Developing High-Quality Leaders: Supporting those who Serve

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Web sites
http://rtc.umn.edu/dsp/
http://www.qualitymall.org/
http://www.collegeofdirectsupport.com/

Premise

- When front-line supervisors
  - are knowledgeable about effective approaches to inclusive services
  - are supported and responsible for improving people's lives
  - know how to facilitate team work
  - can communicate effectively
  - are effective in training and supporting DSPs
- Direct support professionals
  - provide better quality services and supports
  - stay longer and
  - are more satisfied and committed to their jobs

Why Support and Train FLS?

- DSP recruitment and retention is a huge ongoing challenge
- The most common reasons for DSP wanting to leave
  - Problems with co-workers
  - Inadequate pay or benefits
  - Problems with supervisors
- Supervisors would leave for another job that offered
  - Better pay   68%
  - Less stress   64%
  - Opp. For growth   27%

- The FLS position is the most difficult community support position
  - On-call all the time
  - Salaried – no overtime to offset long hours
  - Little or no training on how to be a supervisor
- Supervisor turnover was 27% in 12 months
- Turnover was lower in homes where the supervisor valued treating workers fairly

First, Break All the Rules

Managers and supervisors are the key to success.

Five top predictors of turnover

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. I have an opportunity to do what I do best each day.
4. My supervisor, or someone at work seems to care about me as a person.
5. At work my opinions count.

Buckingham & Coffman, 1999

Experiences of New Frontline Supervisors

- Being thrown in without supports
- Lack of training opportunities/poor training
- Overwhelming amount of information
- Not being told what must be done
- Trial and error learning

Supports Supervisors Request

- More or better training for supervisors
- Improve communication
- Use fair and supportive agency management practices
- Staffing and recruitment support
- Improve wages and benefits for workers and supervisors
- Help with time management

Hewitt, Larson et al, 1998

Recruitment and Retention Strategies

- Recruitment and Selection
- Orientation and Training
- Recognition
- Supervision/Management
- Legislative and Policy Initiatives
- Assessment and Action Plans

Supervision and Management Tools

- Minnesota Frontline Supervisor Competencies and Performance Indicators
- Introduction to Teamwork Curriculum
- PEP: Peer Empowerment Program
- The Power of Diversity: Supporting the Immigrant Workforce
- Removing The Revolving Door: Overcoming Recruitment, Retention and Training Challenges

The Challenge to Change

In the past three years, the agency where I work hired 201 people to fill 52 direct service jobs.

- 201 new faces in the mornings, greeting the 28 people we serve in the home where I work.
- 201 people to train, not knowing if they'll be here next week.
- 201 people who do things just slightly different from the last person who woke you up.
- 201 new people in three years at a starting wage of $5.00 per hour.

M.C., direct support professional

Build Supervisor Competence

- 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

Hewitt, Larson et al., 1998

Using Competency Statements (FLS, CSSS)

- Compare needed skills with your current training program
- Help potential DSP, FLS
  - Assess readiness for the FLS role
  - Provide realistic job preview
  - Develop leadership development plan

- Assess new/current DSP, FLS
  - Identify people who have excellent skills and who could mentor others
  - Identify areas where agency support is needed to improve DSP FLS effectiveness
  - Develop individual training plans
  - Conduct competency based performance evaluations