SOCIAL WORK EDUCATION CONSORTIUM

School of Social Welfare

State University of New York at Albany

Preparing Facilitators for Retention-Focused Design Teams

Participant Toolkit

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Unit 1

Learning and DT Facilitation Tools

OBJECTIVES:

By the end of Unit One, participants will:

- Build solid working relationships with each other, mirroring the work that design teams must do
- Help to establish ideal conditions for learning and capacity building
- Begin networking, laying the foundation for mutual supports, technical assistance, and idea exchanges

Unit 1, Tool

"Preparing Facilitators for Retention-Focused Design Teams" Training

OVERALL TRAINING GOALS

This curriculum is structured to achieve four main goals. On successful completion of the curriculum, participants will:

1. Know how to start a DT in a public child welfare system, including how to work with top level leaders to create, implement, and operate a DT

2. Be able to facilitate a successful DT

3. Know how to obtain implementation supports, assistance, and resources, including coaching from expert consultant-facilitators

4. Understand the need for additional DT facilitator training and competency development.

Unit 1, Tool 2

FUTURE FACILITATORS' "WHAT ABOUT THEM?" BINGO

I have a definite assignment to Facilitate a Design Team	I have skills in helping workers learn and develop	I am an "outsider" in my new assignment	I have participated in the process of group development	I practice communicating in a strengths-based, solution focused manner
I Listen intently and appreciate what others are saying before developing alternative view	I have shaped meeting agendas for workforce meetings	I Consider myself to be a human rights advocate	I have experience as a facilitator of a Design Team	I have made mistakes that have paved the way in my personal development
I agree that rules and norms will help a group function	I have been employed in child welfare for over 10 years	**BINGO FREE**	I agree that there is no such thing as a stupid question as a group member	I have contributed to team formation and functioning
I have worked on improvement models and utilized organizational strengths	I have developed creative flyers to announce events	Has been a team leader	It is ok for a team member to keep questioning until clarity and consensus is achieved	I know what is like to **Wait** for a promotion
I have experienced work connected with the CB Grant that includes the DT Model	I know what it is like to be a member of a culturally diverse group	I am an excellent dancer or singer or sports enthusiast or musician **OR**	I have received written recognition for quality work	**I have a birthday this month**

This is a stand up exercise.

Write person's first name and their county (locale) in the appropriate box if they can identify with a particular statement. Try to receive feedback from as many participants in the room as possible.

Shout BINGO when sheet is complete!

Unit 2

Learning and DT Facilitation Tools

OBJECTIVES:

By the end of Unit Two, participants will:

- Define and describe different kinds of turnover and retention
- Describe, in a preliminary way, a Design Team Model.
- Describe, in a preliminary way, how the DT model can be used as an intervention in improving child welfare retention.

Unit 2, Tool 1

A Snapshot of Turnover, Retention, and Their Relationships

There are different kinds of turnover and retention. Not all turnover is bad, and not all retention is good. Some turnover can be prevented, and some cannot. Details follow.

Workforce Turnover

- Think about turnover as a concept that describes workers' exits from the agency, along with their exit pathways and the reasons they cite for leaving.

- There are three kinds of turnover.

  ⇒ *Functional turnover*, also called beneficial turnover, is the first kind. It occurs, for example, when workers ill-suited for the job, the work, the agency, and its surrounding community leave.

  ⇒ *Unpreventable turnover* is the second kind. Retirements, deaths, and changes in life roles (e.g., a spouse changes jobs and must move to another place) account for this kind.

  ⇒ *Undesirable, preventable turnover* is the third kind, and it is the most important of the three. Here, good people leave despite the agency's efforts to retain them—at considerable cost to the agency and its clients. This is the kind of turnover we must learn how to minimize and prevent.

- Classifying causes of undesirable turnover

  ⇒ *Push factors* are internal to each agency. They refer to the individual, supervisory, organizational, and community factors, which drive away or push out good workers. Knowledge is growing about these push factors (Refer to Unit 2, Tool 3). Importantly, these push factors reside within each agency's sphere of influence and control; something can be done about them. Until such time as something is done, push factors cause undesirable, preventable turnover. Removing and preventing these factors is thus a top priority.

  ⇒ *Pull factors* are external to the agency (see Unit 2, Tool 4). They include the lure of a good job provided by another organization; or the irresistible appeal of moving to another locale. Better salaries and improved benefits are important pull factors because commissioners and policy makers can do something about them. However, most pull factors are outside the control of policy makers and commissioners. This means that the turnover they cause can be classified as "unpreventable turnover."

Workforce Retention

- *Desirable retention* occurs when good, competent, committed, and engaged workers stay with the agency. Together, the reasons why good workers stay may be called *keep factors* (Unit 2, Tool 5). These keep factors involve a complex interplay among individual, supervisory, organizational, and community factors and forces. They vary by agency and locale.

- *Undesirable retention* occurs when incompetent, disengaged, and passive-aggressive workers remain. This kind of retention is especially problematic when good workers are leaving at the same time that sub-optimal workers are staying.

A Complicated Relationship Between Turnover and Retention

- Thus, not all turnover is bad (e.g., sometimes it's best that a worker leaves); and not all retention is good (e.g., sometimes workers ill-suited for the job and the work should leave)

- We may know something about why workers leave (e.g., we gain knowledge through exit interviews and surveys); but this knowledge often is insufficient for retention planning. In other words, knowledge about what pushes workers out and pulls (lures) them away is a useful starting point for planning. But this kind of knowledge is limited in its contributions to plans for desirable retention.

- Every agency is somewhat unique, which means that turnover, retention, and their relationship need to be understood and addressed in context.

- Retention-focused training helps, but training alone will not solve the problem of undesirable turnover.

The Design Team Improvement Model for Desirable Retention

The design team intervention was developed because of the finding presented in the last bullet above. *Training is helpful, but training alone will not solve the problem of undesirable, preventable turnover*.

Some training is needed and vital. It shall become apparent that design teams help to identify, develop, and garner support for some kinds of training at the same time they recommend improvement strategies for desirable retention. For example, DTs have recommended and helped to implement training focused on trauma prevention-alleviation and also on improved safety in the office and in the field.

Why Design Teams? A Selective Summary

- Local supervisory, organizational and community factors, by themselves and in combination, influence the workforce's composition, stability, and performance

  This means that each agency is somewhat unique, necessitating local leadership and agency-specific planning for all workforce development initiatives

- Workers, especially front-line workers and their supervisors, have expertise about agency characteristics, operations, and performance, and some of their recommended improvements enhance effectiveness, better the agency, and reduce undesirable turnover. DTs capitalize on worker knowledge and expertise.

- Solid, positive relationships with co-workers are important retention and job satisfaction enhancements, especially when they are dovetailed with organizational supports. DTs help build these relationships.

- When agencies have effective design and improvement teams, good work gets done. For example, job satisfaction increases, burnout is reduced, and fewer workers look to leave the agency.

- Agencies need specially trained DT facilitators. Agencies plagued by high turnover have difficulty mounting and benefiting from self-managed teams because, in some circles of the agency, finger-pointing and blaming dynamics are commonplace, whether publicly or behind the scenes. Conflicts and even hostilities are present.

- Commissioners and their deputies often are not positioned to rectify these interpersonal issues as well as the supervisory, managerial, and organizational problems (e.g., negative climate, unhealthy culture) they produce.

- These issues and problems comprise powerful push factors; that is, they cause good workers to leave.

The Essence of a Design Team

- A design team begins as a group of workers representing the breadth and diversity of the agency as a whole. Notably, it includes top-level leaders (e.g., the deputy commissioner and the director of services), the staff developer, supervisors, senior caseworkers, and both new and experienced caseworkers. It also includes representatives from the several units or departments (e.g., CPS, Foster Care).

- Teams also represent the various informal cliques and networks in the agency.

- Some teams include secretarial and support staff. Local leaders and later, DT members, determine whether these staff should be on the team.

- Teams range in size from 8 persons to 25. Local leadership, sometimes in consultation with representative workers, determines the DT's exact size and composition.

- Some members are appointed, while others are elected. Team selection procedures vary by the agency.

- A specially prepared outsider facilitates DTs. This person is called "The Design Team (DT) Facilitator" (Note: In some agencies, "insiders" may serve as DT facilitators from the outset. In most, insiders take over when the outsider departs.)

- The DT facilitator's job is to help a group of diverse, representative employees become a productive, healthy team. This team development and performance require attention to two aspects of time development. The ***social side*** of team development must be balanced with the ***task side*** of getting good work done.

- Getting good work done entails figuring out the causes of undesirable turnover and developing improvements that will increase desirable retention.

- Team members are asked to consult repeatedly and consistently with their co-workers throughout their problem-solving. For example, DT members get feedback from co-workers about remedies for undesirable turnover and the improvements needed for retention.

- DT members also are responsible for ensuring that co-workers support improvements and "spread the good news" when innovations are developed. In other words, a successful team acts as a kind of "agency nerve center", and team members need the skills and the will to make this happen. DT facilitators help provide these skills and reinforce this will.

- Ongoing feedback and data collection in the DT are important mechanisms for continued learning and positive change. By continuing to collect information and feedback from the entire agency on what is working and what needs improving, the DTs help create a learning organization.

- This learning organization approach is built on accurate information, which is used in decision-making. This approach also is one that values workers, creates positive work environments, reduces undesirable turnover, and improves desirable retention.

Teams, Other Agency Staff, and Top Level Leaders Working Together

Teams cannot do this retention-focused work alone. To reiterate: Their job is to serve as incubators for good solutions and then to share them with others in the agency to gain support and resources for implementation and follow-through. Ideally, every staff member helps to steward the agency's climate, culture, and overall performance. DTs are a mechanism for making this happen; and you, the facilitator, enable DTs to do this good work.

Above all, top-level leaders in the agency must view the team as a resource and a critical problem-solving driver, and they must be prepared to support the team. (There is much more on how to do this later in this training.)

For now, know that, as a Facilitator, you are helping the agency initiate several related improvements—simultaneously. For example, DTs help agencies open up new lines of communication, develop new problem-solving resources and supports, generate new knowledge and understanding about retention and child welfare practice, and shift leadership, management, and supervision to a more participatory-democratic style.

This new leadership, management, and supervisory style is especially important. *It entails "doing with" rather than "doing to" workers, and it is based on the belief that each worker has expertise that needs to be tapped.* This new style, in combination with workers' increasing commitments and engagement, promises to improve the agency's culture and climate, improvements that are associated with improved retention.

Finally, teams need to become self-directed and self-sustaining. This means that, from the beginning of your work with the team, you need to be involved in capacity-building. In other words, you need to be preparing teams to continue after you are gone.

Unit 2, Tool 2

PUSH FACTORS

Push Factors: Features of the Agency, Job, Work and Community that lead to turnover

Workforce research has indicated that the following factors, individually and in combination, cause good workers to leave:

- ✓ Inadequate salaries and benefits
- ✓ Heavy caseloads
- ✓ Heavy workloads caused in part by excessive, redundant paperwork
- ✓ Lack of safety protocols and supports at the office and in the field
- ✓ Stress, emotional exhaustion, and vicarious trauma induced by the work
- ✓ Lack of supports and interventions aimed at preventing burnout and trauma
- ✓ A depersonalized environment with no say-so in which "a job is a job"
- ✓ Lack of supportive and competent supervision
- ✓ Lack of support from co-workers, including few or no meaningful relationships with them
- ✓ "Tighten the screws", compliance-oriented, and punitive supervision and management
- ✓ Lack of rewards for competent practice and for extraordinary achievements
- ✓ Lack of fit between career goals and actual job and work requirements
- ✓ Lack of career ladders
- ✓ Agency's demands interfere with personal needs and requirements
- ✓ Perceptions of unjust practices (e.g., assigning caseloads, granting promotions)
- ✓ An agency-wide emphasis on people processing instead of people changing practice

- ✓ No agency practice model with consensus on progress indicators and success measures
- ✓ Reality shocks caused by recruitment and training that do not match the job and the work
- ✓ "Sink or swim" organizational socialization: New workers must fend for themselves
- ✓ Lack of mentoring and coaching by veteran and senior caseworkers
- ✓ For workers with MSW's, lack of opportunities to use their knowledge and skills
- ✓ Lack of solid, effective working relationships with other systems (e.g., courts, schools)
- ✓ A passive, defensive, and reactive agency climate
- ✓ Lack of visionary leadership, which builds commitments and unity of purpose
- ✓ External demands, controls, and regulations, which handcuff local leaders

Unit 2, Tool 3

PULL FACTORS

Pull Factors: External features and forces that lure people away

Research has indicated that the following factors and forces pull good workers from the agency:

- ✓ Recruitment by child welfare systems in other counties and states
- ✓ Recruitment by other human services systems in the area
- ✓ Job opportunities outside the human services in the area
- ✓ Pressures and demands by family, significant others, and friends to quit
- ✓ The lure of living in another town or city, which provides better life-work fit
- ✓ The lure of a different career
- ✓ The opportunity to "go back to school" to secure a graduate degree

Unit 2, Tool 4

KEEP FACTORS

Keep Factors: Internal and external forces and factors that encourage retention

Research has indicated that the following factors and forces encourage good workers to stay on the job and remain in the agency. Most of these factors and forces are ones the agency can influence and control and, for this reason, they are retention planning and improvement priorities.

- ✓ Consistent communication, leadership, management, and supervision, helping everyone in the agency stay "on the same page" and enjoy unity of purpose.
- ✓ Public child welfare is a career, not just a job, because the agency supports and promotes career development
- ✓ Adequate wages and employee benefits
- ✓ Flex time and other supports for workers with families
- ✓ Worker recruitment, selection, training, organizational induction, and job assignments are aligned and harmonized; there are few surprises and shocks
- ✓ Caseworkers, supervisors and managers perceive that the agency values and supports them
- ✓ Workers at all levels feel supported by the co-workers
- ✓ Workers at all levels of the agency have input into processes and structures that influence them, especially their job placements and the work routines
- ✓ Workers are provided with suitable office space and equipment and good transportation
- ✓ Workers at all levels have a stake in agency and steward its development and image
- ✓ All workers enjoy unity of purpose; everyone knows what success entails
- ✓ The agency promotes and rewards research-supported, collaborative practice models
- ✓ A "can do" attitude—individual and collective efficacy—is pervasive in the agency
- ✓ New workers are provided with mentoring and coaching; they are not greeted with heavy, difficult caseloads and "sink or swim socialization"

- ✓ Supervision is both supportive and competent, and supervisors' loads are manageable
- ✓ Caseworkers are able to learn and develop expertise from their practice
- ✓ Caseloads are harmonized with overall workloads, and both are manageable
- ✓ Life-work fit is an organizational priority, and workers have "say so" in improving it
- ✓ Workers at all levels of the agency are rewarded for competent practice and recognized for their extraordinary achievements
- ✓ Burnout, stress, and trauma prevention and reduction interventions are readily available
- ✓ The agency provides safety protections in the office and in the field
- ✓ The job and the work are meaningful and rewarding; they enhance workers' well being
- ✓ The job, the work, and life in the agency build and strengthen commitments to the career and to the agency
- ✓ The agency and its workers enjoy solid, effective ties with other service systems, enabling case coordination and collaboration to meet clients' co-occurring needs
- ✓ The agency gains the support of workers' family and friends, making them retention resources
- ✓ The agency has implemented early detection and rapid response systems aimed at preventing workers from even thinking about leaving (called "withdrawal cognitions")
- ✓ The agency's climate and culture are nurturing, positive, and proactive
- ✓ The agency has procedures for initiating newcomers into the local community and strengthening their ties to it
- ✓ The agency has a clear, effective plan for deploying workers with MSWs and other advanced, graduate degrees
- ✓ The agency functions as a high performing, learning organization; it has mechanisms for detecting and correcting errors and improving as it does

Unit 2, Tool 5

A Design Team's Status Report

Area of Action and Improvement	Identified Solutions
Issue of **"Safety"**	Safety Task force established with 9 work volunteers. Posters (provided by the child welfare agency graphics dept) placed throughout the child welfare agency to provide greater awareness of safety techniques in workplace and field. Task Force is working on palm cards for workers to carry with safety tips and will develop a safety manual and training. …DT discussed with Borough Director -security guards needed at Bank site (lobby and on floors at critical times). Director will follow up. **2006 Recommend that attacking the child welfare agency worker be considered a felony. Recommend that self defense training be an option for workers.**
Lack of professional support from community agencies	Borough Director stated Memo's of Understanding with Dept of Education, "Metropolitan" Police Dept, and Hospitals will be updated if needed; will make sure all staff gets copies, will name an assistant to be liaison between staff and community. Incidents must be reported right away and to help process of notification, all staff will be able to call assistant directly to address situation. …DT discussed providing training on memos when updated. **2006 Recommend continued evaluation of intra agency communication and professional relationship building**. **Recommend staff access to computer/connections in Family Courts**.
Training and curriculum to include practice/problem needs	Regional Director suggested that he would set up a meeting with Director of Training but DT wishes first, to revisit this problem to work out how to accomplish having staff involvement in training development to further address practice/problems needs. Re: the child welfare agency computer training, discussed having the work unit staff work with technical trainers who know

Area of Action and Improvement	Identified Solutions
	the computer but not the job. **2006 Recommending a research supported practice model, H. Lawson & N. Claiborne "A Planning Framework for Public Child Welfare Supervision" (see Area of Action – Improving Consistency of Supervision)**
CPS Conference June 7-8, 2005. DT members placed on conference agenda.	DT members presented information about goals of DT at CPS Conference.
Staff shortages impacts on communication between staff and administration and how the staff/unit needs are being addressed.	Help is on the way – but there is a prioritized list. The child welfare agency commissioner has been given permission to hire through 2005 – so the need has been recognized but neighboring region has even more vacancies than we do. It has been suggested by Director to the Commissioner that "workloads" not "caseloads" be looked at for an accurate measure of complex work involved(i.e. case conferences, school visits, court appearances, and collaterals) DT recommends that – (1) a reciprocal communication process between CPS staff and administration is set up that identifies site/unit needs. Share the assignment process with staff – how, why, where new caseworkers will be assigned.(2) establish a "caseworker support unit" to provide targeted case activity to assist quality transition of cases (closing visit, follow up on medicals, 2921 to begin service, voluntary placements)
Overtime policy for field visits not consistent.	There is ongoing conversation with management about overtime. DT recommendations: give supervisors more autonomy in overtime approvals by taking out O.T. monitoring from managers tasks and standards, monitor more cost effectively and review O.T. guidelines in context of realistic client/caseworker needs and agency demands. **2006 Recommend that flex time is extended to start at 12:00- 8:00pm; compressed time – 4 day work week to be negotiated with union.**
DT recommendations be	The DT recommendations to be discussed directly with

Area of Action and Improvement	Identified Solutions
discussed directly with Commissioners	Commissioners – not started. **2006 Discussion planned for June 14, 2006**
8 parking spaces offered to the work unit	DT proposal on how to allocate 8 parking spaces equitably now in process **2006 Recommend parking permits to be continued after 6:00pm. Commissioner is following up with DOT about providing an exception when staff must work past 6:00pm**
Develop article on DT for the child welfare agency electronic commissioner's bulletin	Article developed, **10-28-05 Article included in Commissioner's Bulletin**
Develop DT mission statement	Mission statement being developed and will be incorporated into bulletin article. Targeted date end of October 2005.
Determine how to provide all staff with communication to and from DT	Develop a grid of all sites and have at least one DT member be the key communicator to staff so team can better represent entire staff. **2006 DT member list includes site location which is utilized to enhance communication between staff and DT**
Improve Computer Case Management	Recommendations to be discussed with area Director at DT meeting scheduled for 10-18-05 : (1) better access to tech help staff; training development and written procedures must allow for feedback on practice issues by all levels of staff; (2) strive for consistency throughout agency (only one person to have authority to change rules); (3) computer templates streamlined through a Task Force that includes both city and state personnel to further integration
Improve Consistency of Supervision	Recommendations to be discussed with area Director at DT meeting scheduled for 10-18-05. (1) In relating to supervisory support: supervisors to maintain a meeting schedule; an ideal schedule to be developed between supervisor and caseworker. (2) In relating to

Area of Action and Improvement	Identified Solutions
	supervisory ability to be effectively supportive: administration to ensure that all supervisors and managers participate in core training; integrate the concepts and skills of the supervisory core into practice through a systematic plan of on the job training; evaluate the effectiveness of supportive abilities.(3) In relating to uniform expectations when interpreting policy and procedures: determine if there is uniformity in specific requirements and strive for uniformity and clarity (i.e. great variations in medical documentation expectations)(4) In relation to awareness of inconsistencies: encourage supervisors to share tip of the week **2006 Recommend supervisory/management training using a research –supported practice model (Lawson/Claiborne) where a comprehensive planning process has the goals of consistent supervision across the board (with supervisors, managers and caseworker input). Outcomes –improve consistent supervision which will benefit the agency and improve retention. Recommend that all staff have a uniform updated resource packet, piloted with new caseworkers.**
Reduce Stress and Burnout	Recommendations to be discussed with area director at DT meeting scheduled for 10-18-05 • Workshops, support groups dealing with stress routinely • Discounted membership for health clubs... • Backup child care for staff in emergencies • Evaluations should be a mutual undertaking for personal growth with regular feedback • Work environment should be clean – plant maintained • Establish caseworker support unit and staff it • Reward competence • Inform workers in a timely way about changes and involve the worker in the change **2006 Respect posters have been produced and will**

Area of Action and Improvement	Identified Solutions
	be available to all regions to lead off an agency wide, respect campaign. A sub-committee of Design Team members have begun to provide information and support to new caseworker trainees. Recommend Day Care for staff by contracting with a professional provider in area. Or negotiate access to a nearby company's onsite facility. Always get employee input first and find out what they want, do your best to meet their needs.

Unit 2, Tool 6

Local solutions

Keeping & Attracting Workers In Schoharie County

When 50 percent of workers in 7 out of 13 counties say that organizational changes would encourage worker retention; when 43 percent of workers who have considered leaving their jobs say they would stay if their caseload were smaller;* and when 3 out of 4 CPS workers in one county leave within a week—it is time to do something.

Thanks to a partnership between the Office of Children and Family Services (OCFS), local districts, the Social Work Education Consortium, and others, OCFS and local districts have gained a better understanding of the complex factors contributing to caseworker turnover and have taken steps to address them. Surveys of caseworkers and supervisors in 13 local districts, conducted by the Consortium, yielded valuable data on why workers leave and why they stay. Simply put, participants in the study cited four main reasons why they would consider leaving: pay/benefits, organizational/administrative issues, burnout, and caseload size.

Schoharie County was one of the original 13 counties experiencing high turnover of casework staff. Commissioner Paul Brady says, "The survey data was very useful but also a little hard to take as an administrator. It forced us to look at how we operate. We asked ourselves, what do we do that affects turnover?"

With assistance from Mary McCarthy from the Consortium and Hal Lawson, SUNY School of Social Welfare, the county created a self-directed work team consisting of 8-10 staff members who examine policies, procedures, and practice issues that affect staff resources. Facilitators Jessica Strolin and James Caringi helped the team focus on problems affecting recruitment and turnover, identify root causes, and design potential solutions.

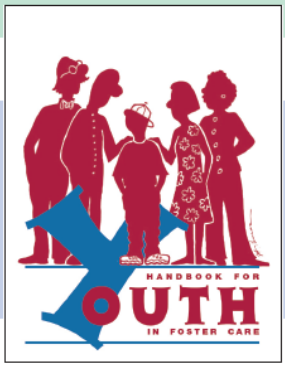
"I am astonished at the work the staff are doing," says Paul Brady. He had some "trepidation" in the beginning but has been pleasantly surprised by their willingness to deal with difficult problems and their dedication to finding workable solutions. When they make a presentation of their ideas, they state, "This is how we want to change our practice. Here's why we think it is important." They are also good at anticipating naysayers and doubters.

Tackling a range of issues, the team has made changes in the on-call system, addressed the transfer of cases between units, and designed a flow chart on preparing petitions. They also examine case practice issues such as "vicarious trauma," i.e., the trauma experienced by caseworkers when encountering difficult situations in the field.

Schoharie County had significant turnover in the years 2001-03. In 2004, there was no turnover. So far in 2005, one CPS worker left but to go back to school for her MSW. As far as recruitment goes, the caseworker exam is offered more frequently, and the district now has an adequate pool of prospective workers.

"We are on a journey to nurture a positive work environment with active participation from staff. Our challenge now is how to sustain it." Given the effectiveness of the team, the Commissioner is optimistic. For more information on Schoharie County's workforce development initiative, contact Paul Brady, (518) 295-8379; paul.brady@dfa.state.ny.us. For more information on the OCFS workforce development strategy, contact Peter Miraglia, (518) 474-9645; peter.miraglia@ dfa.state.ny.us.

** Workforce Retention Study, Executive Summary (Summer 2002), Social Work Education Consortium, University at Albany School of Social Work*



The updated *Handbook for Youth in Foster Care* is now available. The July 2005 edition includes the Youth in Progress logo and mission statement, a brand new cover, and a pull-out receipt for agencies to make sure that youth have received a copy.

Unit 3

Learning and DT Facilitation Tools

OBJECTIVES:

By the end of Unit Three, participants will:

- Describe how facilitators start and conduct an initial design team meeting
- Identify, describe, and explain the importance of norms, rules, and meeting protocols in developing a true team from a loosely structured group of people with limited histories of working together effectively.
- Begin identifying and describing ways to elicit and use the DT members' retention-related expertise.
- Describe how facilitators influence early team development, reaching a balance between the social side of team development and the task side of getting work done
- Describe and explain the use of key facilitation tools in starting, operating, and ensuring the success of a DT
- Identify and describe the emotional demands DTs place on the Facilitator
- Identify and describe the emotional work of Design Teams
- Identify and describe ways to address emotional needs and opportunities

Unit 3, Tool 1

Examples of Team Rules and Norms

1. Begin and end all meetings on time
2. Check your role, status, and rank at the door
3. Avoid finger-pointing and blaming dynamics
4. Communicate in strengths-based, solution-focused ways
5. Do not try to figure out "who said what" about needs, problems, obstacles, and barriers; focus on the accuracy of the information
6. Operate with "a no reject ethic"--every idea and perspective worth sharing needs to be heard and analyzed through team dialogue.
7. Listen intently and appreciate what other members are saying before you develop an alternative point of view.
8. Agree that there is no such thing as a stupid question and make it safe to people to question and learn.
9. Avoid "I'm right, you're wrong" dynamics; use questions and ask for alternative perspectives when you're intent on getting a co-worker to re-examine a point of view.
10. Agree that every team member has the right and the obligation to keep questioning until clarity and consensus have been achieved.
11. Agree on a "100 mile rule"--phone calls and messages, which you would not take if you were more than 100 miles from your office, are not allowed.
12. Agree that every team member has the right and the obligation to request "a time out" when potentially destructive interactions, processes, and dynamics threaten team norms, rules, trust, relationships, and productivity.
13. Agree that everyone makes mistakes, and mistakes are our friends because they pave the way for learning, development and improvement.
14. Others? (Every design team needs to rule itself by its own rules.)

Unit 3, Tool 2

Responsibilities of Each Design Team Member

- ✓ *Shape the Agenda*: Solicit co-workers' views of recruitment needs and retention problems and share this information with the team.
- ✓ *Contribute to Team Formation and Functioning*: Identify and help enforce shared norms, rules, and operational guidelines; welcome and help orient new members; help pick up the slack when someone leaves or needs help; and follow through on assignments.
- ✓ *Engage in the Design Team Process*: Attend every team meeting, come prepared, build trust among team members, do not withhold important information, listen actively to other members' views, participate in problem-solving dialogue aimed at consensus.
- ✓ *Preserve Confidentiality and Anonymity*: Protect co-workers' and other team members' anonymity and maintain confidentiality in accordance with the team's agreements.
- ✓ *Search for Relationships and Root Causes*: When it's possible to do so, identify patterns involving recruitment needs and retention problems and pinpoint their primary causes.
- ✓ *Focus on Solutions*: Identify improvement models and strategies that respond to needs, solve problems, and build on individual, group, and organizational strengths.
- ✓ *Identify Constraints, Obstacles, and Barriers:* Identify the factors and forces that limit, inhibit, and prevent effective improvement strategies and promising innovations.
- ✓ *Develop Barrier-Busting Strategies:* Identify people, resources, strategies, and models that reduce, eliminate, and prevent problematic constraints, obstacles, and barriers.
- ✓ *Request Training and Learning Resources*: Enlist the team facilitator's assistance in providing responsive training and mobilizing learning supports and resources.
- ✓ *Identify Competencies:* Identify individual, group, and organizational competencies that will improve recruitment, retention, well being, and performance.
- ✓ *Design and Implement Training Programs:* Plan and deliver training, enabling co-workers to contribute to improved recruitment, retention, well being, and performance.

- ✓ *Help Co-workers Learn and Develop*: Use your formal and informal relationships with co-workers to "spread the word" and help others learn what you have learned.

- ✓ *Serve as a Co-evaluator:* Help the project evaluators gain knowledge and understanding about the design team process, training and learning dynamics, important obstacles and facilitators, concrete results, and both unanticipated and unintended consequences.

- ✓ *Set the Stage for Continuous, Lasting Improvements*: Identify mechanisms, supports, and resources that enhance your agency's ability to recruit, retain, and support its workers, enabling them to be successful with vulnerable children, adults, and families.

Hal Lawson, Nancy Petersen, & Carenlee Barkdull, 2003

Unit 3, Tool 3

Team Operational Guidelines

1. At the beginning of each meeting, the training team facilitator and team members will:
    - ♦ Clearly state and agree on the purpose of the meeting
    - ♦ Review progress and achievements from previous meetings as reflected in the written summary prepared by the training facilitator
2. Agree to focus on problem-solving dialogue, while avoiding potentially damaging debates (refer to companion guidelines)
3. Recognize that conflict and diversity are assets to be maximized, not problems needing to be avoided and suppressed, and develop conflict resolution procedures.
4. Agree on procedures that ensure that every voice is heard and that the problem-solving dialogue is focused, detailed, and productive. For example:
    - ♦ Avoid long speeches by asking each person to identify and describe briefly just one problem, need, improvement strategy, or obstacle
    - ♦ Use round robin strategies to ensure that everyone has the opportunity to offer perspectives on, and ask questions about, this problem, need, strategy, or obstacle
    - ♦ Develop a logic model, including the specific need or problem; its causes; desirable solutions; and anticipated results and benefits
    - ♦ Reach preliminary consensus on the likely facilitators, constraints, obstacles, and barriers for improvements (e.g., co-workers lack certain competencies)
    - ♦ Identify barrier-busting and problem-solving mechanisms (e.g., design and deliver training that develops co-workers' competencies)
5. Agree on "a parking lot" for ideas that are not immediately relevant and useful; and revisit the parking lot during the debriefing process (see guideline below).
6. Do not “lump together” too many needs, problems, and priorities so that you end up with an unmanageable problem.
7. Because the team may have to make some hard choices, develop a prioritizing process that is acceptable to all members. For example, agree on a method for selecting the five most important identified areas of improvement (e.g., voting with “Post-Its” and “dots”); and then put the remaining issues in the "issue and idea parking lot.”

8. “Chunk" out action steps as often as possible in CONCRETE ways that demonstrate to the team and others that progress is being made. Do this as early in the process as possible to help get some momentum going for the team.
9. Develop an orientation/mentoring process for members joining late in the process and for members who miss a meeting. For example, develop a "buddy" system where 2-3 members take someone new to lunch a week or so before the meeting, provide them with copies of materials, and try to bring them up to speed as much as possible to avoid taking valuable time in the meetings going back to square one.
10. At the midpoint of each meeting, the team facilitator will do process, progress, and product checks, helping to ensure that the problem-solving dialogue and interactions are healthy and productive.
11. At the end of each meeting, the team facilitator and team members will debrief, summarizing progress, achievements, and barriers; celebrating successes; and identifying next steps.
12. Also at the end of each meeting, the team will decide what information can be shared agency-wide, including who on the team will share this information with top level leadership.

Unit 3, Tool 4

Why Dialogue is Better Than Debate in Design Teams*

Dialogue	**Debate**
In dialogue, finding common ground and reaching agreements are the goals.	Winning is the goal.
Dialogue is collaborative: two or more people with different views work together toward common understanding.	Debate is oppositional: two sides or more sides oppose each other, and each attempts to prove each other wrong.
In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.	In debate, one listens to the other side(s) in order to find flaws and to counter its arguments.
Dialogue enlarges and possibly changes a participant's point of view.	Debate affirms a participant's own point of view.
Dialogue reveals assumptions for reevaluation.	Debate defends assumptions as truth.
Dialogue causes introspection on one's own position.	Debate triggers a critique of others' positions, while one's own remains unexamined.
Dialogue opens the possibility of finding a solution better than any of the original solutions.	In a debate one defends personal positions as the best solution and excludes other solutions.
Dialogue creates an open-minded attitude: openness to being wrong and an openness to change.	Debate creates a closed-minded attitude, a determination to be right.
In dialogue, one submits one's best thinking, knowing that other people's reflections will help improve it rather than destroy it.	In debate, one submits one's best thinking and defends it against challenge to show that it is right.
Dialogue calls for temporarily suspending one's beliefs	Debate calls for investing wholeheartedly in one's beliefs.
In dialogue, one searches for strengths in the other position	In debate, one searches for flaws and weaknesses in the other position.
Dialogue involves a real concern for the other person and seeks to not alienate or offend.	Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.
Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.	Debate assumes that there is a right answer; that someone has it; and, once the answer is found, the work is over.

Roulier, M. (2000). Reconnecting communities and their schools through authentic dialogue. *National Civic Review*, 89(1), 53 65. Adapted by Hal Lawson

Unit 3, Tool 5

Developing a True Team: The Importance of Norms, Rules, Member Responsibilities, Meeting Protocols, Language, and Your Presence

Design teams consist of diverse, representative people from the agency who often have little or no prior history of working together effectively and successfully. In fact, some members come to the team with prior and recent histories involving finger-pointing and blaming dynamics and even open conflict. Always keep in mind that conflicts and strong emotions are ready to erupt at any time; and that you job is to keep them in check and use them as opportunities for innovation and improvement.

These interpersonal histories reflect a core problem in the agency—namely, some people may not treat each other nicely and appropriately. This quality of treatment and interaction problem tends to foul the agency's culture and climate. Workers leave in part because of this quality of treatment and interaction problem, and members also will leave your team unless you prevent it.

In short, absent your facilitation, members are unlikely to form a true team. In a true team, all members are interdependent, and they build healthy relationships as they solve important retention-related problems.

Even with your facilitation, the development of a true team may be challenging at times. Challenges are especially likely when conflicts and unhealthy dynamics from outside the team are allowed to intrude into team formation and problem-solving. Your job is to prevent these conflicts and unhealthy dynamics; and also to intervene early when they present themselves.

Of course, you cannot do all of this alone. You need every team member to share responsibility and accountability for positive, productive relationships and interactions. **One key strategy is to insist on strengths-based, solution-focused, and blame-free language**. Every team member needs to pledge to use this language; and to remind others to do the same.

In fact, it is useful to emphasize with teams that their problem-solving needs to proceed with dialogue and not hotly contested debate. In the same vein, the sample norms, rules, and meeting protocols have been developed with the need to prevent storms in mind. You have these tools in your toolkit.

Your job is to give these samples to your DT team with a genuine request. You want them to make whatever modifications they envision, accept the revisions as their own, and agree to steward their implementation as the team proceeds. Your job, as DT facilitator, is to reinforce and help enforce these agreements, relying on DT members to steward each other through shared leadership for team development and functioning.

Understanding and Preventing Storms

Together, these design team tools help structure positive interpersonal interactions, in turn facilitating productive, retention-focused problem-solving. Perhaps above all, they help prevent open, hostile conflicts, which some researchers call "storms."

When groups form and try to progress without norms, rules, meeting protocols and, above all, expert facilitation provided by someone like you, they follow a pattern. This pattern has been described in four parts:

- **Forming**
- **Storming**
- **Norming**
- **Performing.**

In other words, after a DT has formed, predictable conflicts surface and emotions run high. These are group-team "storms." Groups able to weather these storms quickly learn about the need to develop norms, rules, and meeting protocols to prevent future storms. Groups successful in developing norms to prevent storms are then able to perform.

Unfortunately, some groups needing to become teams do not survive the initial storms. In other words, the storms are destructive, hurtful, and harmful to individuals and to the entire team. The design team innovation ends prematurely when this happens.

Here, then, is the rationale for the recommended language, norms, rules, and meeting protocols. Introduced during the forming (formative) stage by you, the facilitator, team norms damaging storms. And when storms are on the horizon, a return to these norms, rules, and meeting protocols provides you with the opportunity to intervene immediately.

These norms are especially important in public child welfare systems with high turnover. Turnover in these systems is caused in part by blame and maltreatment dynamics in the agency. DT members bring these interactions and perceptions of them to the team.

So, the team provides the first point of intervention for improved quality of treatment and interaction and, in turn, productive team problem-solving. The rationale is easy to appreciate.

When team members are "at war" with each other, they are not likely to work together, develop cohesiveness as a true team, and solve problems together effectively. Instead, they will likely to resort to familiar patterns of blaming and arguing with each other.

Thus, when you, the DT facilitator, introduce norms and rules, you are providing a new structure that enables team members to enjoy a fresh start. Much like the referee for a sports contest, you provide reminders of the interaction and quality of treatment rules, aiming to ensure that team members, in essence, play well together.

This means that your role as facilitator is to steward simultaneously the twin aspects of team development and performance. One side involves interpersonal relations and social development. The other side is task-oriented, i.e., the developing team's ability to engage productively in solving retention-related problems. Both sides are important; each reinforces the other.

It is important to note that, although a team may not weather all storms and reach the final stage of development, it can still be productive. For example a team may be able to work on important, concrete priorities. Examples include improving job descriptions and developing new on-call procedures. In fact, when these types of tasks are completed quickly and effectively, these successes help propel the team to a new level of development. In short, success breeds success. One-at-a time "small wins", over time, fosters team cohesion.

Ultimately, team development and performance depend on both the social side and the task side, which is to say that **teams depend on you, the DT facilitator**. Of course, over time you'll work against this dependence on you as you build team capacities for self-directed, sustainable operations.

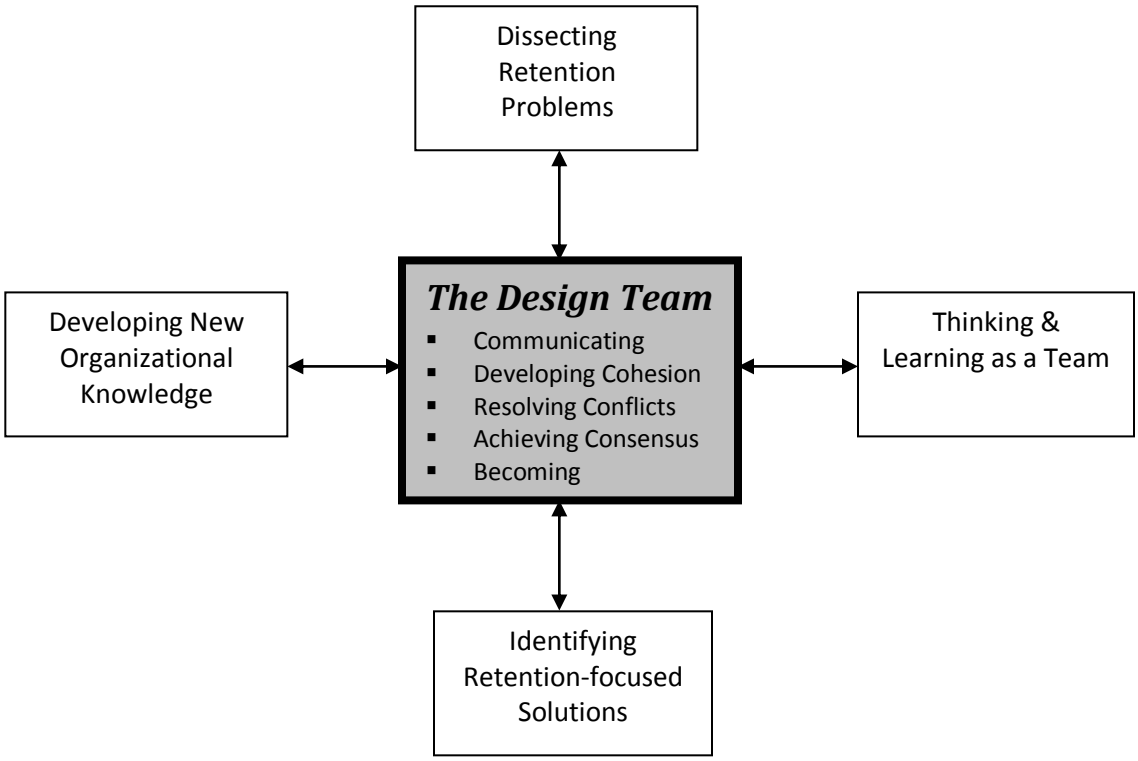
An Important Tip

Early in the design team process, it is imperative that members feel that the team and its facilitator provide a safe, secure environment, one in which they can be honest, test ideas, and make mistakes. None of this will happen if members don't keep team proceedings confidential as determined by the team. In fact, if confidentiality is breached, members may leave, and even those who stay will not be honest and open. In short, confidentiality breaches threaten the entire process.

A final note: *Storms can and do occur at any time during DT operations*. DT facilitators are on hand for exactly this reason: To prevent storms and team rule violations that cause them, both of which cause damaging, irreversible consequences.

Unit 3, Tool 6

A Simple Overview of Design Team Development and Functioning



Unit 3, Tool 7

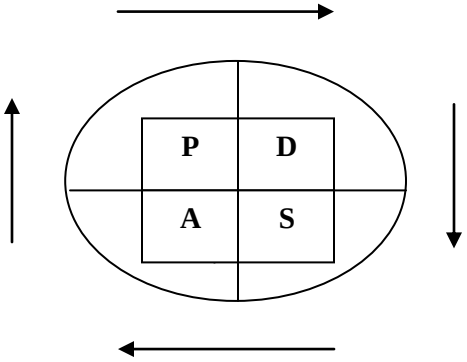
The PDSA Cycle and SMART Goals for Design Teams

Learning, knowledge generation, and problem-solving need to be united in a continuous cycle involving planning, doing, studying, and acting—***The PDSA cycle*** (Conzemius & O'Neill, 2002). DTs operating in accordance with this cycle:

This cycle "animates" DTs. It is cycle characterized by collaborative inquiry into retention-focused problems and solutions--and with multiple opportunities for reflection and learning.

- PLAN (P) a change or action
- DO (D) the change or action, starting on a small scale
- STUDY (S) the results to learn about successes and shortcomings; reflect; and then capture this new knowledge
- ACT (A) by refining the change or action or by scaling it up

The PDSA "wheel", presented below, is intended to present the idea that learning, knowledge generation, and improvement comprise never-ending cycles. It derives from Edward Deming's work on learning organizations.



Actionable Priorities: SMART Goals (Conzemius & O'Neill, 2002)

The SMART acronym guides action planning, especially the development of goals and objectives. In other words, as DTs strive to make their priorities and needs "actionable", facilitators can help them do so by ensuring that goals and objectives conform to the SMART prototype.

The SMART prototype is as follows:

S=Strategic and specific

Goals are strategic when they target the key "drivers" for the organization's identity, missions, and functions; then they promise permanent improvements. Goals are specific insofar as they will impact the central missions and functions of the organization. Strategic and specific goals depend fundamentally on sound knowledge about the organization; its staff and clientele; its core missions, functions, and technologies; and its surrounding environments.

M=Measurable

The study component in the PDSA cycle depends on the quality of measurement and the data it provides.

A=Attainable

A goal is achievable when current resources and capacities are aligned with it; and when the priorities specified in the goal are within the organization's realms of influence and control.

R=Results-based

A focus on results promotes accountability, and it keeps individuals and groups focused on "the prize" accompanying their dedication and hard work. These results also focus knowledge-generating activities focused on both success stories and shortcomings.

T=Time-bound

The time allotted to the implementation and achievement of a goal influences its attainability. And when firm time frames accompany goals, they are more likely to remain a priority because they will be viewed with a sense of urgency.

Adapted from: Beatty, C.A. & Barker Scott, B.A. (2004) *Building Smart Teams: A Roadmap to High Performance*. Queens University; Ontario.

Unit 3, Tool 8

A Developmental Progression for Team Formation, Functioning, and Action Planning

Divergence: Multiple Perspectives → Convergence: Shared Action Plans

Team Formation
- Establishing norms & rules
- Focusing on dialogue, not debate

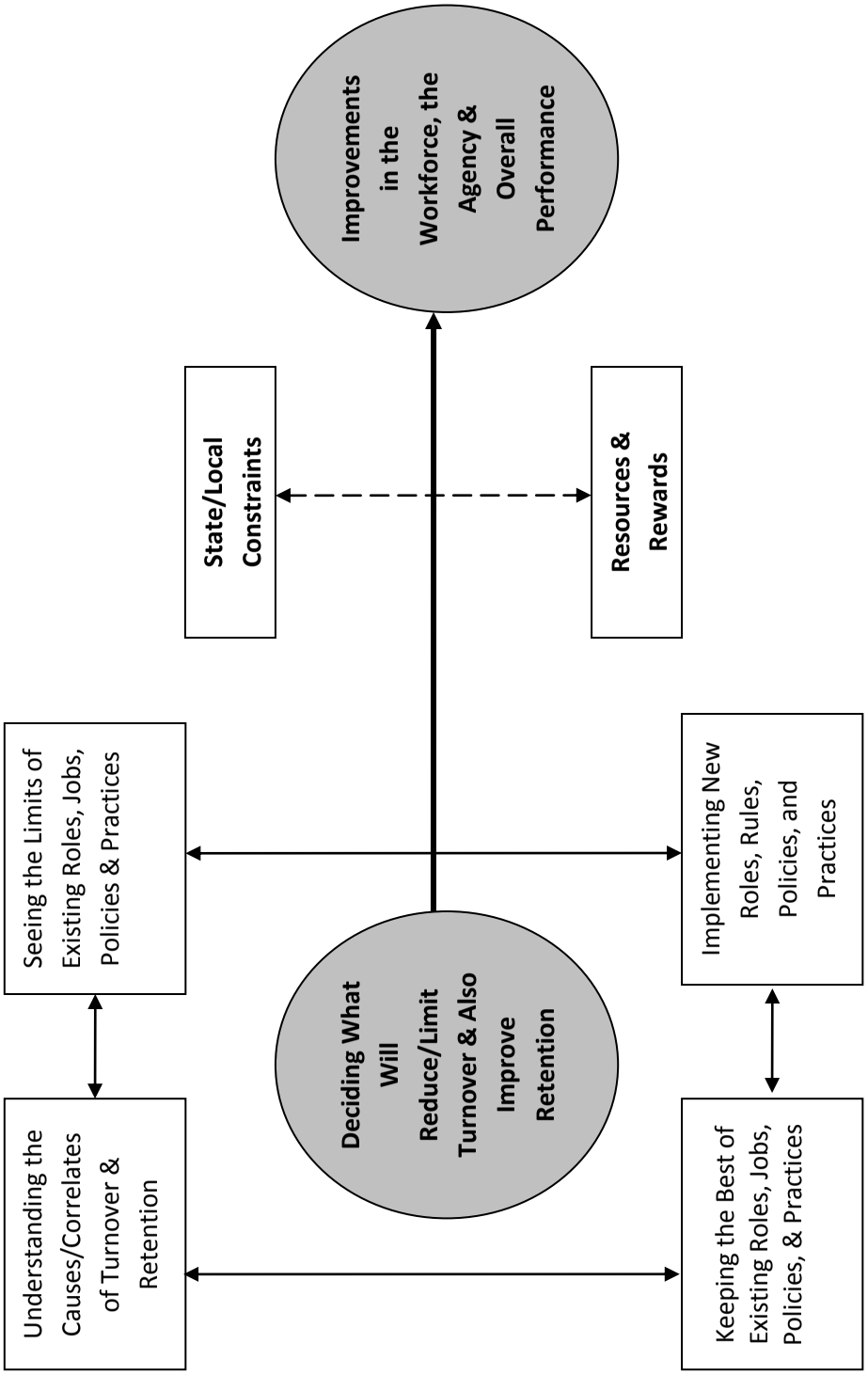
Surfacing, Comparing, & Testing Different Ideas and Viewpoints
- Surfacing all views
- Active consideration of rationale for all views
- Using data to support & analyze alternatives
- Clarifying the problem(s) to be solved
- Evaluating solutions already in place
- Matching new solutions to the problem(s)
- Resolving conflicts as they arise & achieving consensus
- Squelching rumors & misperceptions

Guided Problem-solving Aimed at Shared Priorities
- Developing shared language
- Mutual teaching and learning through constructive dialogue
- Developing unity of purpose
- Settling on priorities
- Concretizing plans
- Developing an implementation schedule
- Assigning roles & responsibilities
- Thinking as a team & generating new knowledge
- Polling co-workers, sharing knowledge, & promoting their learning & development
- Communicating with leaders

Implementation, Monitoring, & Evaluation of the Team's Recommended Improvements & Innovations

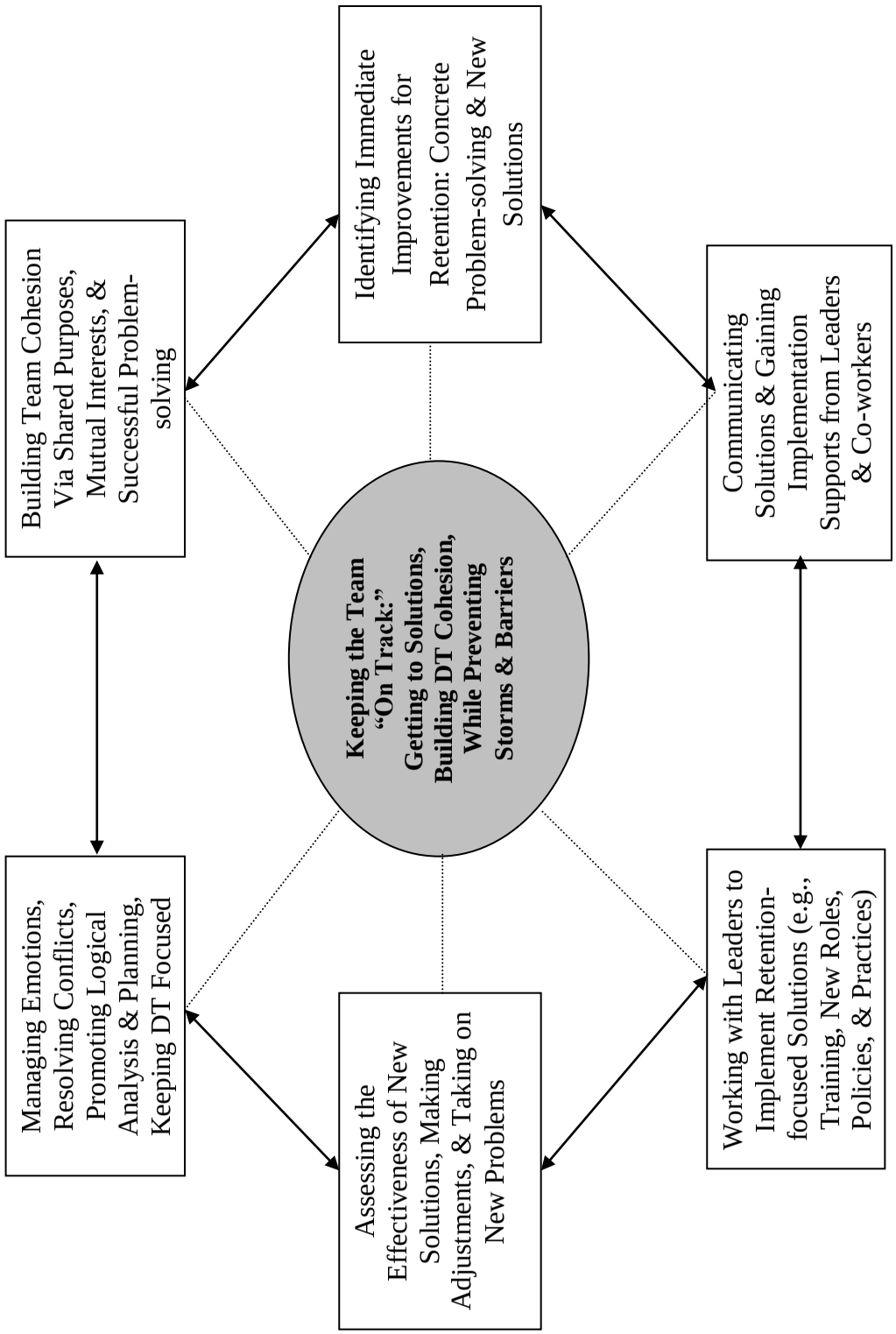
Unit 3, Tool 9

A Basic Structure for DT Problem-solving to Improve Desirable Retention



Unit 3, Tool 10

The DT Facilitator's Multiple Priorities for Stewarding a Successful Team



Unit 4

Learning and DT Facilitation Tools

OBJECTIVES:

By the end of Unit Four, participants will:

- Gain firsthand knowledge and understanding of DT functioning, dynamics, and facilitation needs via a DT facilitation
- Describe important “do’s” and “don’ts” for DT facilitators
- Examine and process feelings related to experiencing a DT meeting and facing the prospect of facilitating a DT

Unit 4, Tool 1

Sample Agenda 1

County Design Team

10/19/04

1. **Review minutes and agenda**

2. **Schedule for upcoming meetings**
   a. **Schedule meeting for Hal Lawson to visit in January re: surveys**

3. **Review minutes and recommendations from KBL consultation:**
   a. **Next Steps?**
      - **Safety Policy**
      - **High Profile Case Policy**

4. **Discuss plans for**
   a. **VT training –** 12/2/04 – (9am-4pm)
      - **Thoughts about the agenda? Changes?**
      - **Practical issues?**

5. **Work for Today: Logic Model**
   a. **Board education problem**
      - Approach the sups to educate them on crystal meth issues if they are from your town. You have to put a face on it. So letting them know that labs have been found in their town.

6. **Debrief**
   a. **Keep doing**
   b. **Do differently**
   c. **Info sharing**
   d. **Agenda for next meeting**

Unit 4, Tool 2

Sample Agenda 2

Design Team Meeting

October 14, 2004

GOALS OF MEETING:

1. Review completed logic model
2. Go over the ratings of identified issues and new issues
3. Begin logic model for 2nd issue

1. Business (10 minutes)
   a. Member leaving
   b. Changes in Schedule
      i. 11/18 → Tuesday 11/9 – 10:00-12:00
      ii. 12/16 → Thursday 12/9 10:00-12:00

2. Go over minutes/completed logic models (30 minutes)
   a. Worker step by step manual – update from Jess
   b. Check in about progress with job description tasks
      i. Did they go out to supervisors
      ii. Commissioner re: funds for consultant for manual
   c. survey rankings with the added issues

3. Go over completed logic model (20 minutes)
   a. Needs/Problems/priorities
   b. Causes
   c. Effects on Retention
   d. Ideal Situation
   e. Solutions in place
   f. New Solutions needed

4. Break (15 minutes)

5. Logic model of 2nd issue (45 minutes)

6. Debrief (15 minutes)
   - Keep Doing –
   - Start Doing
   - Do Differently
   - Agenda for next meeting – October 14th

Unit 4, Tool 3

INITIAL TIPS FOR DESIGN TEAM FACILITATORS

Carenlee Barkdull
With James Caringi and Hal Lawson

The following tips for team facilitators are organized under the following four categories: (1) Recommended orientations and actions ("Do's"); (2) Orientations and actions to avoid and prevent ("Don'ts"); (3) Back-up plans; and, (4) Improvisations.

Do's

Agree to ground rules of conduct and team member responsibilities at the first meeting, if possible.

- ✓ Agree to summarize, synthesize, and report back team progress and priorities at the end of each meeting and to follow up with a written summary before the next meeting.
- ✓ Cultivate leaders within the team and encourage them to share responsibility for process, outcomes, and barrier-busting strategies.
- ✓ Consider co-chair leadership models: These models spread out the work, and encourage members to volunteer, especially those who would not do so without support.
- ✓ Plan to rotate leadership responsibilities (6- or 12-month terms).
- ✓ Plan a concrete, short-term, and "doable" objective as soon as possible, ensuring that this objective solves a concrete problem and meets members' needs. (Nothing gives the group more momentum than their shared perception that they are accomplishing something important, i.e., that they are doing more than "meeting just to meet.").
- ✓ Prepare and keep updated orientation packets for new or potentially new members.
- ✓ Develop a "buddy system" of design team members with an eye toward the needs of new members; encourage "buddies" to take a new member to lunch or coffee to bring him or her up to speed.
- ✓ Keep going over old ground for new members, at the same time building a sense of accomplishment among veteran members.
- ✓ Take roll at every meeting and follow up when individuals miss multiple meetings.
- ✓ Prepare immediately after every meeting and distribute quickly the action minutes (decisions made, accomplishments to date): Good minutes reinforce the team's work

Honor the principles of participatory action research--plan and build in indicators of progress toward desired goals, including new knowledge gained, at least once per quarter.

- ✓ Celebrate successes--no matter how small.
- ✓ Some people like to start the meeting with "a Weather Report." This is a technique that facilitators use to review and debrief from the past meeting. A question might be "How was the weather at the last meeting." Or "What was the climate like?" This allows the group members to debrief the feelings and issues that arose at the last meeting or other issues that are present in the current day's meeting. The weather report is a tool for balancing the social-developmental process with the task.
- ✓ If you use "family experts" and "community consultants," determine how many you need; obtain recruitment help from team members; compensate experts for their time; and provide child support and transportation assistance as needed.

Dont's

- ✓ Don't make yourself irreplaceable by encouraging the team to depend exclusively on you.
- ✓ Don't burden yourself with voluminous clerical tasks: recruit help and use e-mail.
- ✓ Don't let the group become mired in political "no-win" situations. Help the group identify them; place them in a parking lot list; and steer clear of them until much later.
- ✓ Don't change meeting places, dates, times unless absolutely necessary--try to pick a fixed time and place and stick to them!
- ✓ Don't allow a member who is "stuck" or very negative to bog down the whole group.
- ✓ If you add clients (family experts) to your teams, don't permit them to become token members.

Back-up Plans

- ♦ Prioritize your goals in advance so you can drop down to a lower priority if you are blocked for the time being and there is no other choice.
- ♦ Think ahead about how the group might survive the loss of an important member or an important champion or sponsor (e.g., a change in leadership at the agency).
- ♦ If the design team grows too large and unwieldy, break into task groups. For example, task groups may meet monthly, while the whole design team may meet quarterly.

Improvisations

- Have a bag o' tricks handy for days when group energy is low--figure out creative ways to get people off their feet and encourage to sit in a different place.
- Stuck? Use round robin techniques for brainstorming to get people thinking and to prevent individuals from dominating the team and taking up too much time.
- Remember what you know about adult learning and development. Mix up learning modalities. Use visuals, have people draw, use exercises that use movement, and rely on members with media talents. Your group is a treasure trove of untapped resources.

Unit 4, Tool 4

THE FIRST THREE DESIGN TEAM MEETINGS: A Facilitator's Reflections

James Caringi

The first three meeting are essential in "setting the stage" for design team (DT) work. It is essential that teams learn what teams are and do and, in the process, make commitments to engaging in this work. It is not an exaggeration to state that the first three meetings "make or break" the overall process; and also that the DT facilitator's role is a critical determinant of DT trajectories and successes. This means that the process cannot be rushed. It also means that systematic, careful, and prudent facilitation at "the front end" is indispensable. "Be prepared" is a good motto.

Meeting 1

The first meeting is much more facilitator-dependent any other. It also involves more elements of conventional training than any other because, in this meeting, the facilitator is a teacher. The facilitator teaches DT members about teams and also about the dynamics and requirements for team formation. In short, in this first meeting, the structure provided by the facilitator is perhaps the most important part of the launching phase for teams. It's good to know all of this "going in." Keep this in mind as you consider the self-analysis, team activities and priorities below.

For the first meeting, I (the DT facilitator) and a colleague (recorder and co-facilitator) set out to the county for our scheduled meeting. On the way we picked up some snacks and refreshments for the team. At the county, we went through security and waited for the deputy to come get us to bring us to the meeting place. At the meeting DT members had good energy. They were eager to begin. We did introductions including name, position, and time at the agency. We also did some ice breakers to help people fell more comfortable.

We then presented and discussed team norms (see handouts). We also focused on what other norms (in any) needed to be added. We did this because asking is the first moment in obtaining engagement and joint ownership. We also did this because team members know best the kinds of problem behaviors that need to be prevented; and how responsive norms will prevent harmful, damaging "storms."

After we finished our work on team norms, if only for the time being, we went over how teams work and the basics of their structure (see handouts and facilitator guide). Importantly, we emphasized the purposes and importance of the teams. We also emphasized how design teams are different than other change efforts they may have experienced.

We ended the meeting by setting the stage for action. This entailed determining the agenda for the next meeting, at the same time "debriefing" this first meeting with an eye toward future meetings. Our first visitation ended with a brief "check-in" or "pulse taking" with the deputy commissioner serving on the team.

Meeting 2

As mentioned above, we set the agenda for the second meeting at the end of the first meeting. This approach to setting the agenda is the same for all meetings. That is, at the conclusion of every DT meeting, facilitators help the DT debrief. In the process of debriefing, the team also sets the agenda for the next meeting, emphasizing concrete tasks that need to get done at the next meeting and in between meetings. Importantly, DT members need to be driving this agenda.

The purpose of the second meeting is to set the list of priorities the team would like to work on. Teams will have little or no difficulty coming up with priorities. They need help from the facilitator in addressing these priorities.

Four Things I Have Done. I have helped DTs come to grips with these priorities in four major ways.

1. Determining which ones need to be addressed first, including the possibility of combining two or more priorities.
2. Helping DT members think logically about these priorities, providing safeguards against a few persons' "pet peeves" being viewed as the agency's realities and needs. (If time permits AND if the team is ready, the logic model template may be introduced at this early stage. Many teams are not ready for this model at this time, however.)
3. In making this first determination, deciding which priorities are under the influence and control of the team; and especially determining whether the anything can be done to address this priority. Using DT language, DT members need to agree that the priority is "actionable"—meaning something can be done about it.
4. Helping DT members understand and accept an important reality about public sector child welfare systems: Aspects of their regulatory environments cannot be changed by teams or even by commissioners. Facilitators help DTs accept this fact and not waste precious time and energy discussing regulations that cannot be changed immediately.

Meeting 3

Meeting 3 began as all do, with a review of the agenda, minutes, and any business items. In this case we set future meeting dates at this time. Scheduling is important given team members competing demands, and already scheduling of this kind was becoming routine for the team.

We quickly began work on the logic model. Because this process is new, it will most likely take a whole meeting, as it did with this team. The process was easier with this time because members were at least aware of it, thanks to the previous meeting.

There are many ways to facilitate the process of logic model development. All involve a common element—namely, "piecing out" the work in manageable chunks and tasks. For example, when teams wrestle with the causes of a retention-related problem, facilitators can use "sticky" or "Post-It" notes. Each team members' views can be solicited when they are asked to list causes of problems, for example, on stickies or Post-Its. Then these notes can be posted and organized on large newsprint pages. Each newsprint page displays the title of a specific part of the logic model, and as team members came up with ideas, they place their stickies or Post-It under the appropriate categories.

Teams then brainstorm the alternatives on the way to reach consensus. Some of this brainstorming reveals differences, which need to be ironed out. The facilitator's role is very important here, especially when strong opinion-leaders are on the team. Above all, the facilitator is in the position to offer research findings on retention-turnover and also to encourage team members to resolve their differences by reviewing research on their own agency. I did this several times at this meeting and also at subsequent ones.

Facilitators ensure that all of the "raw information" on the newsprint is typed up and included in the minutes. This latter measure allows teams to return to the main ideas and issues, and it also serves as a bridge between the third and the fourth meetings.

Before ending we made sure that we had consensus on an important item—namely, who was to do what for follow-up for the next meeting. The meeting ended in the usual way, debriefing and setting the agenda for the next time. (This too was becoming routine).

Subsequent Meetings

Subsequent meetings proceed with the same approach to systematic problem-solving. However, these other meetings do more than "talking and loving the problem to death." DTs develop solutions. For example, in this agency, a few DT members volunteered to collaborate with co-workers and supervisors in developing clear, coherent job descriptions. In another agency, the DT recommended training for post-traumatic stress and set about planning for its implementation and the recruitment of workers who needed and wanted it.

More than one team can do alone, most of these solutions involve top level leaders, especially the commissioner. This means that the deputy commissioner, a team ambassador, the DT facilitator, or some combination of them communicates these priorities and needs in a timely fashion to the Commissioner, gaining this person's commitments and resources in support of the implementation plan. Once it becomes apparent to DT members and others in the agency that commissioners are "on board" and support the team and its recommendations, good news spreads and relationships among people in the organization improve. Mis-perceptions no longer thrive. For example, in some agencies commissioners join design teams later in the process because team members learn to trust them—and no longer view them as insensitive adversaries.

In short, the DT process, once structured and set in motion, follows a recurrent pattern. As a logic model for each retention-turnover problem is completed, teams develop solutions. The solutions are shared with top level leadership. Top level leadership commits resources and supports and may also offer expanded, improved solutions. In this fashion, teams and top level leaders work together in support of improved agency structures and processes, which prevent undesirable turnover and improve desirable retention.

Unit 4, Tool 5

An Example of a Design Team To-Do List:

Design Team Initial Meeting
To-Do List

1. Arrange meeting time and room with leadership
2. Obtain all materials needed for meeting
3. Arrange refreshments
4. Develop agenda
5. Make copies of all DT materials needed
    a. Norms, DT guidelines, etc (in toolkit)
6. Send email to all members in advance
    a. Recommend twice: one week before and the day before
7. Practice your facilitation and be organized
8. After meeting check in with leadership to see how meeting went from their perspective

Unit 4, Tool 6

An Example of a Design Team Handout

Responsibilities of Each Design Team Member

Hall A. Lawson & Gary V. Sluyter*

- *Shape the Agenda*: Solicit co-workers' views of recruitment needs and retention problems and share this information with the team.
- *Contribute to Team Formation and Functioning*: Identify and help enforce shared norms, rules, and operational guidelines; welcome and help orient new members; help pick up the slack when someone leaves or needs help; and follow through on assignments.
- *Engage in the Design Team Process*: Attend every team meeting, come prepared, build trust among team members, do not withhold important information, listen actively to other members' views, participate in problem-solving dialogue aimed at consensus.
- *Search for Relationships and Root Causes*: When it's possible to do so, identify patterns involving recruitment needs and retention problems and pinpoint their primary causes.
- *Focus on Solutions*: Identify improvement models and strategies that respond to needs, solve problems, and build on individual, group, and organizational strengths.
- *Identify Constraints, Obstacles, and Barriers:* Identify the factors and forces that limit, inhibit, and prevent effective improvement strategies and promising innovations.
- *Develop Barrier-Busting Strategies:* Identify people, resources, strategies, and models that reduce, eliminate, and prevent problematic constraints, obstacles, and barriers.
- *Request Training and Learning Resources*: Enlist the team facilitator's assistance in providing responsive training and mobilizing learning supports and resources.
- *Identify Competencies:* Identify individual, group, and organizational competencies that will improve recruitment, retention, well being, and performance.
- *Design and Implement Training Programs:* Plan and deliver training, enabling co-workers to contribute to improved recruitment, retention, well being, and performance.

*Sluyter, G. (1998). *Improving organizational performance: A practical guidebook for the human services field.* Sage Human Services Guide 74. Thousand Oaks, CA: Sage Publications, Inc.

Unit 4, Tool 7

An Example of Design Team Minutes

County Design Team
Minutes
11/16/04

Review Minutes and agenda

- Minutes approved from last meeting.

Schedule for upcoming meetings

- January 6 will be the next meeting – 12:30 – 2:30pm
- January 20 – Hal will come to discuss intranet evaluations

Review Minutes and recommendations for KBL

- Team building is necessary because we are at war with each other in services

Plans for Vicarious Trauma Training

Update on Current Work for Safety Issue

- Paul talked about the lights and found out that the lights are on all night where the county cars are.
- Commissioner spoke with the under-sheriff about the dead spots throughout the county. Sheriff's also run into this issue on all cell phone services. If you are going into an area where there is no cell service, the handheld radios are possible but then again the signal isn't really all that strong. A base car unit has a stronger transmitter. In Sharon Springs the handheld radios do not work there. If we want to be set up on dispatch's system, they will help us out with no problem.
- The department will get a brand new car and a minivan within the next few months.
- The on call policy was amended so that workers contact dispatch tot ell them where they are going.
- Receptionist upon request will call the worker; worker will speak with them on the phone and therefore will take the threat away from the worker. The implementation will go into effect after the division meeting on Dec. 1.
- Metal detector update – The equipment is for the office of court administration / court system only and technically is not for use by any other purpose. A policy needs to be developed and we need to collect information on how often we actually use this option will determine whether we need to buy a handheld.

- ❖ If we want to walk clients through the metal detector, caseworkers can do that at any time.
- ❖ We can also buy a wand for $300-$500.
- ❖ If there is a problem then we call dispatch and the closest officer, probably the deputy downstairs will respond. He is going to send a deputy into the building to make rounds on a regular basis.

Board committee Meeting

- Board committee meeting in February – usually meets 2nd Tuesday of month
  - ❖ What do we want? What is our purpose in talking with them? For the time being we want to educate them and begin to establish a relationship with them, so that in the future it may be easier to make changes if needed in the future.

Where to go from here:
A group of caseworkers will convene to discuss agenda for quick educational session and introductions. Jan volunteered to facilitate and Terry & Tina will also attend. Carol will do a power point presentation if someone gives her the info. End with we would like X$ for a radio, etc. Extend an invitation at the end of presentation to come out for a day to see what a caseworker does.

On call
Caseworkers came to Commissioner to discuss on call is a contentious issue. There are too many workers who want on-call. Commissioner would like to have a 100% agreement with on call.

- Mandatory constraints
  - ❖ We need to have on call
  - ❖ People can trade
  - ❖ If an on call day is not covered they use inverse seniority
  - ❖ No one would be required to work more than one holiday per year

- Problem:
  - ❖ Workers are signing up for days and giving them to their friends
  - ❖ How do you avoid this issue?

- Possible Solutions:

Unit 5

Learning and DT Facilitation Tools

OBJECTIVES:

By the end of Unit Five, participants will:

- Describe and explain the need for shared responsibility and leadership for the DT
- Identify opportunities for increasing the degree of shared responsibility and leadership in the design team
- Identify and explain tools and strategies for making teams democratic entities with shared responsibility and leadership
- Describe the key components in the first three DT meetings

Unit 5, Tool 1

Strengthening Shared Leadership

Activity Guidelines

1. As a group, examine the statements provided to you.

2. Rate each statement as it applies to your mock design team experience by putting it in one of four possible piles on top of the appropriately numbered cards (cards numbered 1-4 are provided)

    1- This does not apply to our group at all
    2- This does apply to our group to some degree
    3- This applies to our group for the most part
    4- Yes, this definitely describes our group

3. Identify the three statements which require the greatest improvement or that you perceive to be the most important. Identify and agree to specific actions that can be taken to move toward achieving these improvements.

4. Designate one person in your group to report out to the large group, sharing one necessary improvement and one action step that your group would take to arrive at stronger shared leadership.

Unit 6

Learning and DT Facilitation Tools

OBJECTIVES:

By the end of Unit Six, participants will:

- Explain the rationale for the components of the logic model
- Explain the logic model's contributions to the development of systematic, data-based problem-solving
- Explain how and why the logic model enables diverse people, some with a history of conflicts, to function effectively as a team
- Experience logic model completion using genuine retention-related priorities

Unit 6, Tool 1

A Logic Model Template for Design Teams' Problem Solving

Need / Problem	Causes	Effects on Retention	Ideal Situation	Solutions in Place	New Solutions Needed

Unit 6, Tool 2

AN EXAMPLE OF A LOGIC MODEL

Need / problem	Causes	Effects on Retention	Ideal Situation	Solutions in place at one time or another	New Solutions Needed
1. There is a focus on negative feedback rather than positive strengths 2. There is a feeling that what we are doing or the way in which we are doing it is not "good enough"	1. Society as a whole, and Agency x DSS more specifically are focused on the negative. 2. We have learned how to asses the negative, but learning a new way of thinking and judging performance is a difficult task to accomplish	1. Workers feel devalued and inadequate 2. There is low morale in the agency which leads to job dissatisfaction and eventually turnover	1. There would be "warm fuzzies" given as positive feedback 2. There are naturally positive interactions that occur between supervisors and workers. 3. Supervisors provide workers with daily positive feedback that is visible. 4. Positive work environment where people are smiling, there is good team work, supportive coworkers and mutual acknowledgement of workloads. 5. There is acknowledgement from coworkers and supervisors	1. There used to be a news letter "Treading Water" that would detail caseworker accomplishments, unit accomplishments, caseworker anniversaries, and birthdays. 2. Acknowledgement of work anniversaries 3. Once a month there is a coffee and donuts meeting where commissioner comes to speak with and encourage caseworkers 4. There are great emotional supports from coworkers 5. We have flex time which makes us feel appreciated 6. There have been certificates of appreciation given out to units in the past 7. Letters of recognition have gone in files in the past.	1. A positive feedback box outside of each unit supervisor's office where workers from that unit can write tell sup about positive things coworkers have done. (Secretaries can type up in a newsletter and hand out monthly) 2. Supervisors give stickers for positive accomplishments. The worker with the most stickers at the end of the month wins a much needed office supply ie (corkboard, stapler, white out pen, etc). It is delivered at the monthly staff meeting or can be posted in an email sent to everyone (including commissioner) each month 3. when a worker has gone above the call of duty, such as putting in extra hours a letter of recognition is placed in the employees file, with a copy to the employee and the commissioner. 4. There is a monthly coffee and donut Friday where the first 20 minutes of the day is spent increasing unit morale. Caseworkers/units take turns bringing in food. 5. New and goods start off unit meetings. Each case worker says something new or good about their life for that day. 6. Employee of the quarter. Every three months one worker is nominated by their coworkers as the employee of the quarter for managing a tough case or being extra helpful. This person receives a $20 gift certificate to a local restaurant and is acknowledged at an end of the year caseworker reception thrown by the Agency 7. Have a rotating sticker fairy who puts stickies containing "warm fuzzies" on other's computers. 8. Supervisors put little sticky notes on work saying good court report/UCR, etc 9. Personally model positive feedback 10. Have an occasional luncheon or reception for the entire staff to show appreciation and give positive feedback

Unit 6, Tool 3

Tips and Tools for DT Facilitators as They Help DTs Implement

The Logic Model

James Caringi

- ✓ It is important to balance group process with staying focused on solutions and the task at hand
- ✓ Expect some resistance from DT members, not only because logic models are new, but also because they must confront and resolve differences in "what's wrong that needs fixing to improve retention," especially the causes of problems.
- ✓ Allocate a specific time frame for completion to keep the team on task with a sense of urgency and accountability.
- ✓ Be directive and task-oriented.
- ✓ Stick to logic model "as is" until you are comfortable with it—later, when the DT has gained skills and capacities for systematic, logical analysis, they may adapt the model.
- ✓ Continue to ask for specific examples and concrete data for each segment of the logic model.
- ✓ Make sure that one or two powerful personalities do not dominate the discussion; and that a substantial number of team members agree on "the problem", including its causes and effects on retention.
- ✓ Vote as needed to resolve differences. Alternatively, try two or more solutions if the team and the agency have sufficient capacity.
- ✓ Focus on the fit between solutions and the causes of the problem!
- ✓ Do not let the group digress into complaining; keep them strengths-based, action- and improvement-oriented.
- ✓ Do not permit the team to engage in finger-pointing and blaming dynamics.
- ✓ Make sure the facilitator leads the group through each segment of the model within the allocated 25-minute time frame.

Unit 6, Tool 4

Four Vignettes for Use in Logic Model Activity

Choose one of the following four problems for your Logic Model activity:

1. Identified and Prioritized Problem: Lack of Clear, Detailed Job Descriptions

The workers are confused about what exactly is entailed in their jobs. They are unclear of how to transfer cases from one unit to another. There is a lack of a clear, complete and accurate job description for each unit. There are unknown job expectations. Workers disagree and do not understand whose duty any particular task may be. The job is constantly changing. The workers don't have time to read and update job descriptions.

2. Identified and Prioritized Problem: Burnout and Job Stress

Workers feel isolated and stressed out which impacts the quality of services. They are less able to feel empathy with client. There is a decrease in productivity. There are more personal health problems which lead to an increase in absences. These absences lead to other workers having to pick up the slack. Cynicism is rampant throughout the agency leading to frustrations among coworkers.

3. Identified and Prioritized Problem: Physical Work Environment

There are inadequate supplies to do the work, and there is not timely reimbursement for transportation. There are not enough computers, pens, paper. Workspace is noisy, and workers cannot have confidential conversations with their clients.

4. Identified and Prioritized Problem: Life Work Fit

Workers are expected to clock in exactly at 9:00am and clock out at 5:00PM. No overtime or flex time is allowed. If a worker is late leaving work, a note must be attached to their time card stating the reason for leaving work late and a supervisor must sign. Workers are unable to complete their paperwork in the allotted 37.5 hour work week. On call demands are rotated and workers are not paid for this additional work.

Unit 6, Tool 5

"Guidelines for Logic Model activity"

1. Make sure your group has Post-It notes
2. Based on your group's vignette, group members will write examples for each component of the Logic Model template, one example per note.
3. The notes will then be pasted on the appropriate segment of the logic model on the flip chart
4. Read the vignette you have been assigned (Unit 6, Tool 5) and begin the logic model process
5. Complete logic model, making sure that you lead your group through each segment of the model within the time allotted!
6. Set agenda for next meeting
7. Debrief
    a. What went well/what should we keep doing
    b. What needs to change

Unit 7

Learning and DT Facilitation Tools

OBJECTIVES:

By the end of Unit Seven, participants will:

- Describe their roles and responsibilities in helping design teams use retention-related research findings
- Identify and describe alternatives for teams to obtain and use agency-specific data

Unit 7, Tool 1

SWEC Reports and Publications Webpage
(http://www.ocfs.state.ny.us/ohrd/swec/reports.asp)

New York State

Social Work Education Consortium

Office of Children & Family Services

University at Albany

Reports & Publications

- Executive Summary - High Turnover Quantitative Study (2002)
- Executive Summary - High Turnover Qualitative Study (2003)
- Executive Summary - Low Turnover Quantitative Study (2004)
- Causes and Effects of Child Welfare Workforce Turnover (2005)
- Enabling Bureaucracy (2005)
- Five Year Compendium of SWEC Work (2005)
- Professionalism Brief (2005)
- Reducing Workloads (2005)
- Turnover in Public Child Welfare.pdf (2005)
- Two Approaches to Leadership and Management (2005)
- Wicked Retention Problems (2005)
- Current State of Knowledge and Future Directions (2006)
- Promising Practices (2006)
- Workforce Retention Study - Statistical Report (2006)
- Executive Summary - Workforce Retention Study (2006)

Unit 7, Tool 2

List of Survey Instruments for Ongoing Evaluation

1. **Demographics Survey** – 10 minute Survey – Asks typical demographic information

2. **Job Satisfaction** – 10 minute Survey – Asks questions about employee satisfaction with the job.

3. **Public Perception of Child Welfare Workers and Work** – 10 minute Survey – Asks questions about employees' perception of the general public's view of child welfare workers

4. **Physical Work Environment Scale** – 10 minute Survey – Asks questions about employee perceptions of the work environment.

5. **Support Systems Survey** – 5 minute Survey – Asks questions related to employee social support systems.

Unit 7, Tool 3

Demographics Survey

1. What is your gender?

❶❑Female	❷❑Male

2. How old where you on your last birthday? _____ years

3. What ethnic group do you consider yourself to be?

❶❑African-American

❷❑African

❸❑ Caribbean

❹❑Hispanic / Latino(a)

❺❑ White

❻❑Asian

❼❑Native American

Tribal Affiliation _____
(Please Specify)

4. Do you have any parental responsibilities?

❶❑Yes	❷❑No

5. Do you have any elder care or other responsibilities?

❶❑Yes	❷❑No

6. What is your current marital status?

❶❑Married / Domestic Partner

❷❑Separated

❸❑Divorced

❹❑Widowed

❺❑Never married

7. What is your highest level of education?

❶❑High school diploma

❷❑Associate's degree

❸❑Some college (no degree)

❹❑Bachelor's degree

❺❑Some graduate work (no graduate degree)

❻❑MSW

❼❑Other Graduate Degree

❽❑Other _____
(Please Specify)

If you do not have a bachelor's degree, skip to question 10

8. What was your undergraduate major?

❶ ❑ Sociology

❷ ❑ Psychology

❸ ❑ Social Work

❹ ❑ Education

❺ ❑ Other social science

❻ ❑ Criminal Justice

❼ ❑ Business

❽ ❑ Liberal Arts or Fine Arts

❾ ❑ A natural science

❶❼ ❑ Nursing

❶❶ ❑ Computer science

❶❷ ❑ Human Services

❶❸ ❑ Other _____
Please Specify

9. If you have a degree in social work or are working toward a social work degree, what was/is your concentration?

❶ ❑ Direct Practice / Clinical

❷ ❑ Community Organization

❸ ❑ Administration/Planning

❹ ❑ Research

❺ ❑ Planning/Administration & Direct Practice

❻ ❑ Other (Please give name of concentration) _____

10. Do you have any diplomas or certificates (other than graduate or undergraduate degrees)?

❶ ❑ Certified Social Worker **(**CSW)

❷ ❑ Academy of Certified Social Workers **(**ACSW)

❸ ❑ Diploma in Clinical Social Work

❹ ❑ Certified Alcoholism Counselor (CAC)

❺ ❑ Certificate in family or marital counseling

❻ ❑ Advanced training in psychotherapy

❼ ❑ Seminar in Field Instruction (SIFI)

❽ ❑ Other (Please give name of certification) _____

11. What is your civil service title? _____

12. If you have a functional (office) title that is different from your civil service title, what is your functional title? _____

13. In about what month and year did you start working with this? Month ____ Year _____

14. In about what month and year did you start in your current position with this agency? Month ____ Year _____

15. Please identify:

    a. The child welfare unit/units that you currently work in by marking the appropriate boxes:

Child Welfare Unit

Child Protective Services (CPS)	❑
Foster Care	❑
Prevention	❑
Adoptions/ Permanency Planning	❑
Family Preservation	❑
Child Evaluation Specialist	❑
Court Unit	❑
Other (please specify)	❑

    b. The time period in which you've worked in each unit/department:

Child Welfare Unit	**FROM**	**TO**
Child Protective Services (CPS)	Month ____ Year ____	to Month ____ Year _____
Court Unit	Month ____ Year ____	to Month ____ Year _____
Adoptions/ Permanency Planning	Month ____ Year ____	to Month ____ Year _____
Prevention	Month ____ Year ____	to Month ____ Year _____
Foster Care	Month ____ Year ____	to Month ____ Year _____
Family Preservation	Month ____ Year ____	to Month ____ Year _____
Child Evaluation Specialist	Month ____ Year ____	to Month ____ Year _____
Other _____ (please specify)	Month ____ Year ____	to Month ____ Year _____

16. Please check only one in the appropriate box:

For Upstate only, are you a:

- ❒ Case worker
- ❒ Supervisor
- ❒ Supervisor II
- ❒ Senior caseworker
- ❒ Other _____
  (Please specify)

OR

For NYC only, are you a:

- ❒ Child protective specialist
- ❒ Child protective specialist I
- ❒ Child protective specialist II
- ❒ Child protective manager
- ❒ Deputy Director
- ❒ Director
- ❒ Other _____
  (Please specify)

17. Please indicate the percentage of time you devote to the following (**the total should equal 100%**)

_____% Direct services for/with children

_____% Supervision/Consultation/Training

_____% Paperwork/Computer Work

_____% Time in Court

_____% Management/Planning/Evaluation/Research

_____%Community Organization/Advocacy/Education

_____%Time in the Field

_____% Other (Please Specify) _____

18. On average, how many hours per week **including overtime** do you work in your child welfare job? _____

19. Please indicate the average number of hours per month you spend on call:_____

20. **Supervisors,** how many caseworkers do you supervise? _____

If you are not a supervisor, go to question 23

21. If you are a supervisor are you carrying a caseload?

❶❑Yes	❷❑No

22. **As a supervisor**, please indicate the number of cases in your caseload, on average, in a one-month period:

Caseload by	**# of Cases**
Investigations per month:	
Children	_____
Families	_____
Adoptive Parents	_____
Foster Parents	_____
Biological Parents	_____
Other (Please explain).	_____

23. **As a worker,** please indicate the number of cases in your caseload, on average, in a one-month period.

Caseload by	**# of Cases**
Investigations per month:	
Children	_____
Families	_____
Adoptive Parents	_____
Foster Parents	_____
Biological Parents	_____
Other (Please explain).	_____

24. What is your current annual salary in your current job at this agency?

- ❒ $25,000 or less
- ❒ $25,001-$30,000
- ❒ $30,001-$35,000
- ❒ $35,001-$45,001
- ❒ $45,001-50,000
- ❒ more than $50,000

25. What is your annual **household** income?

- ❒ $25,000 or less
- ❒ $25,001-$40,000
- ❒ $40,001-$55,000
- ❒ $55,001-$70,001
- ❒ More than $70,000

Unit 7, Tool 4

Job Satisfaction Survey

Job Satisfaction Survey

For the following statements please indicate if you Agree Strongly (**AS**), Agree (**A**) Neither Agree or Disagree (**N**), Disagree (**D**) or Disagree Strongly (**DS**)

Item	
1. I feel I am being paid a fair amount for the work I do.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
2. There is really too little chance for promotion on my job.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
3. My supervisor is quite competent in doing his/her job.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
4. I am not satisfied with the benefits I receive.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
5. When I do a good job, I receive the recognition I should receive.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
6. Many of our rules and procedures make doing a good job difficult.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
7. I like the people with whom I work.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
8. I sometimes feel my job is meaningless.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
9. Communications seem good within this organization.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
10. Raises are too few and far between.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
11. Those who do well on the job stand a fair chance of being promoted.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
12. My supervisor is unfair to me.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
13. The benefits we receive are as good as most other organizations offer.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
14. I do not feel that the work I do is appreciated.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
15. My efforts to do a good job are seldom blocked by red tape.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
16. I find I have to work harder at my job than I should because of the incompetence of people I work with.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
17. I like doing the things I do at work.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS
18. The goals of the organization are not clear to me.	❶❑AS ❷❑A ❸❑N ❹❑D ❺❑DS

For the following statements please indicate if you Agree Strongly (**AS**), Agree (**A**) Neither Agree or Disagree (**N**), Disagree (**D**) or Disagree Strongly (**DS**)

Item	
19. I feel unappreciated by the organization when I think about what they pay me.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
20. People get ahead as fast here as they do in other places.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
21. My supervisor shows too little interest in the feelings of subordinates.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
22. The benefit package we have is equitable.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
23. There are few rewards for those who work here.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
24. I have too much to do at work.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
25. I enjoy my co-workers.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
26. I often feel that I do not know what is going on in the organization.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
27. I feel a sense of pride in doing my job.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
28. I feel satisfied with my chances for salary increases.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
29. There are benefits we do not have which we should have.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
30. I like my supervisor.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
31. I have too much paperwork.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
32. I don't feel my efforts are rewarded the way they should be.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
33. I am satisfied with my chances for promotion.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
34. There is too much bickering and fighting at work.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
35. My job is enjoyable.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**
36. Work assignments are often not fully explained.	❶❑**AS** ❷❑**A** ❸❑**N** ❹❑**D** ❺❑**DS**

37. Do you plan to continue working in Child Welfare Services?

❶❑Yes	❷❑No

a. If yes, for how long? _____ years

b. What factors might lead you to decide to leave ACS/DSS?

c. What factors might lead you to decide to remain at ACS/DSS?

Unit 7, Tool 5

Physical Work Environment Survey

The purpose of this survey is to better understand your work environment, and to gain your perception of it.

Below is a list of statements about your work environment. For each statement please indicate if you are Very Satisfied, Satisfied, Dissatisfied or Very Dissatisfied.

Item	
Workspace	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Computer hardware	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Computer software	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Safety of my clients	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Client privacy	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied

My safety in the field	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
My safety in the office	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Email privacy	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Privacy to complete written work	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Appearance of your work site	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Appearance of your client waiting area	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Furniture	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied

Access to email	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Parking	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Public Transportation	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied
Cleanliness	❶❑Very Satisfied ❷❑Satisfied ❸❑Dissatisfied ❹❑Very Dissatisfied

Do you have a PC on your desk? ❶❑Yes ❷❑No

What type of office do you have?

❶❑ Open

❷❑ Cube

❸❑ Private, yours only

❹❑ Private, but shared

Unit 7, Tool 6

Support Systems Survey

The purpose of this survey is to understand your personal social support systems. It asks questions related to whom and at what comfort level you talk to others for support regarding work issues.

For each of the following please indicate how comfortable you feel talking about your work.

Item	
Close Friends	❶❑Extremely Comfortable ❷❑Comfortable ❸❑Somewhat Comfortable ❹❑Not Comfortable at all
People I know casually	❶❑Extremely Comfortable ❷❑Comfortable ❸❑Somewhat Comfortable ❹❑Not Comfortable at all
Spouse / Significant other	❶❑Extremely Comfortable ❷❑Comfortable ❸❑Somewhat Comfortable ❹❑Not Comfortable at all
Family Members	❶❑Extremely Comfortable ❷❑Comfortable ❸❑Somewhat Comfortable ❹❑Not Comfortable at all
Colleagues	❶❑Extremely Comfortable ❷❑Comfortable ❸❑Somewhat Comfortable ❹❑Not Comfortable at all
Other Professionals	❶❑Extremely Comfortable ❷❑Comfortable ❸❑Somewhat Comfortable ❹❑Not Comfortable at all

Unit 7, Tool 7

A Turnover Prevention Inventory

CASE WORKER
Purposes and Rationale

Purposes

The aim for this inventory is to enable staff at all levels of public child welfare agencies to reduce and prevent undesirable turnover. More specifically, it is designed to achieve three purposes:

1. To identify, describe, and explain the key causes and consequences of preventable, undesirable turnover
2. To facilitate the development and implement effective improvements
3. To enhance evaluation and research

Improvement Priorities for Preventing Undesirable Turnover

In this inventory, turnover prevention priorities are grouped under the following headings:

- The Regulatory Environment (including both state and federal constraints and requirements)
- The Near Environments for the Agency and Its Staff (including local communities)
- Agency Factors (i.e., organizational characteristics, influences, and causes)
- People-related Factors (i.e., influences and causes associated with Commissioners, Managers, Supervisors, Case workers, Clients, and relationships among them).

The following inventory is one of three developed to tap the knowledge of three kinds of agency staff: Case worker, Supervisors, and Managers/Commissioners. Everyone is asked to respond to the first three sections of the inventory 1) the Regulatory Environment, 2) the Near Environments for the Agency and Its Staff, and 3) Agency Factors. The last section is role-specific, thus you are being asked to respond to issues that concern your agency role as a Case worker.

On a scale of 1 (no problem) to 10 (severe problem), how would you rate the degree that retention is a problem for your agency (please check only one):

1	2	3	4	5	6	7	8	9	10

Please indicate the extent to which you feel the following statements are a problem at your agency. (Please check only <u>one</u> answer.)

THE REGULATORY ENVIRONMENT

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
1.	Workers leave because rules and protocols are overwhelming, confusing, or contradictory.					
2.	Workers leave because they see paperwork requirements as unnecessary, redundant and excessive.					
3.	Workers leave because funding mechanisms are confusing, tangled, and insufficient.					
4.	Workers leave because they perceive that public officials do not support their work and the agency.					
5.	Workers leave because they are dissatisfied with the new workers yielded by the civil service system.					

THE NEAR ENVIRONMENTS FOR THE AGENCY AND ITS STAFF

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
6.	Workers leave because they feel unappreciated and de-valued by the ***County Board/City Council***.					
7.	Workers leave because the ***County Board/City Council*** takes too long to authorize replacements for workers who have left.					
8.	Workers leave because the ***County Board/City Council*** does not authorize sufficient funding and other needed resources.					
9.	Workers leave because effective relations have not been established with the courts, law enforcement, schools, mental health, domestic violence, substance abuse, and TANF.					
10.	Workers leave because the people in their local communities do not understand or appreciate them and the work they perform.					

AGENCY FACTORS

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
Management Issues						
11.	Workers leave because they are blamed when high profile cases occur (e.g., a child death, severe cases of abuse and neglect)					
12.	Workers leave because many feel that they are "out of the communication loop" and "left in the dark."					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
13.	Workers leave because they perceive favoritism by their superiors, including "behind closed doors deals" and promotions for family and friends of management.					
14.	Workers leave because experience depersonalization, i.e., they feel like just another faceless worker, just another "cog in the bureaucratic machine."					
15.	Workers representing racial and ethnic minority groups leave because they perceive discrimination by co-workers and superiors.					
16.	Workers who need and want a sense of accomplishment leave because there are few or no incentives and rewards from management for their achievements.					
17.	Workers leave because their co-workers are obedient, subservient, conformity-oriented, and fearful of managers and supervisors.					
18.	Workers leave because they cannot tolerate the widespread evasion and deception employed to "CYA" and avoid punishment.					
19.	Workers leave because known problems and flaws are “swept under the carpet” and not open to public discussion (i.e., they are “off limits”).					
20.	Workers leave because they are punished for discussing “off limits” problems and flaws.					
21.	Veteran workers leave because they lack input when they are transferred to another unit.					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
22.	Veteran workers leave because their requests for transfers to different units are ignored or denied.					
23.	Workers leave because it's not safe to admit problems and ask for help.					
24.	Workers leave because they are punished for predictable, unavoidable mistakes.					
25.	Workers leave because no one accepts responsibility for identifying and rectifying flaws and solving serious problems.					
26.	Workers leave because they perceive limited, or blocked, opportunities for promotion.					
27.	Workers leave because opportunities for advanced education and career development are limited or non-existent.					
28.	Workers leave because they are not involved in decisions that affect their jobs.					
29.	Workers leave because what the agency announces and its leaders espouse are at odds with actual priorities.					
30.	Workers leave because ineffective workers are rewarded and promoted.					
	Regulatory/Rules Issues					
31.	Workers leave because they perceive that the agency's leadership is preoccupied with making rules instead of supporting workers and improving the agency.					
32.	Workers leave because the petty, overly restrictive rules make the job stressful.					
33.	Workers leave because they are required to do everything "by the book;" and, they have no input into rule-driven, "follow the numbers" service strategies.					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
34.	Workers leave because they perceive rules, policies, and procedures are not applied justly and consistently.					
35.	Workers leave because the agency's rules, regulations, and protocols interfere with their work with clients.					
36.	Workers leave because completing paperwork and following the rules are more important than improved outcomes for clients.					
37.	Workers leave because they are required to use the agency's traditional service protocols, protocols that have little or no research in support of their effectiveness.					
	Relationships with Co-Workers					
38.	Workers leave because adversarial relationships are widespread in the agency.					
39.	Workers leave because nothing is done to address adversarial relationships in the agency.					
40.	Workers leave because no one is willing to step forward and claim responsibility for the agency's needs and problems.					
41.	Workers leave because everyone blames somebody else for the agency's needs and problems.					
42.	Workers leave because of a perceived lack of social support from staff at all levels of the agency.					
43.	Workers leave because they perceive that everyone in the agency is always on the defensive and reacts passively to the external concerns and demands.					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
	Practice and Accomplishment Issues					
44.	Workers who need a sense of accomplishment leave because their co-workers don't share this need.					
45.	Workers leave because co-workers, supervisors, managers, and commissioners define both "success" and "accountability" as services delivered instead of improved outcomes for clients.					
46.	Workers leave because co-workers, supervisors, managers, and commissioners define both "success" and "accountability" as paperwork completed instead of improved outcomes for clients.					
47.	Workers leave because there are few, or no, opportunities for continuous professional development.					
48.	Workers leave because the agency does not prioritize the on-going search for innovative, high quality services.					
49.	Workers leave because they feel that they have little or no discretion and autonomy.					
50.	Workers leave because the agency depersonalizes clients.					
51.	Workers leave because evaluation and supervision are inconsistent and seem arbitrary instead of being tied to clear, valid performance measures and accountability criteria.					
52.	Workers leave because there is no consensus on competent, effective practice.					
53.	Workers leave because suspect, ineffective practices are not detected and corrected.					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
54.	Workers leave because best practices are not adopted.					
55.	Workers leave because the agency does not develop case management teams to address clients' multiple, co-occurring needs.					
56.	Workers leave because the agency emphasizes traditions and actively resists innovative service technologies.					
57.	Workers leave because they learn that they do not like working with certain kinds of clients.					
	Caseload Issues					
58.	Both new and veteran workers leave because hiring and deployment delays result in heavy, unmanageable caseloads.					
59.	Veteran workers leave because they regularly inherit open caseloads from departing workers, adding to their loads and increasing their stress.					
	Allocation of Resources Issues					
60.	Workers leave because the agency does not provide them with adequate resources.					
61.	Workers leave because the agency does not provide adequate resources for clients.					

CASE WORKER : PEOPLE-RELATED FACTORS

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
Ineffective Supervision & Reward Systems						
62c	Case workers leave because their superiors provide inconsistent messages regarding effective practice and its progress indicators.					
63c	Case workers leave because they are not rewarded for competent and optimal practices.					
64c	Effective case workers leave because ineffective workers receive identical treatment, evaluations, and rewards.					
65c	Case workers leave because they perceive their supervisor is not supportive.					
66c	Case workers leave because they perceive that their supervisor is not competent.					
67c	Competent case workers leave because there are no apparent incentives and rewards for competent practice.					
68c	Case workers leave because their extraordinary efforts and achievements are not recognized and rewarded.					
69c	Case workers leave because they learn that casework is a like a dead-end job, and not a career with clear, attainable opportunity pathways.					
70c	Case workers leave because their office facilities do not support professional norms, values, and standards (e.g., for confidentiality with clients).					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
	Efficacy & Autonomy					
71c	Case workers leave because they lack a sense of personal accomplishment.					
72c	Case workers leave because they are not committed to the work.					
73c	Case workers leave because, while they are committed to the work, they are not committed to the agency.					
74c	Case workers leave because they are unable to meet the needs of racially, ethnically, and culturally diverse clients.					
75c	Case workers leave because they lack sufficient autonomy and discretion, i.e., they feel "second-guessed," under surveillance, and "hand-cuffed" by required rules, service plans and routines.					
76c	Case workers leave because they don't experience a sense of professional achievement and accomplishment.					
77c	Case workers leave because they are not provided with time, resources, and supports to discuss professional literature.					
78c	Case workers leave because they are not provided with time, resources, and supports for career-related professional development.					
79c	Case workers with master's degrees leave because the agency doesn't tap what they know and are able to do.					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
	Job Characteristics					
80c	Case workers leave because their job imposes contradictory demands, placing them in "double binds" in which they are "darned if they do, and darned if they don't."					
81c	Case workers leave because they can't do their job within the time allotted.					
82c	Case workers leave because they want to be specialists and their job requires them to be generalists.					
83c	Case workers leave because their values, principles, and preferences conflict with the agency's priorities and effectiveness indicators.					
84c	Case workers leave because they do not believe that they can do the job and achieve their goals.					
85c	Case workers leave because of widespread beliefs among their co-workers that no one can do their jobs and achieve their goals.					
86c	Case workers leave because their superiors do not help them deal with their responsibilities as caregivers, parents, and partners in committed relationships.					
87c	Case workers leave because they perceive that caseloads are too big.					
88c	Case workers leave because caseloads are inequitable.					
89c	Case workers leave because they are unable to develop positive, solid relations with co-workers.					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
Burnout and Emotional Labor						
90c	Case workers leave because job-related stress and burnout have adverse effects on their personal lives.					
91c	Case workers leave because they cannot continue to put in such long hours, and management has refused or ignored their requests for "flex time" and "comp time" arrangements.					
92c	Case workers leave because of severe stress, and the agency does little or nothing to alleviate it.					
93c	Case workers leave because they are emotionally exhausted, and the agency does little or nothing to help them.					
94c	Case workers leave because they experience secondary (vicarious) trauma, and the agency does little or nothing to alleviate it.					
Resource Allocation Issues						
95c	Case workers leave because they are unable to get the resources they need for clients.					
96c	Case workers leave because they lack aides for clerical work, home visits, and client transportation					
97c	Case workers leave because of the computer system and record-keeping system add to the job burden.					
98c	Case workers leave because the agency does not provide them with cars					
99c	Case workers leave because the pay is insufficient.					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
100c	Case workers leave because the benefits are insufficient.					
Agency Location						
101c	Case workers leave because they don't want to live in the surrounding community.					
Client Characteristics						
102c	Case workers leave because they do not want to serve the clients they are assigned.					
103c	Case workers leave because they are afraid of certain families and neighborhoods, and they worry about the security of their cars and personal property.					
104c	Workers leave because the agency's required strategies and protocols simply don't work with the clients.					
Professional Social Work Issues						
105c	Case workers with social work degrees leave because, while they are committed to social work, they are not committed to public child welfare practice in this agency.					
106c	Case workers with social work degrees and licenses leave because the agency does not support their profession's missions, code of ethics, norms, and values.					
107c	Case workers with recent M.S.W. degrees leave because they are not promoted to the rank of supervisor.					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
108c	Case workers with recent M.S.W. degrees leave because they are stuck are in their old jobs, and they are unable to use their newly-acquired knowledge, values, sensitivities, and skills.					
109c	Case workers with social work degrees leave because other workers without formal degrees and licenses are called "social workers."					
New Case Worker Issues						
110c	New case workers leave because they encounter "sink or swim" socialization, causing them to feel lonely, isolated, overwhelmed, and ineffective.					
111c	New case workers leave because the agency does not provide them with mentors.					
112c	New case workers leave because they are not provided with supportive, competent supervision.					
113c	New case workers leave because the agency's orientation system and training are inadequate or ineffective, resulting in job ambiguity and confusion.					
114c	New case workers leave because they are assigned cases prematurely, i.e., before they have "learned the ropes."					
115c	New case workers leave because they experience reality shocks and felt recruiters and trainers "sugarcoated" the job.					

	Item	No Problem	Slight Problem	Moderate Problem	Significant Problem	Severe Problem
116c	New case workers leave because there are assigned involuntarily to jobs they do not want.					
117c	New case workers leave because they are not allowed to be beginners (e.g., they are assigned too many cases before they are ready, and not provided with coaching and supports from supervisors and co-workers).					
118c	New case workers practice privately, and they feel lonely and isolated; and, they leave because their co-workers have not developed strong, supportive professional communities.					
119c	New case workers leave because state/city training and agency training contradict each other.					
120c	New case workers leave because training does not prepare them for the actual demands of practice.					
121c	New case workers leave when co-workers ridicule and devalue what trainers have presented as “best practices.”					

Unit 7, Tool 8

An Example from a New York State DT Facilitator

James Caringi

I have helped DTs look at their baseline information (data) about retention and turnover. There is no one way to do this. The important thing is to do it so the teams stay focused, at least at the beginning, on the research findings and do not resort to "he said, she said" rumors and personal impressions.

In one county system, for example, the team looked at the survey data, added what was missing, and then identified retention priorities. Examples of these priorities included worker safety in the field; salary; worker stress; and job descriptions.

Then the team decided that salary was most important turnover-retention. The team then examined the "actionability" of each item. Here, the most important priority, salary, was tabled because team members did not view it as an "actionable item". After all, salary increases would require action by the workers, commissioner, and most importantly, the county legislature. In short, working on salary would take enormous time, and would not yield immediate returns and benefits because so much influence and control resided outside the team and even the commissioner.

The DT thus decided to keep salary on its "radar screen," but not to make it the first actionable priority. Subsequently, the team decided that "clear, coherent job descriptions" was the most actionable and important item they should work on. All the while, I, the facilitator, was active in teaching the team why this was a good approach.

After a break, I introduced the concept of the "logic model". I decided to introduce it at this second meeting because I determined that this team was ready for it; and also because we had enough time left to do so.

This logic model is an essential element of the design team process. It enables teams to understand the "theory of the problem" before designing and implementing solutions. You can help teams understand this complex idea (theory of the problem) by asking three questions:

- What's wrong that needs fixing, and what are the causes?
- What's good and strong that needs to be kept as part of the solution?
- How can we be sure that solution(s) we identify will fix the problem because it addresses its causes?

This logical, systematic approach is new to DT members. It takes time, patience, and persistence to cultivate it. Staff members in child welfare have seen many interventions

come and go without real change. Many such change efforts were not well thought out from the beginning.

When I do this work with the logic model and its use in DT planning process, I am again a teacher, a group process clinician, and a capacity-builder. By helping DTs understand, endorse, and use the logic model template, I am, in essence, "teaching them to fish", enabling them to do more of this work on their own in the future (and after I leave).

So, I explained all parts of the model with team members and entertained their questions. As this process was new, we went slowly and there were many questions. We went over a sample logic model developed by another team. This model was "sanitized" for confidentiality, but it served its purpose. It showed team members how others had proceeded and, most importantly, it showed them that others had done this difficult work.

Finally, I completed our debriefing process. I also prepped the team that the next meeting. We set the agenda based on our need to work on their first logic model; and to learn more about how to do this work efficiently, effectively, and successfully.

Unit 8

Learning and DT Facilitation Tools

OBJECTIVES:

By the end of Unit Eight, participants will:

- Obtain knowledge of how a facilitator begins a mutually-beneficial relationship with the agency's leadership.
- Construct the storyboard as guide they can use with their own team.
- Reflect on their feelings about the challenges of engaging leadership, engaging teams, and connecting the two.

Unit 8, Tool 1

The Facilitator's Role in Developing Working Agreements with Agency Leaders

(Blank Form)

Research the Agency	Schedule a Meeting and Plan the Agenda	Develop a Working Agreement with the Agency

Unit 8, Tool 2

The Facilitator's Role in Developing Working Agreements with Agency Leaders

Research the Agency	Schedule a Meeting and Plan the Agenda	Develop a Working Agreement with the Agency
What is motivation for change? What is the history of agency? Has it enjoyed successes with innovations? What are its retention and turnover statistics? What are the agency's unique needs? What can you learn about its climate and culture? What is the workforce size? What units or departments structure the agency? Do workers, supervisors, managers, and leaders treat each other fairly and nicely? What conflicts exist? Is the agency good at conflict resolution? Is the agency able to stop damaging gossip?	Always be polite and respectful—you are a guest in their work family. Clearly state who you are, why you are there, and what you hope to accomplish. Carefully and systematically summarize goals also indicating what can go wrong and why. Explain how you will proceed with the DT. Emphasize that you that you need shared leadership for the DT. Agree on a start-up procedure and the agenda for the first meeting. Either send in advance or leave a copy of the commissioner's brief.	Use active listening skills, show empathy, and be responsive. " Know your stuff"-be able to articulate the design team model as well as your role and responsibilities clearly and concisely Agree on how DT processes and outcomes will be reported to top-level leadership and also to others in the agency. Agree on trouble-shooting procedures in the event that something goes wrong. Sow the seeds for self-managed, sustainable DTs Follow-up with a written summary of this meeting Maintain consistent communication with leadership throughout your tenure in the agency

Unit 8, Tool 3

Vignette A:
Meeting the Administrators: Southside Design Team

The Big City Children's Services (BCS) is one of the largest public child welfare agencies in the country consisting of 8,000 employees with over 17 offices located in a large urban environment. It offers child protection, prevention, foster care and adoption services. In addition it oversees contracts with 75 private community based agencies. One local district, "Southside" from the Child Protection Division, was chosen to host the design team pilot.

Southside has 6 sites with approximately 400 social service employees. It has a moderate, comparative turnover and a reputation as a stable, well functioning office. Ed Thomas, the director, is a well respected, competent administrator, open to change. He volunteered to "take a risk", understanding that a Design Team could pose organizational challenges. Southside's workforce comprised of different cultures and countries of origin relates to a community representing residents with approximately 80 different languages. The majority of staff is women.

Two outside facilitators were hired; both having extensive years of experience in child welfare and a good knowledge of The Big City Agency. Their first job was to engage Mr. Thomas and his colleagues in the process of initiating a Design Team in Southside. The first meeting was critical and set the tone for all future interactions. Facilitators, Nan and Rose knew that it was important to be sensitive to the agency norms and protocols. At the first meeting they presented the DT Model- benefits, unique challenges, addressed concerns and most importantly, established an open, working relationship. Together, they agreed on protocols and determined how to begin planning for a Design Team.

Decisions:

- The team(s) to consist of all levels of staff from a deputy director to support staff and have more caseworker representatives.
- DT to meet at lunch time from 12:00-2:00P.M. (each site would have representatives)
- All members to be volunteers
- Two teams to be established- no more than 12 in each team
- Confidentiality to be maintained
- The Union to be made aware of the DT team and be notified by central office
- Nan and Rose agreed to develop a DT fact sheet for the workforce and the Union, hold orientation sessions, recruit volunteers and ensure that all sites be represented
- All agreed that ongoing communication and periodic meetings be held to assess progress, determine team and administrative needs
- Mr. Thomas to appoint a deputy director manager to serve on the team

Unit 8, Tool 4

Vignette B:
Meeting the Administrators: Starting a Design Team in a Rural County

After initial agreement from the county "A" that they would like to from a design team to address workforce issues in their county, a meeting was arranged with the Commissioner and the Deputy Commissioner. I, the design team facilitator and two other members of workforce research and development team attended. We met for approximately 2 hours.

During this meeting, our three-person team outlined in detail the design team model, improvement process, intended outcomes, and expected benefits. We also discussed DT-related "bumps in the road", or short-term impediments (see handout and also the brief prepared for commissioners and other top level leaders).

From our early work we learned that is essential that upper management know that in deep system change, there are often uncomfortable periods not unlike the work we do with children and families in child welfare. The commissioner and deputy both had numerous questions that we answered again, in great detail being sure to let them know all we could about the process.

At the end of the meeting, we made sure to tell the commissioner and deputy that they could call us should they think of any other questions at a later time. They agreed they would contact us in approximately 2 weeks with their final decision at which point we would discuss how the team might begin in their county. (Each team begins slightly differently based on the needs and individual nature of each system). The start of this team began very smoothly due to this very important early work "setting the stage".

Later, two months or so after we began our DT work, the deputy commissioner felt somewhat threatened and perceived that problems were being created by the team. Because we had anticipated storms like this, we were able to meet with the commissioner and the deputy, complete solution-focused problem-solving, and redirect the team and its facilitation.

Subsequently, we met with the DT, shared the new agreements and problem-solving priorities, asked for and received team members' suggestions, and then proceeded with more focused, effective, and less blame-oriented team dialogue. As this reflection is being written, the facilitator beginning withdrawal, enabling the DT to be self-directed and self-sustaining as the top leadership so chooses.

Unit 9

Learning and DT Facilitation Tools

OBJECTIVES:

By the end of Unit Nine, participants will:

1. Define conflict and describe some of its indicators
2. Identify and describe four kinds of team conflict
3. Differentiate between productive conflict and problematic, destructive conflict
4. Identify and describe the benefits associated with productive conflict
5. Identify, describe, and explain facilitators' duties and actions for maximizing productive conflict and reaping its benefits

Unit 9, Tool 1

Expecting, Managing, and Benefiting from Conflict in Teams: A Training Tool for Team Leaders and Facilitators

Conflict is endemic in teams, which is to say that it is natural and unavoidable. The key is to benefit from conflict's positive functions and contributions, while avoiding and preventing the negative ones. This training tool for team leaders and members is structured with this key in mind.

Introducing Conflict and Cooperation

Every team strives to optimize the balance between conflict and cooperation.

> *Because productive conflict is a team asset—for example, it often yields multiple benefits—efforts aimed at eliminating it altogether are ill-advised.*

Team leaders and facilitators thus need to learn how to manage and benefit from productive conflict alongside cooperation, at the same time avoiding conflict classified as problematic and potentially destructive.

Conflict

Conflict is present when diverse, discrepant, and even hotly-contested, oppositional views, preferences, and practices are evident among two or more team members.

- ❒ Viewed in a team context, *conflict is an interpersonal phenomenon* because it involves relations between two or more members.
- ❒ However, conflict oftentimes can be traced to the personalities, views, and preferences of diverse individuals (team members); and solutions to problematic conflict often start with controversial individuals.
- ❒ There are four kinds of conflict: Relationship conflict, task conflict, process conflict, and cognitive conflict. (Each is described in greater detail below.)
- ❒ For team leaders and facilitators, it also is useful to distinguish between *productive conflict* and *problematic or destructive conflict*. The key is to maximize the former, while minimizing and preventing the latter; and this is not always easy to accomplish.
- ❒ Conflict, when it is managed effectively, yields multiple benefits. For example:
  - ✓ Productive conflict is a safeguard against "groupthink"—where a team's rush to consensus results in flawed problem solving and the elimination of the best alternatives.

- ✓ Productive conflict produces new knowledge, which facilitates individual and team learning, which in turn promotes shared understanding.
- ✓ Productive conflict and the new knowledge it generates comprise a main source for individual, team, and organizational innovations (emphasized at the end of this tool).
- ✓ Productive conflict enables team members to feel welcomed and empowered, increasing their commitments, engagement, and retention.
- ✓ When the above benefits associated with productive conflict occur, overall performance is enhanced and results improve.

Cooperation

- ❒ An effective team is an exemplar for cooperation. Despite members' differences and conflicts, they learn to work together, steward the team's development, and strive to achieve team missions and goals.
- ❒ Some teams become exemplars for collaboration. These teams are unique in that every team member openly depends on the others. In other words, team members enjoy interdependent relationships.
- ❒ A collaborative team is not inherently better than a cooperative one. Both kinds are valuable. Each kind is influenced by the agency that houses it, and each may "morph" into the other, especially as members change.
- ❒ *Conflict is endemic in both cooperative and collaborative teams*.
- ❒ Effective collaborative and cooperative teams learn how to reap the benefits of productive conflict, thanks to the work of their leader-facilitators.

Striking an Effective Balance and Building Team Capacity

- ❒ When teams are first formed and begin operating, team leaders or team facilitators are needed to mediate and manage conflicts.
- ❒ Team norms, rules, and meeting protocols (presented in an earlier unit) are invaluable tools for conflict mediation and resolution.
- ❒ Team leader-facilitators have the dual charge of helping individuals and the team as a whole appreciate conflict's positive functions and contributions, while also building the team's capacities to address conflict productively.
- ❒ Thanks to leader-facilitators, the team learns over time to accept shared responsibility for conflict mediation and resolution, ensuring that it is addressed transparently and productively and enabling the team to reap the attendant benefits,

Four Kinds Conflict In Teams

1. Relationship Conflict

Relationship conflict involves team members' awareness of interpersonal incompatibilities and differences, especially clashes of different personalities. Emotions often are involved, and they may run high. Examples of relationship conflict include disliking other members and feeling tension, annoyance, frustration, and friction (after Jehn & Mannix, 2001).

- ❒ Relationship conflict is the most important and best example of problematic, potentially destructive conflict; it has few known benefits.
- ❒ Relationship conflict often originates outside the team—and team members bring these conflicts to teams.
- ❒ However, relationship conflict may arise in teams without competent leadership and facilitation.
- ❒ *Primary interventions* by leader-facilitators:
  - ✓ Team norms, rules, and meeting protocols, which members agree to accept and steward collectively
  - ✓ Outside-of-team meeting mediation involving protagonists
  - ✓ Outside-of-team meeting informal "get-togethers" involving protagonists and other team members, with some team members serving as "go-betweens" striving for fresh relationships
  - ✓ As a last resort, restructure team membership
  - ✓ Others?

2. Task Conflict

Task conflict involves disagreements and differences of opinion pertaining to the work at hand, i.e., the work tasks the group is expected and assigned to complete. Work tasks and associated conflicts may manifest themselves in dispassionate, impersonal ways (Jehn & Mannix, 2001).

For example: In the heat of debate, a team member will say something like the following. "This is not about you; it's about what is expected of us."

- ❒ So, task conflict is not the same as relationship conflict. Managed effectively, task conflict can be productive.
- ❒ However, task conflict that is mishandled or managed quickly can "morph" into relationship conflict, at which time it can become problematic and destructive.
- ❒ *Primary interventions* by leader-facilitators:
  - ✓ Remind team members of norms, rules, and meeting protocols, encouraging all team members to jointly enforce them.

- ✓ Use task conflicts as opportunities to teach the team about the importance of, and benefits associated with, productive conflict—and invite them to help you keep the problem-solving dialogue positive (e.g., strengths-based, solution-focused, blame-free, apart from personalities).
- ✓ Create sub-groups for comprehensive analysis of each task alternative, including barriers, constraints, facilitators, incentives, rewards, and potential for errors; and then explore, as needed, "win-win" alternatives for trying out more than one alternative.
- ✓ Invest the time in "researching the problem" yourself and present your findings to the team.
- ✓ Others?

3. Process Conflict

Process conflict involves disagreements and differences about how team will do its work. It especially involves key issues such as each member's responsibilities and duties, delegation of responsibility (who should do what, when, where, to whom, how, and why).

- ❒ Process conflict is always possible when powerful, assertive members of the team try to dominate discussions and force their will on the team.
- ❒ Process conflict also involves competing priorities and how to determine which ones are addressed first.
- ❒ Additionally, process conflicts accompany and stem from decisions about the allocation of resources, reporting procedures, and how to identify and publicize progress markers and success indicators.
- ❒ Perceptions and allegations of favoritism by team leader-facilitators also will stimulate process conflicts.
- ❒ *Primary interventions* by leader-facilitators:
  - ✓ Remind team members of norms, rules, and meeting protocols, encouraging all team members to jointly enforce them.
  - ✓ Develop a "parking lot" for every good idea or priority and return to it at every meeting so that no priority is lost and new ones can be added.
  - ✓ Help team members see the importance of early, immediate success in problem-solving; and choose initial priorities based on the criterion of quick, successful completion.
  - ✓ When powerful team members attempt to dominate dialogue, institute democratic participation techniques (e.g., turn taking, KIVA formats).
  - ✓ Before each meeting and as the meeting draws to a conclusion, do "weather reports" on team process, obtaining members' feedback on what needs to be done different and better and also what needs to be retained; and then

implement these suggestions, asking members to accept shared responsibility for them.

- ✓ Consider enfranchising one or two powerful, vocal members as co-facilitators, reminding them that facilitators' primary responsibility is to listen, clarify, and provide a focus and not to provide solutions and strong-arm preference.
- ✓ Others?

4. Cognitive Conflict

Cognitive conflict involves differences in how team members think and talk. This fourth kind of conflict also involves differences in what members are prepared to accept as "valid, useful knowledge."

- ❒ Cognitive conflict is evident when members "talk past each other", even though they may be using some of the same words.
- ❒ Cognitive conflict stems in part from different frames of reference, also known as different "mental models" for a problem or a priority.
- ❒ Language differences can be traced back to these different frames of reference or mental models.
- ❒ Thus, one key to resolving and benefiting from cognitive conflicts, especially reaching agreements where possible and desirable, is to help members make explicit and testable their respective "mental models" for a problem or priority.

A Paradox with Task Conflict

Teams need to engage in task conflict as they survey all of the viable alternatives, while trying to avoid and prevent groupthink. At the same time, they need to reach some consensus on how to proceed without watering down the compromise solution(s).

Every team has "ebbs and flows" associated with this paradox. Mature teams come to expect them. They are resilient in the face of both task- and process-related challenges because they have experienced "break through" moments and expect more of the same imminently (after Jehn & Mannix, 2001).

***Primary interventions* for leader-facilitators**:

- ✓ Structure team meetings with a four component agenda:
  1. Ask advocates representing different positions (mental models) and using different language to teach the others.

2. Provide opportunities for you and other team members to question what they've heard (in strengths-based, solution-focused, and blame-free language), asking these advocates if they have considered other ways to frame the problem and talk about it.
3. Give the entire team opportunities to help re-frame the problem or priority (using new mental models) and introducing new language).
4. Seek consensus, where possible and appropriate, on mutually agreeable and beneficial changes to initial frames (mental models) and language.
   - ✓ Have the entire team, or sub-groups of the team, complete logic models for the problem or priority. Using sharing and reporting-out opportunities to develop agreements, including the agreement on "win-win" alternatives, i.e., more than one alternative is endorsed for implementation trials.
   - ✓ Engage the team in evaluation planning for implementation, ensuring that the evaluation provides the team with feedback for their learning, development, and future planning.
   - ✓ Remind mature teams that they have encountered these conflicts before; that they have the know-how and capacity to address and benefit from them; and invite suggestions from team members regarding how they prefer to tackle this conflict.

Four Final Reminders

1. When the team's mission, goals, and objectives are clear, compelling, rewarding, and achievable, encouraging member "buy in" and active engagement, the foundation is laid for team effectiveness and productive conflict resolution. Without this foundation, teams may have difficulty weathering conflict-rich "storms."
2. Two or more conflicts may present themselves at the same time. Alternatively, they will nest in each other. Leader-facilitators should strive to gain clarity with the team on what kind of conflict is the top priority and engage them in addressing it productively.
3. No leader-facilitator can anticipate every kind of conflict and address it alone; collective responsibility and joint actions among team members are practical necessities.
4. Always be on the look-out for opportunities for innovation while addressing conflicts. Look for, capitalize on, publicize, and celebrate two kinds of innovations that originated with team conflicts:
   - ✓ *Process innovations*—new ways of operating and "doing business" such as new ways to communicate, new ways to complete required forms, new ways to transfer cases from one unit to another, new ways to supervise caseworkers

- ✓ *Product innovations*—new fixtures (structures, outputs) in the team and the agency such as new reporting forms, new safety protocols, new practice models, new agency policies and rules.

Main References

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Unit 10

Learning and DT Facilitation Tools

OBJECTIVES:

By the end of Unit Ten, participants will:

- Identify, describe, and explain DT facilitators' roles, responsibilities, and competencies
- Identifying conditions for success as well as conditions that threaten success, describing DT facilitators' roles in maximizing success
- Raise lingering concerns and needs requiring additional training and coaching supports
- Establish contact procedures with the trainer(s) and other participants
- Provide an evaluative assessment of the two-day training.

Unit 10, Tool 1

Six Examples of What Works and What Doesn't with Design Teams: What Facilitators Can Do to Maximize Success

Ideal Versus Sub-optimal Condition 1

- When the DT is linked to top-level leadership and other members of the agency through timely, accurate, and momentum-generating communications, its potential is realized.

- In contrast, when the DT is viewed as a secret society, i.e., a special privilege enjoyed only by the few, and as a non-representative entity, it will fall short of its potential, and it may fail altogether.

***Implications for DT Facilitators**:*

1. *Ensure that you have established firm communications links and rules with the team and top-level leadership—and that they, in turn, have shared these links and rules with others in the agency so that everyone is "on the same page."*

2. *Ensure that the team is truly representative of the diversity of the agency and includes approachable spokespersons and opinion leaders who are knowledgeable about turnover and retention.*

Ideal Versus Sub-optimal Condition 2

- When top-level leaders are genuinely interested in listening and responding to the improvements teams prioritize, the DT intervention works.

- When leaders are not, the DT falls short.

***Implications for DT Facilitators**:*

1. *Ensure the commissioners and other top-level leaders understand that their responsiveness provides a timely, unique opportunity to "turn around" negative perceptions of them and their leadership.*

2. *When commissioners and other top-level leaders cannot implement the DT's recommended improvements because of local, state, or federal regulations, seize this opportunity to improved understanding among leaders, the DT, and others in the agency by having the top-level leader explain these regulations and the constraints they impose to the team.*

Ideal Versus Sub-optimal Condition 3

- When teams adhere to the norms, follow the rules, stay with meeting protocols, and use strengths-based, solution-focused, and blame-free language, DTs are effective and successful.

- When teams violate one or more of these requirements, they fall short of their potential, often creating more problems than they solve, and jeopardizing their continuation.

Implications for DT Facilitators:

1. *Address violations immediately and firmly with the team, re-emphasizing the potential threats and dangers; and communicate these violations (without naming the violators) to top-level leaders, warning them of possible consequences.*
2. *Re-emphasize shared responsibility and leadership for the DT and all it entails, asking others on the team to ensure that others stop violating the norms and rules.*
3. *Expect emotions to run high at any time as well as conflicts, many of which originate outside the team; and be ready to help manage and negotiate them.*

Ideal Versus Sub-optimal Condition 4

- When leaders, managers, and supervisors continue to cling to top-down, compliance-oriented, and punitive styles, the contributions of design teams will be limited.

- When participatory-democratic, commit-generating styles are substituted progressively, teams are allies, and mutual benefits accrue.

Implications for DT Facilitators:

1. *When leadership, management, and supervision styles clash with team processes and solutions, inform top-level leaders in a timely, constructive fashion.*
2. *Respond to requests from top-level leaders for consultations structured to align leadership, management, and supervision with DT recommendations and the workforce's needs and wants for practices, norms and standards of professionalism*

Ideal Versus Sub-optimal Condition 5

- When DT facilitation is skillful and competent, as evidenced by increasing social cohesion among team members and immediate successes in solving concrete problems, the team gains confidence and develops a "can do attitude", which spread throughout the agency.

- When this facilitation is sub-optimal, and especially when teams take on priorities that may take months or years to implement, the team stalls, members become apathetic and commitments to the team wane.

Implications for DT Facilitators:

1. *Get the DT focused immediately on solving a concrete, management turnover-retention problem, helping team members experience consensus and success.*
2. *Develop agreements among DT members on long-term priorities-needs, which belong in the team's "parking lot"—i.e., these priorities and needs will be addressed later.*
3. *Capitalize on every opportunity that arises during retention-related problem-solving to build the "social side of the team", helping diverse members work together and see new commonalties and similarities.*
4. *Complete and distribute in a timely fashion minutes from team meetings, providing reminders of progress and accomplishments. Revisit regularly prior team accomplishments to prevent perceptions that the DT is "all talk, no action, and does not make a difference."*

Ideal Versus Sub-optimal Condition 6

- When progress monitoring and "trouble shooting" procedures are prioritized before the DT is launched, impediments and constraints that arise during team formation and operation can be addressed in a productive manner—and in flight adjustments can be made.

- When these procedures are absent, predictable impediments and constraints threaten to derail the entire process, tarnishing the commissioner's reputation.

Implications for DT Facilitators:

1. *Develop agreements on trouble-shooting and barrier-busting procedures "up front" with top-level leaders; and follow up in a timely, constructive fashion as needed.*

2. *Continue to remind everyone that DTs are new; and also that, as with all new developments, mistakes will occur and "bumps in the road" will be encountered. By making these unforeseen incidents expected and even the norm, you are setting the stage for important individual, team, and organizational learning, development, and capacity building. These benefits will accrue if you have anticipated them and respond accordingly.*

Unit 10, Tool 2

DUTIES AND COMPETENCIES OF A SUCCESSFUL FACILITATOR

Facilitators have six main duties:

1. To create a safe, secure, and supportive atmosphere conducive to team formation and effective functioning
2. To develop the team's abilities to solve retention problems and meet retention needs
3. To serve, as needed, as an intermediary between teams and top level leaders
4. To help team members get input from co-workers and also to promote and spread good news from the team
5. To help secure whatever outside consultation, training, and technical assistance teams and top level leaders may require
6. To learn and develop expertise from their practice and as they practice through structured reflection.

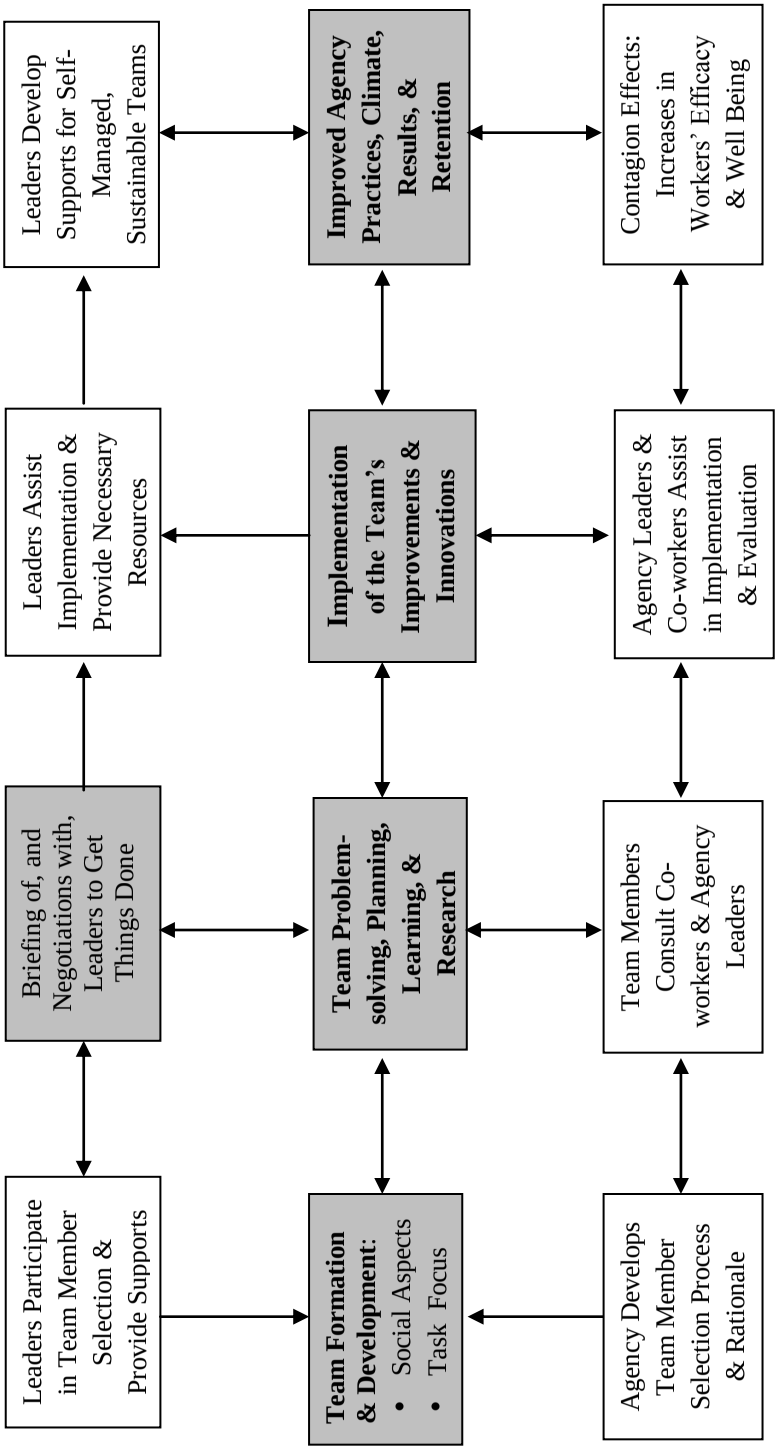
Facilitators possess the following competencies, if not at the outset, then later, on the heels of DT facilitation experiences

- Clinical group work skills and abilities needed to develop and mobilize a true team.
- Group discussion and dialogue facilitation skills, including the assurance of strengths-based, solution-focused language and providing alternative frames of reference and new language for problem-solving.
- Listening skills and observational skills (hear what is not said as well as what is said—"reading between the lines" and interpreting non-verbal cues)
- Relationship-building and trust-developing skills and abilities.
- Ability to elicit and make public important heretofore "undiscussable" needs and problems that cause good workers to leave
- Ability to help team members use research findings and employ intervention logic in their problem-solving, as evidenced in the completion of sound logic models.
- Ability to help teams develop SMART goals and solutions.
- Ability to help the team implement solutions, ensuring that the team starts with a SMART goal that solves an urgent problem and meets team members' needs. (*Nothing gives the group more momentum than the shared perception that they are accomplishing something important, that they are doing more than "meeting just to meet" and "loving the problem to death")*

- Ability to mediate conflicts, developing whenever possible innovations from differences of perspective and opinion.
- Ability to organize and mobilize team members for collective action, ensuing follow-through after meetings and developing shared accountability for the team's work.
- Ability to summarize, synthesize, and report back team progress and priorities at the end of each meeting and to follow up with a written summary before the next meeting.
- Ability to summarize, synthesize, and report back team progress and priorities at the end of each meeting and encompassing work that spans several meetings.
- Ability to demonstrate empathy, as evidenced in adaptability when team members' emotions come into play during meetings
- Skill in timing interventions (an intervention too early may result in missed understanding, an intervention too late may result in a missed opportunity)
- Ability to ask exceptionally good questions at the correct times, especially questions that both make people think and make them feel challenged and supported rather than criticized
- Ability to make good judgments as to when to direct the group's attention away from the task and toward learning
- Avoid legislating and dictating solutions while building team capacities for self-directed and sustaining work.
- Capacity-building with team members who may serve as facilitators when you leave

Unit 10, Tool 3

A Broad Overview of the Complexity of the Design Team Development



Unit 10, Tool 4

DESIGN AND IMPROVEMENT TEAM ACCOMPLISHMENTS TO DATE

- Reviewed Recruitment / Retention information: surveys, personal interviews and reports.
- Identified and prioritized key areas for the team to focus on.
- Areas identified and strategic measures to address:

1. Legal Unit, Filing of Petitions and Court Orders
    - Conducted a Legal Process Review with outside consultant.
    - Added Office Manager and Paralegal to Legal Unit.
    - Initiated regular meetings between Legal Unit and Children's Services Supervisors facilitated by Commissioner and/or Deputy Commissioner.
    - Developed a legal tracking system and forms.

2. Safety and Security Issues
    - Identified specific areas of concern.
    - Met with Commissioner to discuss concerns.
    - "John Smith" conducted a building safety and security assessment.
    - Safety and Security Training entitled "Personal Risk Management: Avoiding the Focus of Aggression" is scheduled for October 28 with two sessions being offered to all staff.
    - Currently looking at John Smith's report to identify what can be accomplished immediately.
    - Safety in the field will be the next issue.

3. Vicarious Trauma and Burnout
    - "Compassion Fatigue" training offered to all staff on February 25, 2005.

4. Professionalism
    - Currently identifying "What is Professionalism?"
    - Currently identifying tangible behaviors with areas within the helm of professionalism.
    - The team will eventually do a in-service presentation to the Children's Services staff on professionalism.

- A one day "retreat" is planned with the other agency cross functional team "New Directions" to share each team's mission, goals and current actions to identify commonalties and avoid duplication of efforts.

Unit 10, Tool 5

Design Team Accomplishments and Progress Indicators

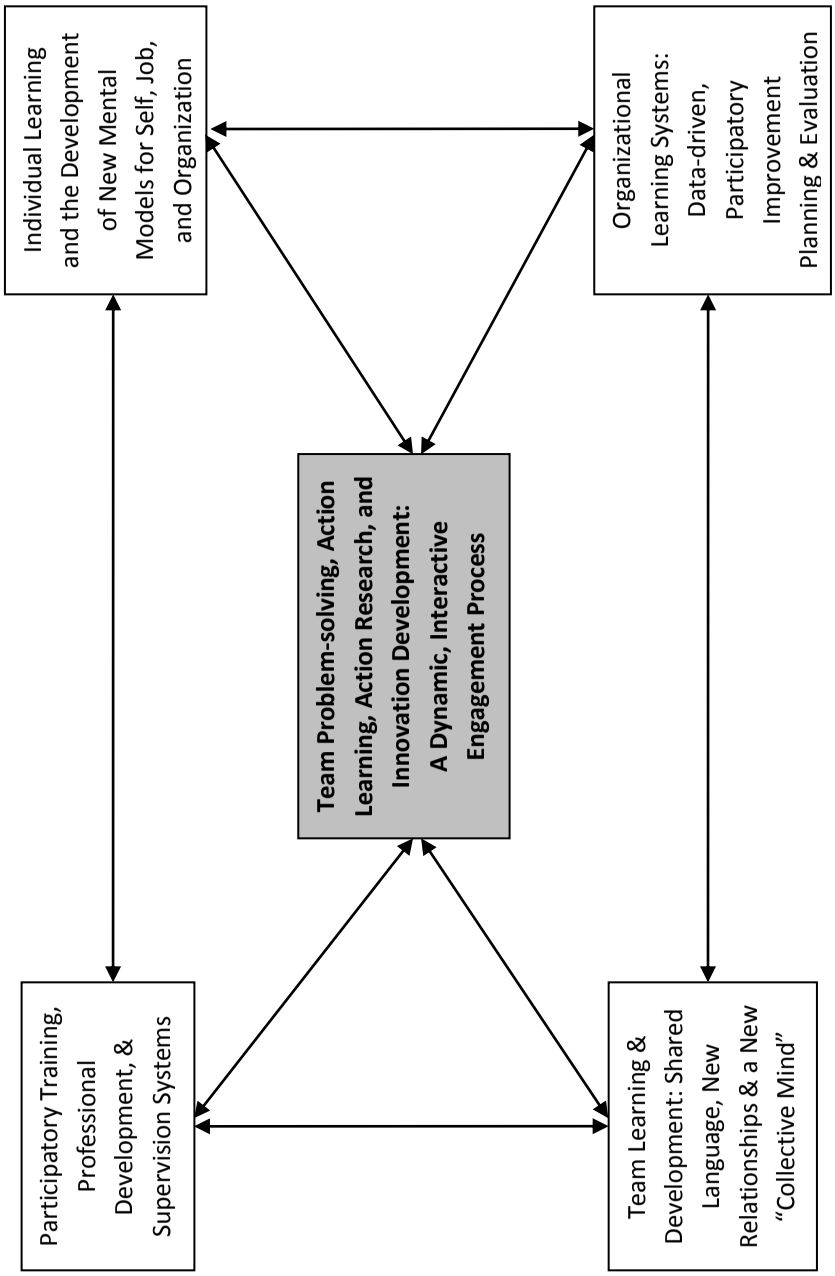
Area of Action and Improvement	**Identified Solutions** **Key: completed – begun/in process – not started**
Job descriptions	1. New Job descriptions were developed with input from caseworkers
Agency Climate/ Feedback mechanisms	1. Design Team aided in assisted agency deal with harmful letter written by anonymous staff member. Developed a plan to mange and diffuse the toxic environment from "the letter". 2. Created plan and implemented it for workers to give positive feedback to each other 3. Revise caseworker and supervisor evaluation process 4. Staff coffee hour
Dissemination of design team work throughout agency	1. Obtained feedback from entire agency on progress and suggestions of next steps from staff 2. Presentation of design team issues and engagement of greater staff members 3. Initiated suggestion box
Training	1. Vicarious Trauma training for all staff 2. Consult with KBL for all staff
Mentoring/ Supervision	1. Shadowing Program 2. Supervisory consults with outside expert 3. Revise caseworker and supervisor evaluation process 4. Workers should begin to fill out self evaluation forms 5. Revise staff evaluations to include more narrative
Improving Casework Practice	1. CPS Resource Manual being developed to aid caseworkers in understanding specific tasks pertaining to CPS 2. Policy on how to transfer cases between units
Physical Workspace	1. Team and commissioner found space and computers needed for workers
Movement toward sustainability of Design Team	1. Team took on co-facilitation with new outside member 2. Team identified new needs and possible new configuration of Design team

Unit 10, Tool 6

A Third Design Team's Accomplishments

Area of Action and Improvement	Identified Solutions Key: **completed** – **begun/in process** – **not started**
Issue of **"Triage"**	Case practice issues have been reviewed and refined tin increase efficiency. This is also still in progress.
Non-implementation of policies and lack of follow through on good ideas in agency / **Buy-in from staff.**	KBL Consult occurred to address this. The county continues to work on a "100% Club.
Crisis	On-call manual was written and implemented.
Parking Issue	Parking policy was revised and implemented.
On-call staffing	On-call policy was revised and implemented.
Vicarious Trauma	Vicarious trauma training occurred.
Administrative support	Not addressed.
Caseload (need more workers)	Case practice issues have been revised to increase efficiency. Case progress beyond 30 days is still in progress.
Issues around **client contact hours** (quality and quantity of contacts):	Case practice issues have been revised to increase efficiency. Case progress beyond 30 days is still in progress.
Amount of **client contact hours** was increased to reduce recidivism (CPS issue)	Case practice issues have been revised to increase efficiency. Case progress beyond 30 days is still in progress.
In adult services, issue is that **caseworkers reportedly do too much for clients**	Not addressed
No real **accountability** b/c no follow through on State requirements	In progress via work on new policies and attempts to get more worker buy. Team make-up revisited and revised.

Phone system: • No voice mail: need to consider unit-appropriate options. • Some units have assigned "office day" to cover phones. • No system to screen calls. • Causes inter-office conflict.	Addressed but in progress.
Supervisor support	Addressed but in progress.
Paperwork: • E.g. caseworker judgment calls made in the field. • Training and communication issue as well. • Supervisors need support as well. • Rewards for good casework; gift certificate, massage? • Reduce UCR • Streamline Medicaid eligibility	Not addressed
Improve county board's understanding of what workers handle.	Presentation was made to board. In progress.
Improve short term parking situation. This is a safety issue. If there are children in a county worker's car, they need safe escort into the building.	Workers can now park in parking spots that are appropriate and safe when they are with children.
Worker internal and external safety.	Policies developed and implemented.
Clarity of expectations for case practice before and after 30 days.	Polices developed and implemented. Case progress beyond 30 days still in progress.
Need for more data re: why workers leave.	Team participated in implementing new design team surveys.
Lack of support by workers when they are overwhelmed with difficult cases and crises.	Initially, a daily morning meeting was implemented, but this did not continue.
Need for critical incident debriefing team.	Team received information on what a CISM team does. No action taken at this time.
Issues with process	Discussion but no action at this time, in progress.
Recidivism	Discussion but no action at this time, in progress.

Unit 10, Tool 7

Successful Design Teams as Drivers for Complex Change