead. Remind participants that their Recruitment and Retention site and self-development plans will need to be active, on-going plans that are revised frequently in order to be effective. Ask participants to share specific ideas they have to keep themselves motivated, knowledgeable, and focused on these issues. Encourage participants to consider



networking with each other and to exchange contact information if desired.

4. Ask participants if they have any last questions before departing.
5. Ask participants to pass in the session/course evaluation.
6. Thank participants for their hard work and participation in the course.

Removing the Revolving Door
Evaluation

Date:________________

1. **What topics were covered this session?**

2. **What worked well for you this session?**

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

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

Thank you!

Appendix A:

Information on Where to Order Materials and Additional Resources for *Removing the Revolving Door*

Note to instructor: Please order enough copies of required resources for students prior to first class. It may take up to 4 weeks to get materials.

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 a Cross-Cultural 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*

Appendix B

Instructor Tools

#1 Pre-session Checklist

#2 Sign-in Sheet

#3 Course Syllabus

#4 Evaluation Form

#5 Learner Guide Table of Contents

Instructor's Pre-session Checklist:

Before first session: (Note you will need to order some materials 4 weeks in advance)

- ❑ Review entire curriculum and gather examples and additional materials from your personal and professional experiences.
- ❑ Prepare/copy Session 1 overheads—note that some overheads are repeats. You may choose to copy more than once so that your overheads are in sequence or track and reuse overheads.
- ❑ Fill in information as desired on syllabus and make only necessary changes.
- ❑ Prepare sample worksheets (optional- see activity 1C-).
- ❑ Copy Session 1 handouts, including the current syllabus.
- ❑ Prepare or purchase *Learner Guide* for each participant
- ❑ Order/copy reading materials as needed for participants or inform them in advance what material they will have to purchase for class and where they can find them.
- ❑ On training day, arrive at least 30 minutes early to prepare the environment. Arrange the room into small group seating. Try out your overhead to make sure you know how to use it and it is visible from every seat. Post any Ground Rules. Prepare a table where people can sign in as they come and pick up their *Learner Guides* and nametags.

Before second session:

- ❑ Review completed evaluations from previous session and make note of needed changes.
- ❑ Review and provide comments on assignments. Record completion of assignment and note any areas of special strength or weakness.
- ❑ On training day, arrive at least 30 minutes early to prepare the environment. Arrange the room into small group seating. Try out your overhead. Post any Ground Rules.

Before third session:

- ❑ Review completed evaluations from previous session and make note of needed changes.
- ❑ Review and provide comments on assignments. Record completion of assignment and note any areas of special strength or weakness.
- ❑ Gather several local free papers that cater to niche markets (parents, ethnic groups, students, etc.).
- ❑ On training day, arrive at least 30 minutes early to prepare the environment. Arrange the room into small group seating. Try out your overhead. Post any Ground Rules.
- ❑ Check VCR &Video for volume, location, etc. If using web RJP, check communication, internet connection, etc.

Before fourth session:

- ❑ Review completed evaluations from previous session and make note of needed changes.
- ❑ Review and provide comments on assignments. Record completion of assignment and note any areas of special strength or weakness.
- ❑ On training day, arrive at least 30 minutes early to prepare the environment. Arrange the room into small group seating. Try out your overhead. Post any Ground Rules.
- ❑ Check computer-training demo for volume, display, etc.

Before fifth session:

- ❑ Review completed evaluations from previous session and make note of needed changes for future course offerings.
- ❑ Review and provide comments on assignments. Record completion of assignment and note any areas of special strength or weakness.
- ❑ On training day, arrive at least 30 minutes early to prepare the environment. Arrange the room into small group seating. Try out your overhead. Post any Ground Rules.
- ❑ Prepare personalized recognition certificates and bring for each participant (optional per session warm-up directions).
- ❑ Prepare Positive Postcards on card stock.

Sign-In Sheet for Removing the Revolving Door

Please PRINT your first and last name and include the best method for contacting you should a session need to be rescheduled. (Email OK)

PRINT First and Last Name	Best method to contact you:	Initial per session				
		1	2	3	4	5
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

PRINT First and Last Name	Best method to contact you:	Initial per session				
		1	2	3	4	5
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

Course Syllabus for Removing the Revolving Door
Page 1

Instructor/Facilitator Name and Contact Information:

You will need the following materials for class:

Title	Where to find it	Cost:
1) Opportunities for Excellence	Instructor	See Instructor
2) Train Trainers toward Excellence	Instructor	See Instructor
3) Impact Feature Issue on Direct Support Workforce Development	Instructor	See Instructor
4) *Removing the Revolving Door Learner Guide*	Instructor	See Instructor

Course Syllabus for Removing the Revolving Door

Page 2

Module 1 Session 1 Course Overview and Assessment of Current Needs

Dates/time of session:

Readings	**Due date**
Readings from Module 1 (Session 1& 2) of your *Learner Guide*	Next Session
Providing Culturally Competent Services IMPACT page: 13	Next Session
Good staff, bad staff, no staff at all IMPACT page 1	Next Session
People Need People IMPACT page 2	Next Session
Opportunities for Excellence Chapter 1	Next Session
Values and Visions Statement (Appendix C)	Next Session
Assignments	**Due date**
ID people to assist with site plan/schedule 2 meetings	Next Session
Completed elf-assessment and self-development plan	Next Session
Turnover and vacancy baseline	Next Session
Organizational and Site History worksheet	Next Session
Find out your Organization's Mission, Values and Vision	Next Session

Module 1 Session 2 Organizational Practices and Teamwork (Module 1, Part 2)

Dates/time of session:

Readings	**Due date**
Opportunities for Excellence Chapters 6, 7, 8, &9	Next Session
Readings from Module 2 of your *Learner Guide* *RJP Overview consideration sheet (Appendix B in Learner Guide)*	Next Session Next Session
Assignments	**Due date**
Improving the DSP role in Organization Participation Part A	Next Session
Improving the DSP role in Organization Participation Part B	Session 4

Course Syllabus for Removing the Revolving Door
Page 3

Module 2 Session 3: Recruitment and Selection Strategies

Dates/time of session:

Readings	**Due date**
Readings from Module 3 of your *Learner Guide*	Next Session
Selections from Training the Trainers Towards Excellence: • Training Grown-ups • Tricks and Techniques • What They See is What you Get • www.itv.cdrom. • The Staff's Actions Speak Louder	Next Session
Peer Mentoring: Mission Possible IMPACT page 12	Next Session
A Call to Exemplary Service IMPACT page 4 & 5	Next Session
Assignments	**Due date**
Review the CSSS and DD specific competencies Appendix A in *Learner Guide*	Next session
Improving the DSP role in the Organization Part A – Part B	Next session
Bring in examples of current DSP job descriptions	Next session

Module 3 Session 4: Orientation, Training and Mentoring

Dates/time of session:

Readings	**Due date**
Readings from Module 4 of your *Learner Guide*	Next Session
Assignments	**Due date**
Turn in completed site plan and revised self-development plan	Next session
Prepare to present on completed site plan and revised self-development plan	Next session
Turn in Employee Development Evaluation	Next session

Module 4 Session 5: Recognition and Motivation/Presentation of Final Site Plans

Dates/time of session:

Readings	**Due date**
Continue reading and learning by delving into the optional and additional readings and activities list.	

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!

Appendix C
Course Handouts and Worksheets, Module 1, Session 1

#1 Recognition Inventory

#2 Frontline Supervisor Self-Assessment

#3 Frontline Supervisor Self-Development Plan

#4 Site Plan Worksheet

#5 Annual DSP Turnover & Vacancy Rate Worksheet

#6 Organizational and Site History Worksheet

#7 Evaluation

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

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?

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 if 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 | Performance Level

High	Medium	Low	**Skill Statements**	Introductory	Practice	Proficient	Advanced	N/A
□	□	□	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.	□	□	□	□	□
□	□	□	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.	□	□	□	□	□
□	□	□	Supports other FLS in understanding and learning about recruitment and retention strategies and why they are important.	□	□	□	□	□
□	□	□	*Monitor turnover, recruitment success, and employee satisfaction and use the results to improve personnel practices. (page 31-5, Z)	□	□	□	□	□
□	□	□	* Identifies necessary resources for individuals served and DSP and advocate for these resources with their managers. (page 19-2, M)	□	□	□	□	□

- **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	Performance Level: Introductory	Practice	Proficient	Advanced	N/A
□	□	□	* 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)	□	□	□	□	□
□	□	□	* Recruits and mentors community volunteers and intern students. (page 34-7, C)	□	□	□	□	□
□	□	□	* Assists in the development of promotional materials including newsletters, newspaper articles, brochures and videos, and contacts with media.	□	□	□	□	□
□	□	□	Understands the importance and components of a realistic job preview (RJP) in the hiring process and uses these methods effectively with potential new hires.	□	□	□	□	□
□	□	□	* Schedules and completes interviews with potential new DSP in collaboration with DSP and individuals served and family members. (page 27-5, B)	□	□	□	□	□
□	□	□	Understands, develops and uses structured interviews and other methods for making decisions regarding an applicant's suitability to the job and organization.	□	□	□	□	□
□	□	□	Can articulate the difference between recruitment and selection and the importance of both.	□	□	□	□	□
□	□	□	Seeks input from other staff and from consumers and the family members in making hiring decisions	□	□	□	□	□

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

✓ 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 | Performance Level

High	Medium	Low	Skill Statements	Introductory	Practice	Proficient	Advanced	N/A
□	□	□	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. (page29--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	□	□	□	□	□

✓ 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 | Performance Level

High	Medium	Low	Skill Statements	Introductory	Practice	Proficient	Advanced	N/A
□	□	□	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. (page27-- 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 empower staff to make decisions. (page15--1, C)	□	□	□	□	□
□	□	□	Attends and actively participates in agency management, planning, and cross-functional work group meetings.	□	□	□	□	□

- **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	Performance Level: Introductory	Practice	Proficient	Advanced	N/A
☐	☐	☐	*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 DSP 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.	☐	☐	☐	☐	☐

✓ **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	Performance Level: Introductory	Practice	Proficient	Advanced	N/A
☐	☐	☐	*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 assist 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.	☐	☐	☐	☐	☐

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

(a) during the training session and	*(b) in the next 3-6 months:*

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

During Training Session	*Over the Next 3-6 Months*
1.	
2.	
3.	
4.	

Site Plan Worksheet
Staff Recruitment and Retention Intervention Strategies
Page 1

1. What problem will you address?

2. How big is the problem? What is the baseline level of performance at your site in regard to this problem (e.g., crude separation rate, % of new hires recruited by current workers, organizational commitment level, job satisfaction rates, areas staff have identified as needing improvement, average tenure of workers who quit, why do workers leave your organization, vacancy rates)?

3. What strategy do you propose to address this problem?

4. What are the major components of the intervention strategy?

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?

Site Plan Page 3

8. What are the main barriers to using this intervention? Consider the board, administration, staff, consumers, parents/family members, and other stakeholders.

9. Identify the arguments you will use to support using this intervention. How will you enlist the support of various stakeholders?

10. What are the next steps? What are your time lines?

11. How will you assess whether the intervention worked?

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):

Tenure of stayers = Sum of the number of months worked by all current DSP employed today / Total number of DSP employed today

Fill in: [ ] / [ ] Sum of months / Total # DSP Stayers = [ ] months

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

Tenure of leavers = Sum of months worked by DSP who worked in last 12 months and resigned before today / Total number of DSP who worked in last 12 months and resigned before today

Fill in: [ ] / [ ] Sum of months / Total # DSP Leavers = [ ] months

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

% of leavers = Total num. of DSP who worked in last 12 months and left before working 6 months / Total number of DSP who worked in last 12 months and resigned before today X 100

Fill in: [ ] / [ ] # DSP left before 6 months / Total # DSP Leavers X 100 = [ ] %

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

Turnover = Total number of DSP who left in last 12 months / Total number of DSP positions in agency today X 100

[ ] / ([ ] Current Staff + [ ] Vacant positions) Total N of leavers X 100 = [ ] %

5) Vacancy Rate for Direct Support Professionals

Vacancy Rate = Total number of vacant DSP positions as of today / Total number of DSP positions as of today X 100

[ ] / ([ ] + [ ]) Total N vacant positions X 100 = [ ] %

Organizational and Site History Worksheet 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 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 Worksheet 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.)

Removing the Revolving Door
Evaluation

Date:________________

1. **What topics were covered this session?**

2. **What worked well for you this session?**

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

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

Thank you!

Appendix D
Course Handouts and Worksheets, Module 1, Session 2

#1 Assignment Discussion Worksheet

#2 Mission and Vision Worksheet

#3 Personal and Organizational Values and Visions Match Worksheet

#4 DSP Role in Organizational Participation Worksheet Part A

#5 DSP Role in Organizational Participation Worksheet Part B

#6 What Does the Word "Team" Mean to You? Worksheet

#7 Various Definitions of Teams Handout

#8 Best Teams

#9 Team-Building Worksheet

#10 Evaluation

Assignment Discussion Worksheet

1. What are the key components or important aspects of the materials you read in preparation for today's training session? How do these issues/concepts relate to your situation?

2. Did you perceive or experience any barriers or problems with any of the information or key concepts that were in your reading assignments?

3. What issues arose for you while completing your non-reading assignments for today's session?

4. Suggestions/Comments:

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?

Personal and Organizational Values & Vision Match Worksheet

Discuss:

- Does a good or poor match between personal and organizational mission and vision make a difference? Why or why not? Does the absence of organizational or personal mission and vision have an effect? (How do these things affect longevity of employment? Job satisfaction? Job performance?)

- Do the majority of your organization's DSPs have a good understanding of the organizational and their own MVV?

- How could you help DSPs become more aware of the organizations MVV? Why would this be important?

Improving the DSP role in Organizational Participation Worksheet. Part A - Planning

Name: ___________________________________ Date: ___________________________

Directions: Complete this form and turn-in a copy at the beginning of the Session 3. Begin implementing your strategy right away.

1. What specific actions will you take that demonstrates your commitment to improving DSP participation in organizational decision-making?

   a.

   b.

   c.

2. What type of support buy-in do you need (and from whom) to complete your action?

3 . What barriers do you anticipate? How will you deal with them?

Begin implementing your action plan when you complete this session.

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?

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:

> **T**wo or more people working closely together
>
> **E**ncouraging and supporting one another to
>
> **A**chieve in an efficient way
>
> **M**utually 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).

What Does the Word "Team" Mean to You? Worksheet

KEY WORDS AND PHRASES:

BEST TEAMS

10 TIPS ON HOW TO MAKE YOUR TEAM SUCCESSFUL (MINNESOTA DHS, 1993)

- Set a "can-do" tone in team meetings.
- "Visualize" success and expect it.
- Provide ongoing feedback on how the team is doing.
- Let each member know that his or her appreciation matters.
- Establish team procedures.
- Focus team members on tasks and processes.
- Brainstorm ideas and seek causes.
- Address team problems.
- Revisit team mission, process and goals.
- 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.
- And 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.

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:

7. What resources might you need?

Removing the Revolving Door
Evaluation

Date:________________

1. **What topics were covered this session?**

2. **What worked well for you this session?**

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

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

Thank you!

Appendix E
Course Handouts and Worksheets Module 2, Session 3

#1 Assignment Discussion Worksheet

#2 Bonus Possibilities in Your Agency Worksheet

#3 Niche Group Cards (3)

#4 Newspaper Copy Worksheet (2)

#5 Realistic Job Preview Evaluation Worksheet

#6 Developing an RJP Worksheet

#7 My Structured Interview

#8 Finding Staff Strengths Worksheet

#9 Evaluation

Assignment Discussion Worksheet

1. What are the key components or important aspects of the materials you read in preparation for today's training session? How do these issues/concepts relate to your situation?

2. Did you perceive or experience any barriers or problems with any of the information or key concepts that were in your reading assignments?

3. What issues arose for you while completing your non-reading assignments for today's session?

4. Suggestions/Comments:

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

Niche Group Cards

A Retiree	**A Recent High School Graduate**	**An African-American**
A Parent	**A Recent Immigrant**	**A Person With A Disability**
A Person Who Is Gay or Lesbian	**A College Student**	**A Single Man Out of the Workforce**
High School Student	**A Vista or Americorps Volunteer**	

Niche Group Cards

A Retiree	**A Recent High School Graduate**	**An African-American**
A Parent	**A Recent Immigrant**	**A Person With A Disability**
A Person Who Is Gay or Lesbian	**A College Student**	**A Single Man Out of the Workforce**
High School Student	**A Vista or Americorps Volunteer**	

Niche Group Cards

A Retiree	**A Recent High School Graduate**	**An African-American**
A Parent	**A Recent Immigrant**	**A Person With A Disability**
A Person Who Is Gay or Lesbian	**A College Student**	**A Single Man Out of the Workforce**
High School Student	**A Vista or Americorps Volunteer**	

Newspaper Copy Worksheet
Removing the Revolving Door

Read the following newspaper ad. As a group revise the ad to be more appealing to the niche group identified in the resource you have been given. Assume the company you are writing the ad for has a variety of positions open in various locations. Take into account the needs and interests of the niche group you are trying to reach as well as the format classifieds take in the resource (newspaper, brochure, newsletter, etc.) you have.

> **SOCIAL SERVICE**
>
> **RESIDENTIAL SERVICES**
>
> XYZ agency has the following positions available working with persons with DD and /or TBI: FT coordinator, PT mornings, eves, wkends & sleep night. Great pay & benefits. Come be part of our team! EOE/AA

Your New Ad Here:

Newspaper Copy Worksheet
Removing the Revolving Door

Read the following newspaper ad. As a group revise the ad to be more appealing to the niche group identified in the resource you have been given. Assume the company you are writing the ad for has a variety of positions open in various locations. Take into account the needs and interests of the niche group you are trying to reach as well as the format classifieds take in the resource (newspaper, brochure, newsletter, etc.) you have.

SOCIAL SERVICE

RESIDENTIAL SERVICES

XYZ agency has the following positions available working with persons with DD and /or TBI: FT coordinator, PT mornings, eves, wkends & sleep night. Great pay & benefits. Come be part of our team! EOE/AA

Your New Ad Here:

Realistic Job Preview Evaluation Worksheet

Organization:________________________ Type of RJP:__________________________

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

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 were 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, families 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?)

My Structured Interview Worksheet

Agency:________________________________ Site:________________________________

Interview Questions:

1.____

2.____

3.____

4.____

5.____

6.____

7.____

8.____

9.____

10.____

Finding Staff Strengths

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

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!

Appendix F
Course Handouts and Worksheets
Module 3, Session 4

#1 Assignment Discussion Worksheet

#2 Competency Measure Worksheet

#3 Employee Development Evaluation

#4 Trainer Type Inventory (TTI), Scoring Sheet, and Interpretation Sheet

#5 Intentional Learning Worksheet

#6 Evaluation

Assignment Discussion Worksheet

1. What are the key components or important aspects of the materials you read in preparation for today's training session? How do these issues/concepts relate to your situation?

2. Did you perceive or experience any barriers or problems with any of the information or key concepts that were in your reading assignments?

3. What issues arose for you while completing your non-reading assignments for today's session?

4. Suggestions/Comments:

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 performance 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, Instructional Strategies 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, Evaluation Strategies, 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

5. 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?

6. Do you use the same job description for everyone in that position in your organization? If not, describe how they vary.

7. 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.

8. 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

6. List the skills that are taught in the first three months of a new employee's tenure in your agency.

7. 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.

8. Now list the skills that are taught on an ongoing or rotating basis to all employees.

9. 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.

10. 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

7. Who officially completes and submits performance reviews for the position you are evaluating?

8. 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:

9. Are skill-based performance objectives set for the person during completion of the performance review?

10. 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?

11. What changes would you recommend to the performance review process in your agency?

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

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 to a 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 stile 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

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:	______

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, and 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.

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?

Removing the Revolving Door
Evaluation

Date:________________

1. **What topics were covered this session?**

2. **What worked well for you this session?**

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

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

Thank you!

Appendix G
Course Handouts and Worksheets, Module 4, Session 5

#1 Assignment Discussion Worksheet

#2 Characteristics of an Effective Recognition Event, Activity or Process Worksheet

#3 Recognition Inventory Worksheet

#4 Positive Postcards

#5 Evaluation

Assignment Discussion Worksheet

1. What are the key components or important aspects of the materials you read in preparation for today's training session? How do these issues/concepts relate to your situation?

2. Did you perceive or experience any barriers or problems with any of the information or key concepts that were in your reading assignments?

3. What issues arose for you while completing your non-reading assignments for today's session?

4. Suggestions/Comments:

Characteristics of an Effective Recognition Event, Activity, or Process

Recognition Inventory Worksheet

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

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 C Postcard Handout

*********************A Post Card of Support***********************

This post card is to show encouragement to you as you continue your journey of self-development in the area of recruitment and retention. In your self-development plan you said you wanted to focus on the skill areas of:

1.

2.

In addition, you said you wanted to complete this goal:

within a six month period, by:___________________. How are you doing on this goal? Do you want some help?

To achieve the goal, you said you would complete these steps within certain timeframes and use some resources to support you and your plan:

Action Steps Timeframes Resources

1.

2.

3.

I just want to check in and encourage your continued growth. I will contact you by phone within the next week to talk with you directly about your journey of self-growth and development in recruitment and retention.

*********************A Post Card of Support***********************

This post card is to show encouragement to you as you continue your journey of self-development in the area of recruitment and retention. In your self-development plan you said you wanted to focus on the skill areas of:

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Action Steps Timeframes Resources

1.

2.

3.

I just want to check in and encourage your continued growth. I will contact you by phone within the next week to talk with you directly about your journey of self-growth and development in recruitment and retention.

Note to Facilitator:

To be sent through U.S. mail these mock-up postcards need to be copied onto card stock and postage attached. If copied onto regular paper, participants will have to place a standard envelope with postage inside. Make enough copies for each participant to have one.

Side 2 of Handout Postcard

Stamp

Stamp

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!

Appendix H
Competency Sets

#1 The Community Support Skill Standards (CRCC)

#2 Community Residential Core Competencies

#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 an 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 mediations 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 healing, (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/inservice 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 and 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
• **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.
• **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.
• **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.
• **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.
• **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.
• **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.
• **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.
• **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.
• **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.
• **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.
• **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.
• **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.
• **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.
• **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 I

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 RJPs 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 RJPs 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
<u>Structured Observations</u> 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.	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. 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. Development of Structured observations should not be shortchanged. They require a similar planning process as other methods including DSP and identification of critical components.	• 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.	Structured observations require thorough planning (i.e. time) to make them effective and comprehensive. 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.	• 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.	• 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
<u>Meetings with current workers, consumers and/or parents</u> 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.	Current workers, families and consumers who are going to be part of an RJP process should be trained about the purpose of RJPs. 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. 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. Parents, staff and consumers willing to make a long-term commitment must be identified and trained.	Prospective employees should be given a set of suggested questions they may wish to ask during the meeting. These meetings should occur in the actual work setting but in a private location whenever possible. 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. Parents and consumers may be offered a stipend for their participation. Consumers who don't speak may wish to put together a collection of photos showing their routines and preferences.	Development cost are similar to Structured Observation Implementing this method requires staff time, making this method relatively expensive to maintain long term.	• 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.	• 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
<u>Pre-application screening</u> 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. 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	Prescreens should be consistent for each applicant. An agency should come to consensus about what information should be gathered and shared at this point. 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.	Having a checklist and limiting the number of people who do this pre-screen will help maintain consistency. Pre-screening alone should not serve as an agency's only RJP	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.	• 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.	• 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
<u>Videotapes</u> 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. 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. Generic videos (produced elsewhere) may serve as a useful adjunct to other RJP methods.	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. Videos need careful script development to ensure critical components are present both visually and in words. 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.	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. Videos that are too long can lose impact but if they are too short they may not contain all necessary information.	Videotapes are very expensive to produce and to update. 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. A VCR must be available at every site where the video is going to be used. Usually use of videos requires staff time to implement, however, this may or may not be additional staff hours.	• 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	• 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
Photo Scrapbooks, Booklets or brochures 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.	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. 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.) Should include information about what makes the agency unique and why someone may want this job instead of a similar one somewhere else.	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. 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. 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.	Quality brochures and booklets are expensive to produce and design. There may be the need to purchase computer hardware and software as well as working with lay-out and design professionals, consultants to help ID what information should be presented and how, and professional printers and photographers. Printing decisions need to include the cost effectiveness of large bulk orders with the potential for waste when it is time to update materials.	• 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.	• 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
<u>Web-based multimedia</u> 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. 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). Web-based multimedia RJPs may include photos, verbal descriptions, video clips, and/or written information about the agency and about the job.	Web-based RJPs 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. 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) Agencies may need to rent server space and register with online search engines. Development and quality testing can take a significant amount of time.	Agencies will have to train current staff (especially those doing hiring) on how to access and use the online RJP. 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. 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.	Web-based RJPs can be expensive to produce but are in-expensive to maintain and update. Development costs will vary but would be no more than a video and potentially much less. Heaviest cost will be felt by agencies that do not have any existing hardware, software, or internal expertise. If developed properly they require minimal personnel time to update and maintain, especially if they are developed thought-fully (i.e. automatically updates position openings, when-ever central position list is updated.) Updates can often be made by a person with only basic computer skills.	• Web-based RJPs 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.	• 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
<u>Group RJP</u> 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.	Like other methods this requires planning time to identify which aspects of the job to highlight and how.	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. This process could easily incorporate strategies such as videotapes.	Development and implementation cost will vary depending on the materials/methods used. When DSP, Consumers, and/or Family members are involved it will be less expensive in a group than to do so individually.	• 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	• 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
<u>Internships or volunteer programs</u> 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. Some internship programs focus on high school students who are fulfilling course or community service requirements for school.	This method requires a local champion who will guide the program through development and implementation. 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.	Internships can be paid or unpaid. 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.	This type of program is expensive in terms of coordination efforts. It is a long-term strategy that may not show immediate benefits.	• 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. • Provides employers, coworkers, consumers and families information about this person. • Participants leave with a better understanding of people with disabilities even if they don't choose a career in human services.	• This is a very time intensive strategy. • 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. • 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
<u>Hybrid method</u> Combining one or more of the methods to create a more flexible and comprehensive RJP	Requires coordination across the methods to ensure that the most effective methods are being used in each situation Development considerations depend on methods chosen.	Implementation considerations depend on methods chosen.	Depends on the types of materials used. May reduce cost of some materials (e.g., video –if shorter, etc.). Could be more expensive if cost is not attended to during development and implementation.	• 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.	• May lose track of what information a person has received.

Appendix J

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.

<u>Systemic and Regulatory Barriers</u>

- 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, and 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.

<u>Agency Barriers</u>

- 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.

<u>Resource Barriers</u>

- 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 lawsuits 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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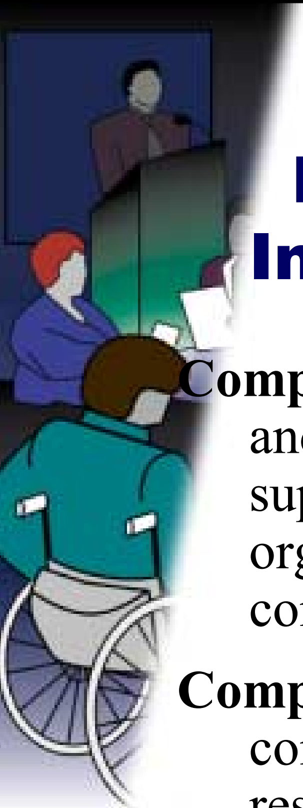
Appendix K
Course Overheads

Removing the Revolving Door:

Strategies to Address Recruitment and Retention Challenges

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



Module 1 (2 sessions)

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

Competency Area: <u>Organizational Participation</u>--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.

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

Competency Area: <u>Team-Building and Conflict Management--</u>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 employs effective team-building and conflict management strategies as needed.

Module 1 (Session 1)

How Organizational Practices and FLS Roles Influence Recruitment, Retention, and Training (RRT)

Focus on:

- Understanding the “big picture” of Recruitment and Retention issues and the critical role of the FLS
- Assessing your own skills
- Beginning a plan to improve problems

Module 1 (Session 2)

How Organizational Practices and FLS Roles Influence Recruitment, Retention, and Training (RRT)

Focus on:

- Understanding how organizational practices and climate affect RRT
  - Mission and vision
  - Supervisory practices
  - Participatory management
  - Teamwork

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

Competency Area: <u>Recruitment/Selection</u>

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 are likely to stay.

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

Focus on:

- Marketing and effective use of internal and external recruitment sources.
- Understanding Realistic Job Previews (RJPs)
- Effective employee selection

Module 3 (Session 4)

FLS Roles in Orientation, Training, and Mentoring

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

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

Module 3 (Session 4)

FLS Roles in Orientation, Training and Mentoring

<u>Focus on:</u>

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

Module 4 (Session 5)

FLS Roles in Recognition and Motivation; and Selecting and Implementing Intervention Strategies

Competency Area: <u>Recognition and Employee Motivation</u>--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 an individual DSP.

Competency Area: <u>Organizational Participation</u>--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.

Module 4 (Session 5)

FLS Roles in Recognition and Motivation; and Selecting and Implementing Intervention Strategies

Focus on:

- Employee recognition and motivation
- Presentation of individual site plans
- Recommendations for continued development

Module 1 (Session 1)

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

<u>Focus on:</u>

- Understanding the "big picture" of recruitment and retention issues and the critical role of the FLS
- Assessing your own skills
- Beginning a plan to improve problems

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

DD Industry in MN

- An estimated 71,608 Minnesotans have mental retardation or developmental disabilities (most are not in the system)
- 12,101 people with MR/DD are supported in 3,645 residential settings
- 90% of people who receive residential supports live in homes with 6 or fewer people
- Vocational agencies support people too

DD Industry National

- An estimated 4.1 million people in the U.S. (1.58% of the population) have mental retardation or developmental disabilities
- In 1999, about 381,172 people with MR/DD received residential services (50,034 in state institutions)
- 62% of people with MR/DD receiving 24 hour residential supports live with 6 or fewer people

What are your BIGGEST, HARDEST, MOST COSTLY or MOST TIME-CONSUMING workforce challenges?

DSP Workforce - 1

- There were an estimated 398,189 FTE DSPs in MR/DD community residential settings in 1999
- There were an estimated 108,361 FTE DSPs in state institutions in 1999
- There were an estimated 90,500 to 125,000 FTE DSPs in MR/DD vocational settings
- There were an unknown number of PCAs, home health aides, and CNAs supporting people in their own homes

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

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 & Bruininks, 1998

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 & Bruininks, 1998

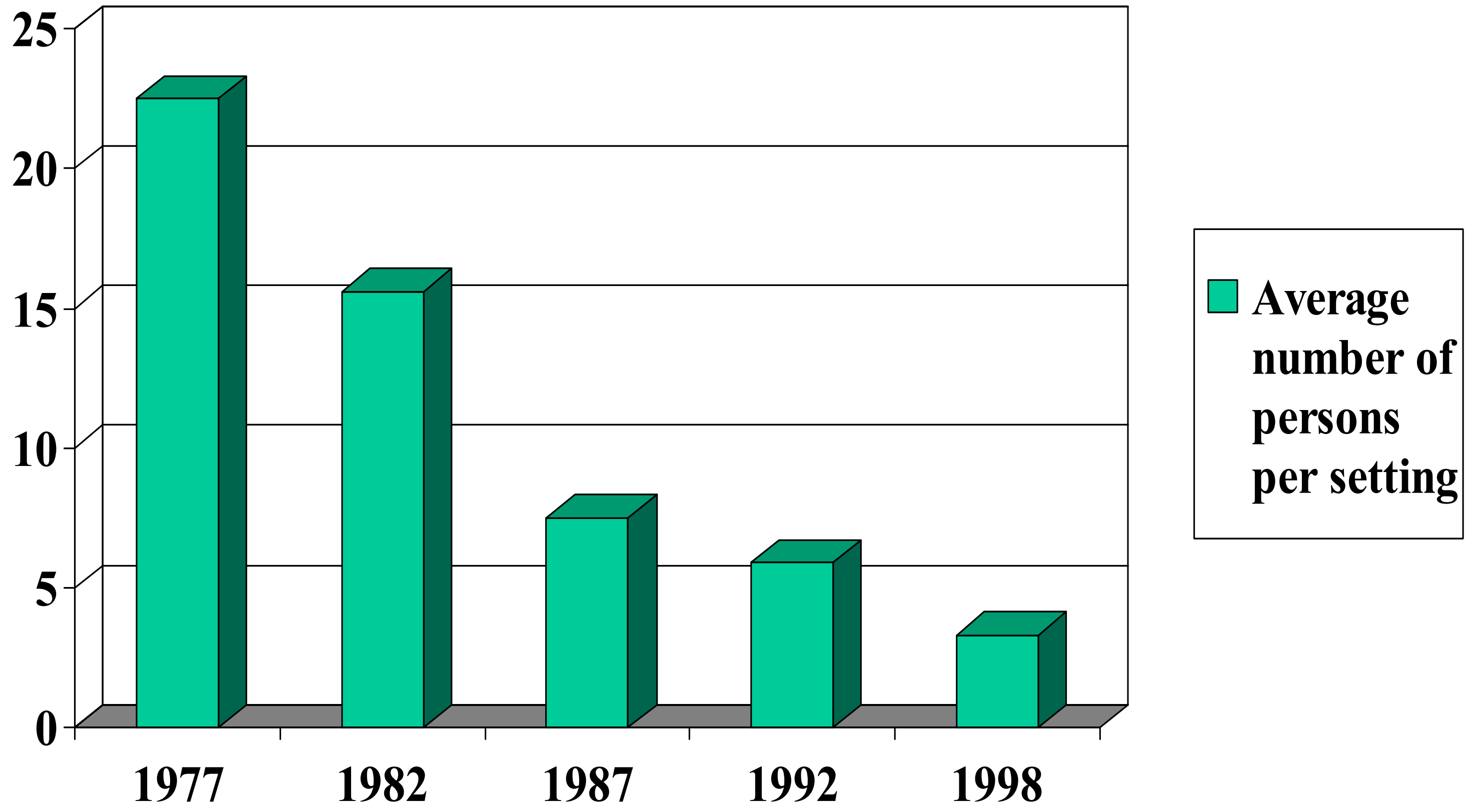
Supervisor Skills

- 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

Changes in Supports and Services

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

National Trends in Residential Setting Size



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

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

General Attributes of an Effective Supervisor

- Compassionate
- Creative
- Decisive
- Empathetic
- Fair
- Flexible
- Humble
- Objective
- Problem-solver
- Respectful
- Self-directed
- Self-reflective
- Understanding
- Visionary
- System-thinker (can see the "big picture")

Unit 1 C
Developing a Plan to Meet the Challenges

<u>Focus on:</u>

- An overview of strategies
- Components of an RRT plan
- Monitor and evaluate the plan

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

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)

Components of a Recruitment and Retention Plan

1. Identify the problem you want to address.
2. Discover/define your problem.
3. Select a strategy to try.
4. What are the major components of the strategy?
5. What are the major barriers to implementation?
6. What arguments support using the strategy? How will you enlist support from various stakeholders?
7. Timeframes/evaluation.

Step 1

Identify a Problem

- Trouble finding new workers
- New hires quit first six months
- Co-workers do not get along
- Staff complain about the supervision they get
- Morale problems
- Training doesn’t produce desired results

Discover/Define Your Problems

Step 2

- Turnover, tenure and vacancy rates
- Recruitment sources
- Consumer, staff, and family satisfaction
- Cost/outcomes of recruitment, retention, and training
- Organizational commitment
- Met expectations after 30 days
- Job satisfaction surveys
- Exit interviews
- Areas staff report as problems

Major Strategy Components

Step 3

- Who will be involved? Collaborators?
- What roles will each type of person play?
- What will you do?
- What are the costs?

Step 4

Anticipated Barriers

- Boards, administrators, staff, consumers, family members etc…
- Costs
- Time
- Resistance to change

Support for the Selected Strategy

Step 5

- Research evidence from the field
- Internal baseline
- Enlisting stakeholder support

Goals/Timeframes/Step 6 Evaluation

- Set SMART goals: **S**pecific
  Measurable
  Attainable
  Realistic
  Time-bound
- Establish timeframes for implementation
  – Pilot
  – Full scale implementation
- Evaluation process
  – Did it work?
  – Strengths/weaknesses

Beginning Your Plan

- Problems?
- How do you measure problems?
- What strategies?
- Collectively? Independently?
- Technical assistance needs?

Unit 1 D

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

Unit 1D

Assignment Review

For next session report out to class:
- Who's assisting with the site plan and meetings
- Level of organizational support

For next session turn in:
- Turnover and vacancy baseline for your site.
- Organizational and site history
- Completed self-development plan

For next session read or do:
- Find out your organization's Mission, Values, and Vision
- Readings: Assigned on Syllabus

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

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

Unit 1 E

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

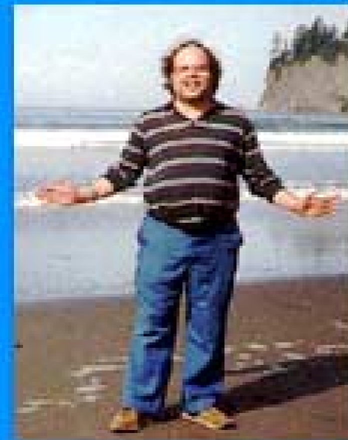
Focus On:

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

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

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.

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

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

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

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

Unit 1 G
Understanding Successful Teamwork

Focus on:

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

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

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.

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

Unit 1 H
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

Unit 1 H
Assignment Review

<u>For next session report out to class</u>:
- Part A of the DSP organizational commitment

<u>For next session turn in</u>:
- Part of the DSP organizational participation commitment

<u>For next session read or do</u>:
- See syllabus for readings

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

<u>Focus on:</u>

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

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

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

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

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.

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

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)

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.

Unit 2 B
Realistic Job Previews

<u>Focus on:</u>

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

Realistic Job Previews

Present non-distorted information to job applicants about the job and the organization before a job offer has been made.

Wanous (1992)

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

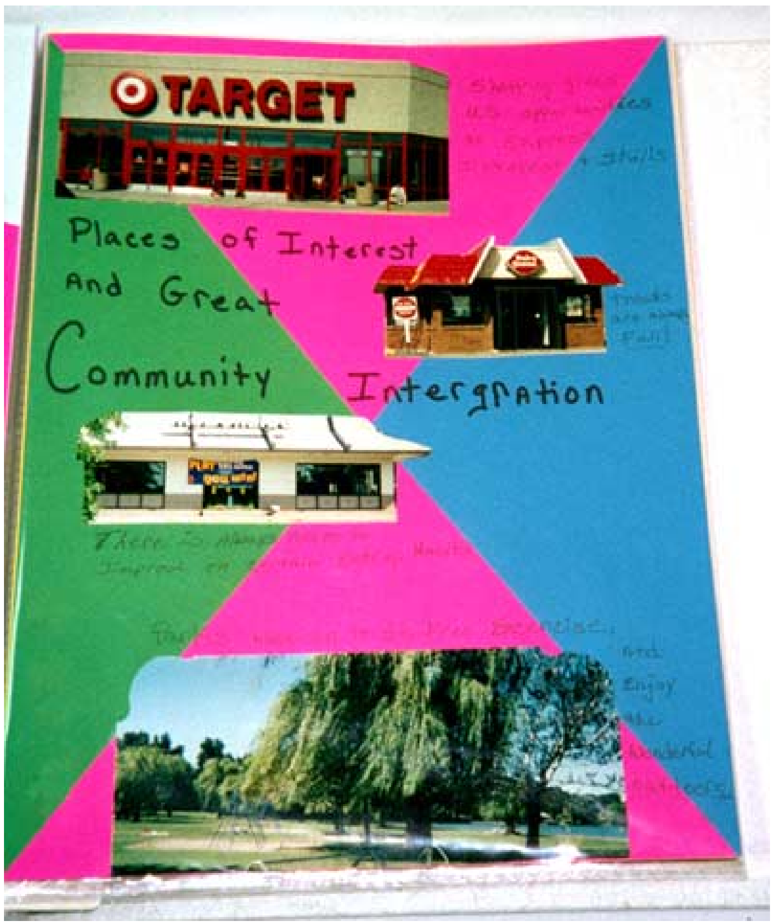
Developing RJPs

- Gather information from consumers and families about their application characteristics
- Select mode of delivery
- Establish clear purpose
- Involve DSPs, FLS, consumers, and others who know the job well
- Describe what sets your agency or site apart from others
- Identify characteristics that make your agency or site unique

Focus RJPs on:

- Information that potential staff are…
  - – unlikely to know, or
  - – likely to have unrealistic expectations about
- Examples
  - – Hours of work and overtime expectations
  - – Characteristics and needs of consumers

RJP Photo Scrapbook Page



Places of interest and great community integration

– Shopping gives us opportunities to express interest and skills
– There's always room to improve on certain eating habits
– Treats are always fun
– Parks allow us to be free, and to exercise and enjoy the wonderful outdoors

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

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.

DSP Attributes

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

FLS Attributes

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

Strengths Matching

- Interests
- Hobbies
- Personal Issues
- Gender
- Marital Status

Unit 2 D
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

Unit 2 D
Assignment Review

<u>For next session report out to class</u>:
- Part B of the DSP organizational participation commitment.

<u>For next session turn in</u>:
- Part B of the DSP organizational participation commitment.

<u>For next session read or do</u>:
- See syllabus for readings
- Bring in examples of DSP job descriptions

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

Session 4 Agenda
FLS Roles in Orientation, Training and Mentoring

35 min	Check-in and warm-up
60 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

Unit 3 A

Welcoming and Supporting New Employees

Focus on:

- Purposes of orientation
- How to improve orientation practices

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

www.ASTD.org

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

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.

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

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

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

Competency-Based Training Model

Hewitt 1998

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

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

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)

Adult Learning

- Bring an array of experiences to the training environment
- Need/want to apply learning right away
- Focused on specific goals
- Have different styles (reflective, hands-on, philosophic, listener/observer)

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

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

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

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

Unit 3 D

Understanding and Using Mentors

Focus on:

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

Mentors:

- Inside information/practical training
- Culture, traditions, and values
- Organization/community systems
- Competency training
- Praise/demonstrate
- Encourage risk-taking
- Support/counsel
- Model
- Provide feedback

Mentoring: New Hire Benefits

- Tap into accumulated knowledge/ experience of mentor
- Safe opportunity for feedback
- Place to bring anxieties and concerns
- Connect socially with others
- Overcome sense of isolation
- Guidance on norms
- Gain access to information

Mentoring: Benefits to Organizations

- Low-cost method to communicate mission, vision, values, and best practices
- Better quality support
- Faster development of employees
- Strengthens retention and reduces turnover
- Stronger employee commitment

Components of Successful Mentoring

- Identify and match mentors carefully
- Train them
- Monitor mentoring process
- Evaluate the program

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

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

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

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

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

Unit 4A

<u>Focus on:</u>

- Recognition and motivation of employees

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

Employee Recognition: Ideas

- Recognize accomplishments and contributions of DSPs (e.g., gift certificates, TY cards, lifesavers, pat on the back)
- Celebrate successes
- Employee Day Off
- Recognize birthdays
- Maximize use of benefited positions
- Recognize tenure benchmarks (3 and 6 months, 1 and 2 years...)
- Hold regular agency-wide celebrations
- Use staff newsletter to recognize workers

“A ticker tape parade would be nice, but a pat on the back would suffice”

-Tom Farris, Minneapolis *Star Tribune*
July 23, 2000

Motivational Work Opportunities

- Treat and expect DSPs to be professionals
- Provide encouragement and financial incentives for DSPs to complete training and skill development
- Create tiered DSP positions and link to pay and career advancement
- Include DSPs in internal and external working groups and task force opportunities (especially those which address workforce issues)
- Promote public awareness via popular media regarding vital roles of DSPs
- Develop local or state coalitions regarding DSP issues

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, listserve, 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

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

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

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?

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?

Unit 4 C
Session and Course Summary

<u>Focus on:</u>

- Questions regarding the session information
- Session/course evaluation
- Keeping energized!

Unit 4 C
Session and Course Summary

KEEP GOING!

Appendix L
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