

**SWK 597 Section 2: Advanced Topics in Social Work
Creating a High Performance Workforce
Augusta, Maine**

Instructor:

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SWK 597: Creating a High Performance Workforce

May 16, 17, 18 and June 23, 24, 2005

This course is geared towards leadership and future leaders in Child Welfare. Designed in a seminar style, the course content will focus on research and best practices to counter the 'Workforce Crisis' in Human Services. Current factors which negatively impact recruitment, retention, and excellence in human services include; a shrinking qualified labor pool, increasing and more complex workload, changing focus of the work, and diminished opportunities for flexibility and autonomy. This course will assess these factors in-depth while offering evidence based best practices, some of which are currently being implemented in Maine, along with a period of time for action research learning mid session in which small workgroups will be expected to develop and plan to implement one intervention to positively impact retention and recruitment factors in high performance in the agency. All students must come prepared to complete pre-course reading and surveys, complete nightly reading and writing assignments during the course, participate in a team project during the intersession, and present one team based in-class project during the final two days of the course.

Educational Objectives:

Upon completion of this course, students will be able to:

1. *Describe* the relationship between staff retention, recruitment, selection, and high performance in child welfare;
2. *Analyze and assess* factors impacting retention and effectiveness in Child Welfare;
3. *Apply* current research in all covered topics to strategic planning to positively impact the child welfare system;
4. *Plan for and apply* means of hiring and selection, coaching and supervising staff ;
5. *Assess and apply* theories of effective agency and organizational culture to enhance performance and staffing in Child Welfare;
6. *Assess and apply* theories integrating effective professional development opportunities and planning to assist in retention and effectiveness in child welfare
7. *Identify and assess* current practice and effectiveness in supports to supervisors and workers in Child Welfare related to retention and performance.
8. *Identify and plan for* increased community support of child welfare efforts through effective use of best practice research in and out of the social work field.
9. *Develop and present a plan* for implementing one of five workgroup action research learning in the field of practice;

Accessibility

The School of Social Work at the University of Maine (Orono Campus) is committed to providing access to the school for people with disabilities. Students with disabilities have a right to ask for an accommodation and are encouraged to talk directly with the responsible faculty member. I will be happy to explore possible accommodations with any student who has a disability. For example, a student with a learning disability might need additional time to complete an exam or a student with a hearing impairment might need a note taker or qualified interpreter in class. When accommodations cannot be provided with existing School resources, the Director of the School will seek the resource necessary for the accommodation through the University Office of Equal Opportunity. Students with disabilities are also encouraged to contact Ann Smith, Counselor and Coordinator of Services for Students with Disabilities, Onward Building (581-2319). Additional information about University procedures for accommodating individuals with disabilities is available from the Office of Equal Opportunity, 318 Alumni Hall (581-1226).

Required Texts:

Austin, Michael J. & Hopkins, Karen M., (2004) *Supervision as Collaboration in the Human Services: Building a Learning Culture*. Thousand Oaks, CA.: Sage Publications.

Recommended Texts:

Brohl, Kathryn, (2004). *The New Miracle Worker*. Washington, D.C.: CWLA Press.
**

Dorman, Rebekah L. & Shapiro, Jeremy, (2004). *Preventing Burnout in Your Staff and Yourself: A Survival Guide for Human Services Supervisors*. Washington, D.C.: CWLA Press.**

Buckingham, Marcus & Coffman, Curt, (1999). *First, Break All the Rules, What the World's Greatest Managers Do Differently*. New York: Simon and Schuster Press.**

Rath, Tom and Clifton, Donald O. (2004). *How Full is Your Bucket?* New York: Gallup Press.**

Senge, P., Kleiner, A., Roberts, C., Ross, R., & Smith, B. (1994). *The Fifth Discipline Field Book*, New York: Doubleday Press.**

Web Based Syllabus and Links to articles and resources:

www.cwti.org/rr

Course Outline:

Pre work, Assigned prior to class; Due May 9, 2005 (written work) and May 16, 2005

1. Written Work: In one-to-three pages, write a brief description of your interest in the topics of this course, including current issues you are facing related to:
 - Performance Issues in your unit/district
 - Retention issues/turnover in your unit/district
 - Recruitment issues in your unit/district
 - Your perception of the Community viewpoint of your agency.
 - Personal goals for this course
 - Preliminary ideas about your area of interest for the inter-session project in one or two of the following area: Recruitment and Screening, Agency Culture related to Staffing, Professional Development in Child Welfare, Supervisor and Worker supports, and External Community relationships with the Child Welfare System. (This is only your initial thought about your interest: you are not expected to have a formal idea or plan for the activity as it will be team based and developed in class).

Please e-mail this overview to the instructor at patriciamosher@bellsouth.net .

2. Text: Read as much as possible in **Supervision as Collaboration**, as this is the primary text book used in the course. See also Reading Assignment for Day 1.
3. Self Assessment: Using Gallup tool from **First Break All the Rules**.

Monday, May 16, 2005:

The first day of the course will include three class sessions to orient students to the course goals and foundations and to begin assessment of linkage between recruitment, retention, and performance.

Session 1: Introduction and Overview:

- Overview of course and logistics
- Background to workforce issues in Child Welfare

During Session One, Instructor and Selected speakers from grant project will provide overview of course goals and logistics, including mapping out the relationship between the course and the current issues and structure of the state agency. At completion of this unit, students will be able to:

- Identify goals and plan for the course
- Identify and describe connection between course and field of practice
- Link course to current efforts in child welfare at state and national level.

Session 2: Workforce Issues in Child Welfare: The Context

- Summary of Research- retention *versus* turnover.
- Overview of frameworks for approaches and outcomes in enhanced workforce selection, retention, and performance

Session 2 encompasses a more in-depth activity and presentation of the approaches and outcomes which form the framework and underpinning for the class. This includes review of frameworks from other national models and research projects. At the end of this unit, students will be able to:

- Identify and analyze models for approaching workforce and performance issues,
- Link various approaches to current issues in Child Welfare workforce development.

Session 3: Performance, Outcomes, and Leadership related to Workforce Issues

- Measures of Performance and Outcomes related to staffing factors.
- Supervisory Standards, Roles, and Competencies
- Agency Vision, Mission and Values (Agency Leader)

In Session 3, further definition and exploration of Performance and ‘High Performance’ will be explored through use of experience within the group, national and state measures, goals, and outcomes review, and a linkage to critical supervisory standards linking performance to the supervisory/leadership role. At the end of this unit, students will be able to:

- Informally gather and assess a range of performance goals and measures,
- Identify strengths and best practices from group and national research to influence desired areas of practice,
- Begin to identify personal/team goals and projects for intersession relating to performance issues.

Reading for Day 1:

1. For Day 1, Sessions #1 and #2: Introduction to Workforce Issues and Context:
Read/Scan the following:

- **General Accounting Office (2003).** Child Welfare: HHS Could Play a Greater Role in Helping Child Welfare Agencies Recruit and Retain Staff. Washington D.C.. Retrieved April 12, 2005, from <http://www.openminds.com/indres/childwelfare4-2003.pdf>

Other Background Reading

- **Cyphers, G. (2001).** Report from the Child Welfare Survey: State and County Data and Findings. Washington D.C.: American Public Human Services Association. Retrieved April 12, 2005, from <http://www.aphsa.org/Policy/Doc/cwvsurvey.pdf>

- **Urban Institute. (2001).** Running to Keep in Place: The Continuing Evolution of our Nation's Child Welfare System, Assessing the New Federalism, Occasional Paper Number 54, October 2001. Retrieved April 12, 2005, from http://www.urban.org/UploadedPDF/310358_occa54.pdf.*

- **Alwon, Floyd J. & Reitz, Andrew L. (2000).** Empty Chairs, CWLA Children's Voice 9 (6), 35-37. Retrieved April 12, 2005, from <http://www.cwla.org/programs/trieschman/emptychairs.htm>*

2. For Day 1, Session #3: High Performance in Child Welfare:

- Case Article: Measuring Performance in CW. ****
- **Flower, C., McDonald, J. & Sumski, M. (2005).** Review of Turnover in Milwaukee County Private Agency Child Welfare Ongoing Case Management Staff. Retrieved April 19, 2005, from <http://www.uky.edu/SocialWork/cswe/> *
- **Morton, Thomas D (December 2004).** *The Seductiveness of Values*, Commentary. Duluth, GA, Child Welfare Institute. ***

Other suggested reading

Latting J. K. et al. (2004). Promoting Service quality and client adherence to the service Plan: the role of top management's support for innovation and learning. *Administration in Social Work*, 28 (2), 29-48. *to view this article and all others that are marked with an asterisk please go to:

<http://docutek.ursus.maine.edu/coursepage.asp?cid=1546>

Yoo, Jane (2002). The relationship between organizational variables and client outcomes; A case study in child welfare. *Administration in Social Work*, 26 (2), 39-61. *

Hess, P, et. al. (1991). The Impact of Caseload Size and Caseworker/Supervisor Turnover on Foster Care Reentry, Professional Review Action Group Project. *

Day 1 Written Journal Assignment: (Due AM of Day 2, Tuesday, May 17, 2005)

Based on the information presented, please write about your present performance as a work unit. Include the following:

- Reflect on your pre-work and the goals you have for your unit performance during the coming year. Please frame your thoughts based on our work on day 1 and in terms of which staff you need to retain and recruit.
 - What sparked your interest/focus in today's class?
 - Do you believe you have 'the right team'?
 - What strengths on the team are a good match for your goals?
 - How can you help your team develop whatever is missing?

Written journal entries must be submitted at the start of the following morning.

Tuesday, May 17, 2005

On Day Two we continue the focus on the agency, this time through looking at retention through the lens of creating agency supports, clarifying the role of the supervisor, and building support of the worker.

Session #4: Supervising within the Organization: Creating a Learning Organization

- Define Learning Organizations and Cultures
- Identifying the role of the leader/supervisor in this culture.
- Linking Learning Culture to retention

This session will build on knowledge and readings on the concept of a Learning Organization. At the end of the session, students will be able to:

- Identify key factors in the Learning Organization literature
- Identify and describe their leadership and supervisory role in creating a learning culture
- Describe and specify actions they take to promote learning in the current agency environment.

Session #5: Staff Morale and Perceptions of self, agency, and job.

- Present and discuss results of statewide employee morale survey
- Using exit surveys and other data for continuous improvement
- Identify relationship between morale and current structures

In session 5, we will present results of the statewide survey of morale conducted in November 2004 along with exit questionnaire data for discussion and analysis by the class participants. In addition, we will assess the current structure as relates to agency/staff relationship and effectiveness. At the end of this session, students will be able to:

- Assess the factors in the agency impacting on employee morale and retention
- Discuss the relationship between morale and retention
- Identify role of leadership in creating a supportive work environment
- Make recommendations for next steps in enhanced agency culture and employee supports

Session #6: Setting Expectations and Developing Staff

- Stages of Worker Development
- Using training system to support supervisory role
- Constructs for assessment including performance, Emotional Intelligence, and personality/learning styles.
- Supervisory Strategies to accommodate learning and performance expectations based on developmental practice

Session #6 is focused on the educational and development role of the supervisor as well as the focus supervisors must maintain on performance. Discussion will begin with the learning and performance expectations realistic for each phase of worker development and expand to include strategies to lead a team with members in various stages in order to perform the work with a view to excellence. At the end of this session students will be able to:

- Identify stages of worker development
- Apply stages of worker development to unit members
- Integrate multiple constructs for self- and supervisory-assessment
- Strategize about integration of a learning culture with a high performance team.

Reading for Day 2: Sessions 4,5,6.

Review the following chapters in **Austin, M. and Hopkins, K., (2004).** *Supervision as Collaboration in Human Services*, Thousand Oaks, CA.: Sage Publications.

- Chapter 2. *Defining the Learning Organization*, Austin and Hopkins.
- Chapter 11, *Promoting a Learning Culture*, Rodriguez
- Chapter 15, *Creating a Culture that Supports the Development of Staff*, Krueger, Austin, Hopkins.
- Chapter 18, *Coaching Employees with Performance Problems*, Proehl

Other suggested readings:

Dorman, R. and Shapiro, J, (2004). *Preventing Burnout in Yourself and Others: A Survival Guide for Human Services Supervisors*, Thousand Oaks, CA.: Sage Publications.

- Chapter 3: *Six Dimensions of Job Satisfaction and Burnout*.

Mor Barak, M, Nissly, J, and Levin, A (2001). Antecedents to Retention and Turnover among Child Welfare, Social Work, and Other Human Service Employees: What can we learn from past research? A review and Metanalysis, *Social Service Review*, December, 625-661. *

Cicero-Reese, B. and Clark, P. (1998), *Research Findings Suggest Why Child Welfare Workers Stay on Job*, CALSWEC Recruitment and Retention Library Newsletter, 5 (5) *

Munzel, M. and Moore, J., (2001). To Retain Key Employees—Develop the Boss *****

Written Assignment for Day 3, May 18, 2005.

Building on the work to date, begin to identify your interest in joining a research action team during intersession. Areas for research include:

- Agency Support in Retention of Staff

- Professional Development as a Retention Approach
- Supporting the Supervisory Role
- Public and Community Relations
- Creating a Supportive Culture for all Staff

Using your unit analysis, the results of the survey, and the group discussions, please make note of your responses to the material and ideas you have about moving forward.

Wednesday, May 18, 2005

Day Three encompasses strategies for recruitment and selection in addressing the workforce crisis.

Session # 7: HR and Agency Roles in Recruitment and Selection

- A strategic Human Resource Management approach to recruitment and retention.
- Agency image and promotion of practice model and values as integral to recruitment and selection practices
- Recruitment Challenges and strategies

During this session, the class will focus on the interaction between agency and human resource management to appreciate the systemic issues in hiring and selection as well as the impact image and experience have on applicants. Innovative practices to broaden the applicant pool and improve the intra-departmental functioning in hiring will be discussed.

At the end of this session, students will be able to:

- Identify and describe new strategies in human resource management,
- Assess the impact of agency image, values, and culture in attracting, maintaining, and optimizing the effectiveness of employees.
- Discuss environmental challenges in recruitment and selection

Session #8: The Supervisor's Role in Finding the Right People

- Supervision Performance Standards on recruitment, screening and selection
- Improving the person/job match
- Characteristics that predict retention
- Competency Based Screening
- Entrance Interview process

This session will build on what the class has identified as critical to performance and retention and turn now to selection and hiring, looking for both excellence in performance and longevity to better meet agency goals. At the end of this session, students will be able to:

- Identify predictive characteristics and competencies for both performance and retention
- Identify and discuss strategies for recruitment and selection including using Maine's structured hiring process, realistic job preview, and selection processes.

- Identify and strategize on continuous improvement of the recruitment, selection and entry process into the agency.

Session #9: Team Approaches to Learning and Change Review models for team structures

- Review Action Practice models for research and strategic planning
- Identify teams for intersession-practice

In the final classroom session prior to the intersession practice activities, the class will focus on methods for team development and will identify groupings, areas for focus, and initial planning for the work they will do in the intersession. At the end of this session, students will be able to:

- Describe various methods of team structure
- Describe the impact of supervisors and leaders on change and experimentation
- Set an initial structure for their intersession projects.

Readings for May 18, 2005:

Center for the Study of Social Policy, June 2002. Improving the Quality of Human Services Through Results Oriented Human Resource Management. Retrieved April 12, 2005, from http://www.cssp.org/uploadFiles/2431_CSSP_book1_FINAL.pdf.*

Graef, M.I., & Potter, M.E. (2002). Alternative solutions to the child protective services staffing crisis: Innovations from Industrial/organizational psychology. *Protecting Children*, 17 (3), 18-31. *

Review the following chapters in **Austin, M. and Hopkins, K., (2004)** *Supervision as Collaboration in Human Services*, Thousand Oaks, CA.: Sage Publications.

- Chapter 6: *The Collaborative Practice of Workplace Teams*, Vinokur-Kaplan, D and Miller, P.
- Chapter 13: *The Supervisor as Transformational Leader*, Packard, T.
- Chapter 16: *Transferring Learning into New Organizational Practices*, Proehl, R.

Intersession Team Assignments:

The class will separate into five separate groups, minimum of 2 participants, maximum of four. Each group will take on one of the following areas:

- I. Agency Support in Retention of Staff
- II. Professional Development as a Retention Approach
- III. Supporting the Supervisory Role
- IV. Public and Community Relations
- V. Creating a Supportive Culture for all Staff

Groups are responsible for a one hour presentation upon the recommencement of the course. Each group will need to provide handouts and materials relating to the topic they

have selected. The project should consist of the following: Identification of the current status of the issue in the agency including: data as available and appropriate, relevance of materials provided in class, and action planning for a new approach or refined effort to further the goals of retention and performance in work units or in product development. For example, all members could attempt the same type of staff meeting or training to be held for all units supervised by that group. On an alternate focus, all members could decide to develop a curriculum or job aid that would assist staff and could then pilot it within their units. Another example: supervisors could identify a process for hiring and bringing on staff if they plan to work with new hires or new staff in the intersession, again trying the same approach in multiple units and settings. Minutes of each group meeting or communication should be copied or forwarded to the instructor in place of personal journals. *The intersession project comprises 50% of the final grade for the course.*

Written Work required by Monday, June 19, 2005 by e-mail:

- **Workgroups should submit an overview of their work and their planned presentation, along with a list of any required materials (projector, VCR, Etc.)**

Individuals must submit a reaction paper to the workgroup process Thursday, June 23, 2005:

Session #10: Agency Support in Retention of Staff

This session will include a presentation by the Agency Support Workgroup. Learning Objectives are to be identified by the project team. Some examples of Agency Support Related Approaches include:

- Action learning curriculum
- Management retreats
- Monthly staff dialogue
- Improved communication channels
- Expectations from Bureau Director

Structures for worker input into training and work design Some examples of desired Agency Support related outcomes include:

- Unifying mission
- Open communication at all levels
- Climate promoting trust, autonomy, flexibility
- Worker input into training and decision making
- Learning, innovative organization
- Culturally competent workforce
- Manageable caseloads and workload
- Pleasant working conditions
- Recognition/celebration of successes

Recommended Resources:

Glisson, C. and Hemmelgarn, A., (1998), The Effects of Organizational Climate and Interorganizational Coordination on the Quality and Outcomes of Children's Service Systems. *Child Abuse and Neglect*, 22 (5), 401-421. *

Nissly, J, Mor Barak, M, Levin, A. (2005). Stress, Social Support and Workers' Intentions to Leave Their Jobs in Public Child Welfare, *Administration in Social Work*, 29 (1), 79-100. *

Gifford, E. (2003). An Examination of Organizational and professional Commitment Among Public, Not-for-Profit, and Proprietary Social Service Employees. *Administration in Social Work*, 27 (3), 5-23. *

Hopkins, K, (2002). Organizational Citizenship in Social Service Agencies, *Administration in Social Work*, 26 (2), 1-15. *

Regehr, C. Chau, S, Leslie, B, and Howe, P., (2002), An Exploration of Supervisor's and Manager's Responses to Child Welfare Reform, *Administration in Social Work*, 26 (3), 17-36. *

Buckingham, Marcus and Coffman, Curt, (1999). *First, Break All the Rules, What the World's Greatest Managers Do Differently.* New York: Simon and Schuster Press.

Rath, Tom and Clifton, Donald O. (2004). *How Full is Your Bucket?* New York: Gallup Press.

Senge, P., Kleiner, A., Roberts, C., Ross, R. and Smith, B. (1994). *The Fifth Discipline Field Book.* New York: Doubleday Press.

Reading in Texts:

Austin, M and Hopkins, K, (2004). *Supervision as Collaboration in Human Services* Thousand Oaks, CA.: Sage Publications.
Chapters 19 & 20.

Brohl, K, (2004). *The New Miracle Workers.* Washington, D.C.: CWLA Press.
Chapters 6, 7 & 8.

Session #11: Professional Development as a Retention Approach

This session will include a presentation by the Professional Development Workgroup. Some Examples of Professional Development Approaches include:

- On-site coaching and advising
- Tuition reimbursement
- On-site MSW classes
- In-agency graduate field placement
- Clinical unit for field placement
- Benefits to encourage tenure in job

- Reward system for MSW attainment
- In-office distance learning on release time

Some examples of Professional Development desired outcomes include:

- Expectations and support for individual development planning
- Career options for experienced caseworkers and supervisors
- Support for workers tailored to appropriate stage of development

Learning Objectives are to be identified by the project team.

Recommended Resources include:

Hopkins, K, Mudrick, N, and Rudolph, C, (1999). Impact of University/Agency partnerships in Child Welfare on Organizations, Workers, and Work Activities. *Child Welfare*, 78 (6), 749-773. *

Barbee, M, Antle, A, and Christenson, D. (2003). *Child and Family Service Reviews (CFSR's): Preliminary Results and Implications for Training.* University of Louisville, Working Paper #4. Retrieved April 19, 2005, from <http://olav.usi.louisville.edu/nrc/monrept/monographfiles/CFSRtrng.pdf> *

-Ibid. (2003) *ASFA supervisor-team training: Solution-based supervisory practice for achieving outcomes in child welfare.* University of Louisville. Retrieved April 19, 2005, from <http://olav.usi.louisville.edu/nrc/monrept/monographfiles/ASFAtrng.pdf> *

Packard, T, (2004). Issues in Designing and Adapting an Administration Concentration. *Administration in Social Work*, 28 (1), 3-20. *

Preston, M. (2004). Mandatory Management Training for Newly Hired Child Welfare Supervisor: A Divergence Between Management Research and Training Practice?, *Administration in Social Work*, 28 (2), 81-97. *

Reading in Texts:

Austin, M and Hopkins, K, (2004) *Supervision as Collaboration in Human Services: Building a Learning Culture.* Thousand Oaks, CA.: Sage Publications. Chapters 15, 16, & 17.

Session #12: Supporting the Supervisory Role

This session will include a presentation by the Supervisory Support Workgroup. Some Examples of Supervisory Support Approaches include:

- Competency-based development
- Supervisory Academy
- Supervisor support groups
- Graduate courses in supervision

Some examples of Supervisory Support desired outcomes include:

- Consistently competent supervision
- Effective feedback
- Performance management
- Effective communication
- Mentoring by experienced supervisors
- Team approaches to problem solving and case management

Learning Objectives are to be identified by the project team.

Recommended Resources include:

Lynch, J., & Versen, G, (2003). Social Work Supervisor Liability: Risk Factors and Strategies for Risk Reduction, *Administration in Social Work*, 27 (2), 57-72. *

Jaskye, K, (2003). Assessing Changes in Employees' Perceptions of Leadership Behavior, Job Design, and Organizational Arrangements and Their Job Satisfaction and Commitment. *Administration in Social Work*, 27 (4), 25-56. *

Preston, M. (2004). Mandatory Management Training for Newly Hired Child Welfare Supervisor: A Divergence Between Management Research and Training Practice? *Administration in Social Work*, 28 (2), 81-97. *

Wimpfheimer, S, (2004). Leadership and Management Competencies Defined by Practicing Social Work Managers: An Overview of Standards Developed by the National Network of Social Work Managers. *Administration in Social Work*, 28 (1), 45-56. *

Buckingham, Marcus and Coffman, Curt, (1999). *First, Break All the Rules, What the World's Greatest Managers Do Differently.* New York: Simon and Schuster Press.

Rath, Tom and Clifton, Donald O. (2004). *How Full is Your Bucket?* New York: Gallup Press.

Reading in Texts:

Austin, M and Hopkins, K, (2004). *Supervision as Collaboration in Human Services, Building a Learning Culture.* Thousand Oaks, CA.: Sage Publications.
Chapters 4, 7, 8, 9, & 10.

Brohl, K, (2004). *The New Miracle Workers.* Washington D.C.: CWLA Press.
Chapters 7 & 8.

Dorman, R. and Shapiro, J, (2004). *Preventing Burnout in Your Staff and Yourself: A Survival Guide for Human Services Supervisors.* Washington D.C.: Simon and Schuster Press.

Friday, June 24, 2005

Session #13: Public and Community Relations

This session will include a presentation by the Supportive Workplace Culture Workgroup. Some Examples of Workplace Support Approaches include:

- Team approaches
- Performance support systems
- Training for developmental stages
- Clinical case monitoring
- Seminar for experienced caseworkers

Some anticipated outcomes from Enhancing the Workplace Culture would include:

- Effective communication
- Mentoring by experienced caseworkers
- Support for transitions and developmental stages
- Team approaches to problem solving and case management

Learning Objectives are to be identified by the project team.

Recommended Resources:

Jaskye, K, (2003). Assessing Changes in Employees' Perceptions of Leadership Behavior, Job Design, and Organizational Arrangements and Their Job Satisfaction and Commitment, *Administration in Social Work*, 27 (4), 25-56. *

Buckingham, Marcus and Coffman, Curt, (1999). *First, Break All the Rules, What the World's Greatest Managers Do Differently*, New York: Simon and Schuster Press.

Rath, Tom and Clifton, Donald O. (2004), *How Full is Your Bucket?* New York: Gallup Press.

Reading in Texts:

Austin, M and Hopkins, K, (2004). *Supervision as Collaboration in Human Services, Building a Learning Culture.* Thousand Oaks, CA.: Sage Publications.
Chapters 4, 7, 8, 9, & 10.

Brohl, K, (2004). *The New Miracle Workers.* Washington D.C.: CWLA Press.
Chapters 7 & 8.

Dorman, R. and Shapiro, J, (2004). *Preventing Burnout in Your Staff and Yourself: A Survival Guide for Human Services Supervisors.* Washington D.C.: Simon and Schuster Press.

Session 14: Creating a Supportive Culture for all Staff

This session will include a presentation by the Community Support Workgroup. Some Examples of Community Support Approaches include:

- Public education on agency mission and purpose
- Cross agency training (e.g., Judicial Symposium)
- Image of agency in community
- Leaving the Agency: Staff Exits.
- Empowering and Nurturing Leavers
- State/University Partnerships

Some examples of Community Support desired outcomes include:

- Community understanding of mission and role of agency
- Interagency collaboration
- Expanding pools of applicants for positions
- Decreased turnover

Learning Objectives are to be identified by the project team.

Recommended Resources:

Reading in Texts:

Austin, M and Hopkins, K, (2004). *Supervision as Collaboration in Human Services: Building a Learning Culture.* Thousand Oaks, CA: Sage Publications.
Chapters 16, 21, & 26.

Session 15: Reflective Practice.

- Group Reflection on workgroup process
- Group Reflection and input for ongoing agency/systems improvement
- Action planning for future implementation
- Group reflection on process and impact of the course.

At the end of this session, students will be able to:

- Assess their understanding of retention, recruitment, and performance as linked processes,
- Assess and build implementation plans for practice within their context of practice
- Assess and recommend agency and systems improvements towards integrating course learning to benefit the system,
- Assess and inform the ongoing development of inservice training and graduate coursework at the middle manager and upper management level to promote improved retention strategies.

* Please visit <http://docutek.ursus.maine.edu/coursepage.asp?cid=1546> to view, download and print all articles.

**** See your PA for District copy.**

***** Copy will be sent to you via interoffice mail.**

****** More location information forthcoming.**

ASSIGNMENT OVERVIEW

Pre-work: Written Work and Reading

The Pre-work writing to the instructor will count for 10% of the course grade.

The pre work for this class is crucial to your ability to do well in the class as well as your ability to get what you need from our work together. In assessing your current performance goals and plans, you may use any method that reflects your 'real time' process. I recommend that you speak directly with your staff and tell them that you are embarking on this experience and would like some input from them as well, getting ideas from them about the impact of turnover in the agency and how this relates to agency, team, and individual performance.

The reading required for the course is best done in the month or so prior to the actual course, particularly related to the texts that are required. If you can read the books ahead of time, annotating sections you liked or disagreed with, a simple scan during the compressed version of the class will suffice and it will ease your workload during the week. All reading is listed in order of priority, so you should start at the top and get as far as you can. Critical information from articles will be discussed in the course and reading is supplemented heavily with in-class presentation, but getting your grounding will set you in better stead for the inter-session project. As you will see in other assignments; the grading will be based on your commitment to this project and your thoughtfulness about the answers you give.

Daily Writing and Reaction Papers.

The daily writing and reaction papers in the second series of days will count for 20% of the course grade.

The purpose for writing daily and a pre-return written assignment is to allow you another format in which to explore what you are investing in your own learning as you dedicate time and energy into your professional growth. As a result, this is an informal assignment; may be handwritten and introspective in nature without need of lengthy citations and theory unless that is important to you. I see my role in accessing your writing as another means to understand what this work means to you and to view, albeit briefly and in an artificial way, your reflective process. I may write back to you, or let you know about additional resources. I do not see this as a strictly graded experience, but in order to 'do well' in the class, I expect to see that you have taken this task seriously and have done a more than cursory job of writing about your experience. I would communicate concerns on this matter with you directly, but will not intrude on your process by grading or critiquing you in your journal writing. I also believe that you have the right and responsibility to yourself to ensure that the material in your writing is material that you are comfortable entrusting to me. I will not quote or attribute what you discuss in that format with the larger class without permission, and would more likely encourage you to raise issues and points directly.

Project Presentations by Workgroup

The intersession project comprises 50% of the final grade for the course.

The Group Project is in place of a Final Exam.

The class requirement is that each student must participate in a workgroup in one of five areas that are critical to impacting recruitment and retention in Child Welfare. As long as we get some folks in each area, the designation of project is up to you. As the projects have a team component, you will be working in concert with other students. We will explore the usefulness of face-to-face and virtual meetings of the workgroup and will also work together to refine how the projects should be structured. Prior to leaving for the intersession break, each group will meet to begin the process and each group will do a five minute overview of their progress and plan prior to breaking for intersession.

Your expectation upon return is that you will work with your workgroup to provide approximately 2 hours of presentation and activities around the designated topic area. This can take any form that your team identifies and you can ask the rest of class to participate in any way that you believe would further your agenda. The project has the following major aspects:

1. Each workgroup will design and try out a new strategy related to the topic of the course in the area of focus. Working in concert, you will want to identify actions that your group will all try or perform during the break and you will report back to the class. If you choose something that is not easily done with work units, you would likely do something within your two hour timeframe.
 - Brief Outline of the Situation that you wish to address in practice within the unit.
 - Problem/Strategy Identification: This is a description of practice you are hoping to change, innovation you want to make, etcetera. You will want to describe practice as it exists and as you would like to improve it. Include an overview of the 'problem', scope, and focus your group is taking.
 - Methods: Identify range of methods you will use to solve the problem or try out a strategy: will you all do this or will some try it with others playing a different role?, etc.
 - Connectivity: Set a schedule or plan for connecting with the group and put this in writing.
 - Goal Identification: Identify the desired outcome, how you will measure it, etcetera. Each workgroup will share the most important features of information gleaned with the rest of the class and will assist other class members in applying the information in their work lives.

Upon completion of your project, you will get a group feedback sheet from all participants (you will see this prior to the intersession break) and you will also get written feedback from me related to this activity. This will afford each group an assessment on how your contributions and participation in class have assisted your peers.

Classroom Participation

Classroom Participation counts for 20% of the grade for the course.

Grading on participation is always tricky, so we will do it collaboratively with your giving me your impression of your contribution and participation. As a grounding remark, with respect for the variety of types, the grade will not necessarily correlate with the 'quantity' of input you make, but rather the quality and your ability to respond to your peers' learning needs. This is an excellent example of how the class can give you a chance to practice those valuable supervisory skills: describing situations, reflecting on your role and other perspectives, and assessing/responding to educational needs!

Grading

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| Pre Work | 10% |
| Written Daily Reactions | 20% |
| Project Presentation | 50% |
| Class Participation | 20% |