

Selecting and Implementing Interventions

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<http://www.collegeofdirectsupport.com/>
<http://www.qualitymall.org/>

Agenda

- Welcome and Project Updates
- Review of resources and activities
 - Removing the Revolving Door Curriculum
 - College of Frontline Supervision and Management
 - Staff Recruitment, Retention and Training Strategies (Brookes)
- Planning change
 - Part 1 Identifying and describing the problem
 - Part 2 Selecting and describing the strategy
 - Part 3 Identifying and overcoming barriers
 - Part 4 Establishing timelines and evaluation
- Feedback and planning for future activities

If you are having difficulties recruiting, training or retaining staff you are not alone.

- There is something you can do within your organization about the challenges you face.
- The goal for today is to begin the change process.

Expectations for Small Groups

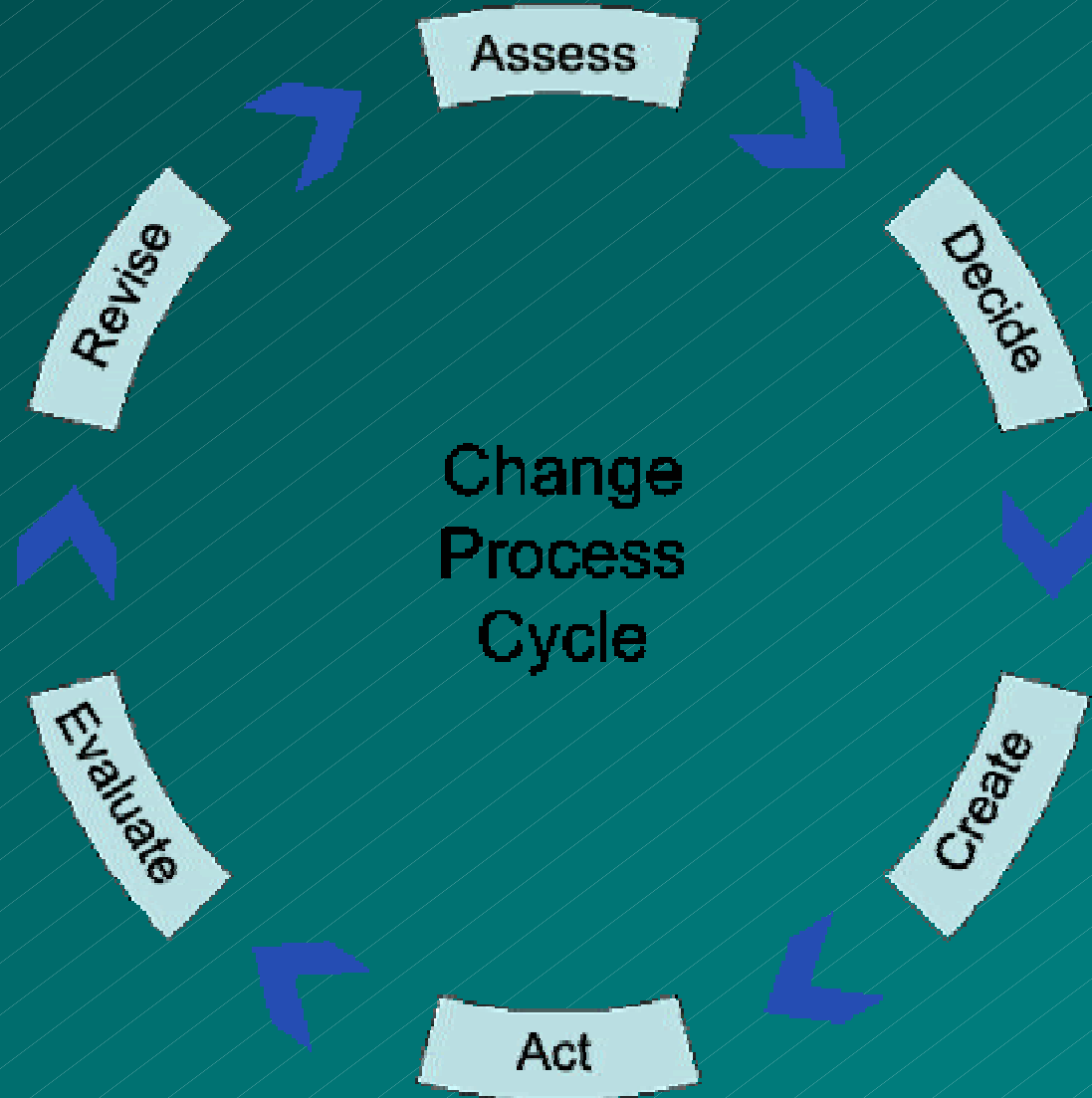
- Stay focused on the task (s)
- Make sure everyone has a chance to participate
- Stretch out of your comfort zone
- Complete your work respectfully, collaboratively, and timely
- Take advantage of today to work closely with your technical assistant to develop a plan.

CFSM Course 4: Developing an Intervention Plan

- Understanding the Intervention Plan
- Assessing the Challenge Part 1: Tracking Retention Trends
- Assessing the Challenge Part 2: Other Retention Assessments
- Developing Your Intervention Plan

Lesson 1: Understanding the Intervention Plan

The Cycle of Change



Components of a Recruitment and Retention Plan

- Identify and describe the challenge you want to address.
- Identify the partners you need to make this work.
- Select and describe the strategy to be implemented
- Identify and overcome barriers
- Establish SMART goals, timelines and evaluation processes.

Identify the Challenge

- Recruitment and selection
 - Difficult finding qualified applicants
 - High turnover rates
 - New hires quit within six months
- Orientation and socialization
 - New staff are unsure of their role
 - Lack of training opportunities: for new staff, for experienced staff
- Training and development
 - Poor staff performance, training doesn't work
 - Supervisors have difficulty coaching and mentoring new employees
- Management practices
 - Supervisors are overwhelmed or don't know how to do their jobs
 - Conflict between staff and supervisors or managers
 - Morale problems
 - Coworkers don't get along
 - Long-term staff are dissatisfied with their jobs
 - Individuals receiving supports are dissatisfied with outcomes

Project Partner Assessment

Agreement that Change is Needed



Small Group Discussion

- What do you think is the biggest workforce challenge in your organization?
 - Jot your own answer on paper first
 - Share answer with others in your organization
 - Reach agreement about the top one or two challenges

Lesson 2: Assessing the Challenge - Retention Basics

Tenure of Leavers

Tenure
Category

0-6 months $\frac{2}{5} \frac{\text{Leavers}}{\text{Total Leavers}} \times 100 \equiv 40\%$ Left in first 6 months

7-12 months $\frac{1}{5} \frac{\text{Leavers}}{\text{Total Leavers}} \times 100 \equiv 20\%$ Left after 7-12 months

13+ months $\frac{2}{5} \frac{\text{Leavers}}{\text{Total Leavers}} \times 100 \equiv 40\%$ Left after 12 months

Turnover and Vacancy Rates

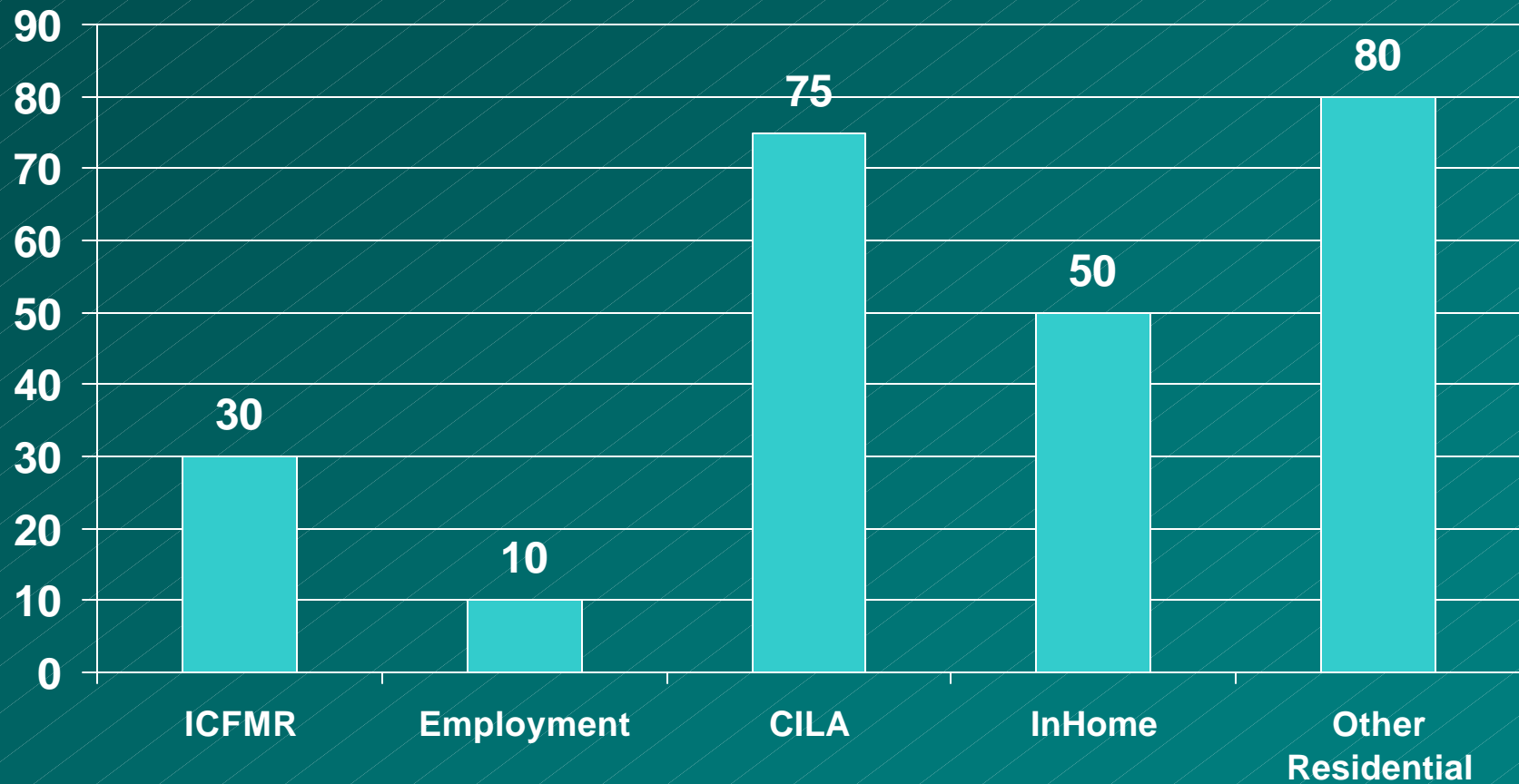
Crude separation rate calculation

$$\frac{5 \text{ Leavers}}{10 \text{ Funded Positions}} \times 100 = 50\% \text{ Turnover Rate}$$

Vacancy rate calculation

$$\frac{1 \text{ Vacant}}{10 \text{ Funded Positions}} \times 100 = 10\% \text{ Vacancy Rate}$$

Turnover by Division



Lesson 3: Assessing the Challenge Part 2

Conducting a Detailed Assessment

- What is causing the challenge you identified?
- What information do you need to discover if your guess about the cause is correct?
- What specific assessments would be most helpful?
- How will you gather the information you need?
 - Surveys
 - Focus groups
 - Interviews
 - Performance Assessment
 - Review of HR data
- What are the challenges or barriers to collecting the info? How will you address them?

What else would be helpful to know?

Assessment Chart Table 13.2

Describe the Challenge: Tools

■ Tracking Retention Trends

- Turnover rate worksheet
- Vacancy rate worksheet
- Tenure of current employees worksheet
- Tenure of leavers worksheet

■ Assessing Attitudes or Opinions

- Exit interviews or surveys
- New staff survey
- Organizational commitment survey
- Staff satisfaction survey
- Teamwork assessment
- Personality or style inventories

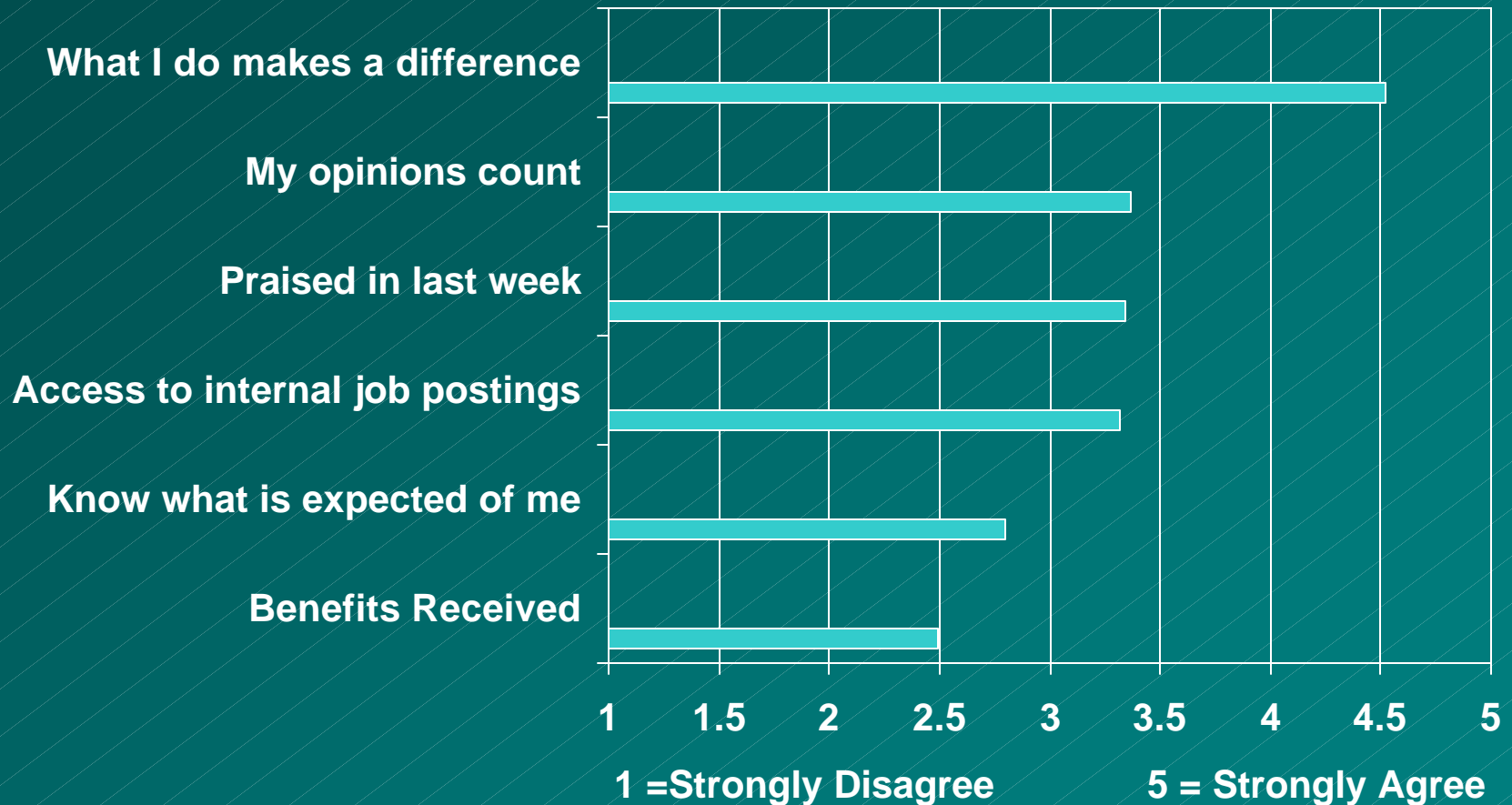
■ Identifying Performance or Training Standards

- Job description review
- Competency assessments
- Inventory of current employee skills
- Performance review system
- Training needs assessment
- Job analysis assessment

■ Analyzing Cost and/or Benefit costs

- Wage/benefit market analysis
- Recruitment and hiring bonuses effectiveness analysis
- Recruitment source cost-benefit analysis

Staff Satisfaction Survey



Small Group Exercise

- Discuss what information you need to confirm your guess about why the challenge exists.
- Use Table 13.2 to identify at least one assessment you will use to gather more information about your challenge.
- Report out the assessment you selected and tell why in one sentence.

Lesson 4: Developing your Intervention Plan

Selecting a Strategy for Change

■ Finding and Welcoming New Employees

- Recruitment marketing
 - Marketing Toolkit
 - Inside recruitment sources
 - Community Recruitment and Marketing Campaigns
- Selection and hiring
 - Structured interviews
 - Realistic Job Previews
- Orientation and Socialization

■ Competency-based training and career paths

- College of Direct Support (DSP training)
- Mentoring programs
- Apprenticeship and credentialing

■ Improving organizational management practices

- Team building
- Participatory management
- Recognition Programs

■ Enhancing the skills of frontline supervisors

- College of Frontline Supervision and Management
- DOL Curriculum
 - Removing the Revolving Door
 - Power of Diversity
 - Peer Empowerment Program
- Staff recruitment, retention and training strategies (Brookes)

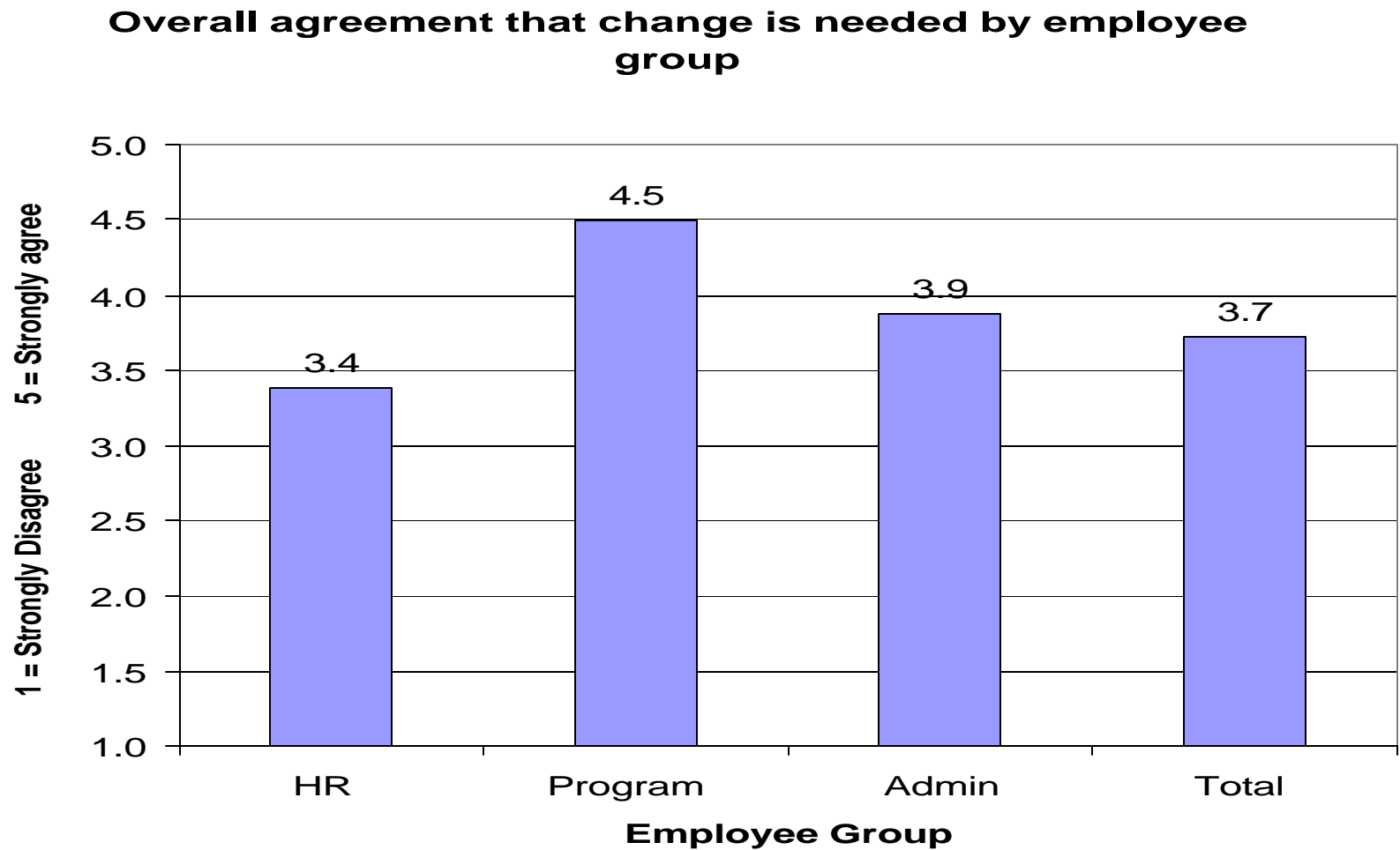
Selecting Strategies: A Tool

Table 14.2

Creating an Intervention Team

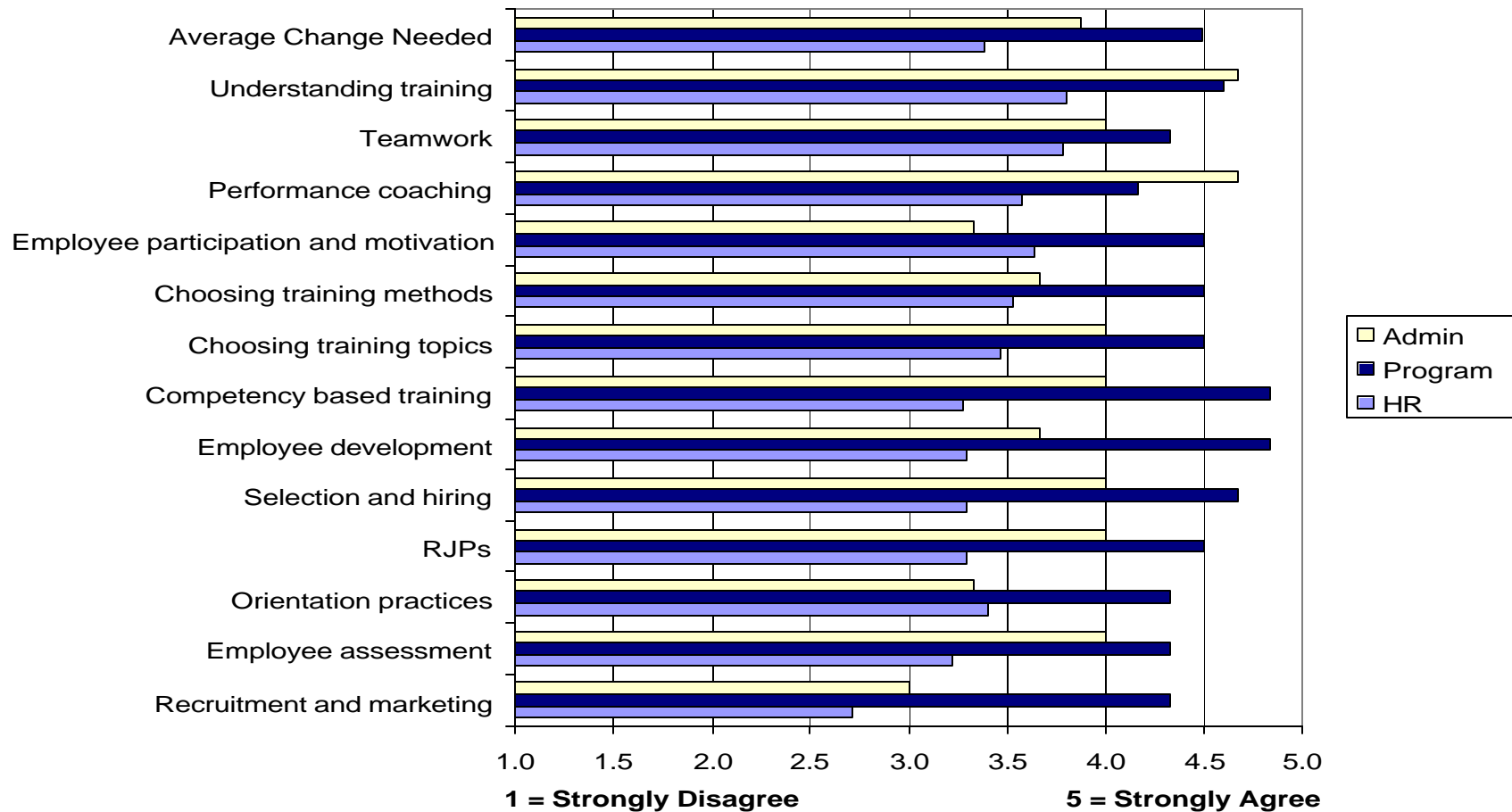
- Establish an intervention team
 - Identify the people who will be affected by the change you plan to create.
 - Identify leaders who are interested and invested in change.
 - Identify effective ways to involve the affected people in intervention planning and roll out
- Prepare the team
 - Share with the team the challenges you have discovered
 - Create a shared vision regarding the importance and outcome of change
 - Reach consensus about the challenge to address and the strategy that will be used to address that challenge
 - Develop a final intervention plan
 - Train the team about the intervention (s) you agree to implement
- Involve the team in the change process
 - Crafting the final intervention
 - Training people involved in the intervention
 - Implementing the change
 - Evaluating and sharing the results of the intervention

The need for a well-rounded team



IL Project Participants

Agreement that Change is needed



Major Strategy Components: An Example (RJP)

- Train the intervention team about the RJPs
 - CFMS Course 1, Lesson 2
 - Chapter 3 in Staff Recruitment Brookes book
- Assess the experience of new hires to identify specific unmet expectations
- Use assessment results to
 - revise job description
 - Identify content for the RJP
- Identify a strategy to present the RJP
- Create the RJP
- Decide how and where the intervention will be implemented
- Implement the RJP
- Measure the results, evaluate success and modify as needed

Small Group Discussion

- Use Table 14.2 to select one intervention that would be appropriate to use to address the challenge your group has identified.
- Report the intervention you selected

Identifying and overcoming barriers

Anticipated Barriers: “Yeah Buts”

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

When things don't work

- Excluding policy makers from coalitions
- Using a top down approach rather than a participatory model
- Not involving people with the power to make the needed changes
- Lack of data to support the plan
- Lack of data to show the intervention works
- Thinking about the project as a grant rather than the grant as a tool to accomplish a broader agenda

Support for the Selected Strategy

■ Research evidence from the field

- It costs an estimated \$3,500 to replace each person who leaves your organization (That's \$175,000 for 50 leavers).
- In an organization with 50% annual DSP turnover, frontline supervisors (QMRPs) spent an average of 18% of their total work hours recruiting, hiring and training new direct support professionals

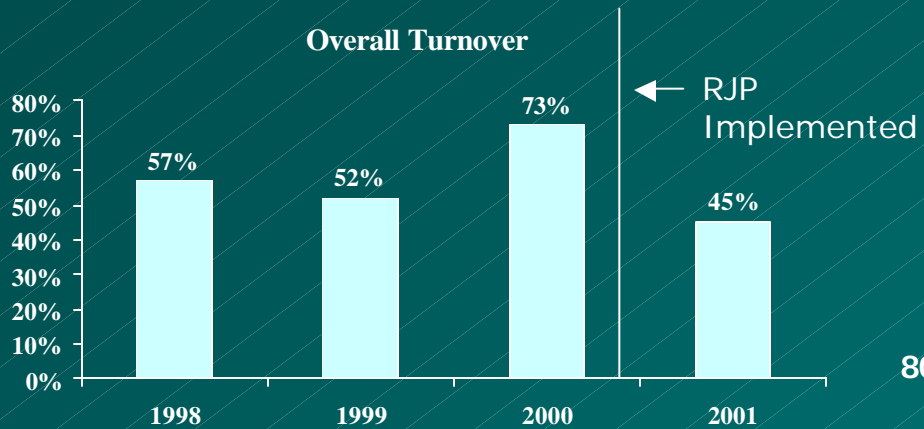
■ Internal baseline

- Turnover basics and by division and unit
- Additional assessment results (e.g., satisfaction survey)

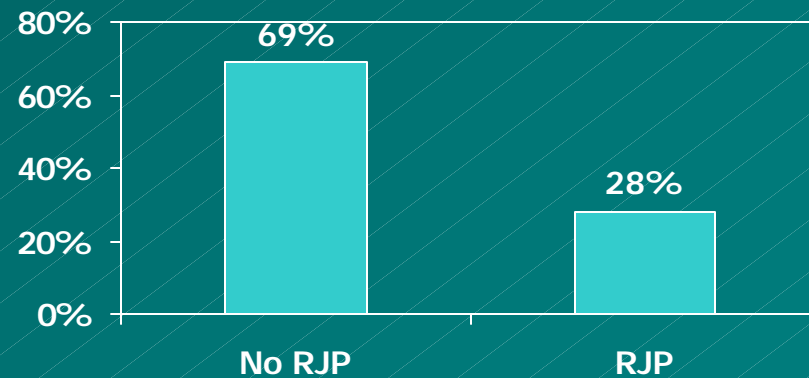
■ Enlisting stakeholder support

RJP Impact

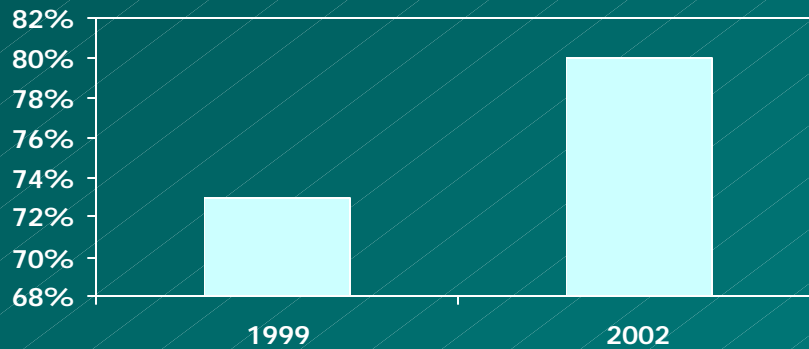
Overall Turnover



Turnover with and without an RJP



Satisfaction with Expectations Met



Kansas Selected Outcomes

- 522 Supervisors trained
 - DSP turnover reduced from 58% to 49%
 - FLS turnover reduced from 23% to 16%
- 491 DSPs in 13 orgs saw RJP
 - Percent of leavers leaving within 6 months of hire reduced from 48% to 41%

Strategies for Sustainability

- Plan for sustainability from the beginning (Begin with the end in mind)
- Get the right people involved (those who can make change)
- Build coalitions intended to sustain activities
- Identify outcomes that can be sustained even if outside money is not available
- Document outcomes
 - Local Data
 - Evidence that it has worked elsewhere
- Define success in terms that can be achieved
- Involve a critical mass of people
- Celebrate successes
- Remember that nothing our industry has achieved that has been worth doing has happened on more than a shoe string budget

Small Group Exercise

- Brainstorm all the “Yeah Buts” that you can imagine will get in the way of implementing the intervention you have discussed in your organization.
- For each “Yeah But”, identify at least one strategy you can use to overcome the objection.
- Report out
 - One “Yeah But” and the solution you found.
 - One “Yeah But” that you could not find a strategy for

Goals/Timeframes/ Evaluation

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

Feedback and Planning for Upcoming Activities

A Review: Employer Responsibilities

- Provide baseline and recurring data re: turnover, vacancies and other related data
- Attend training (in-person and on-line)
- Develop an intervention plan
- Implement and evaluate the interventions in the plan
- Deliver training to supervisors and managers
 - Within project organizations
 - To non-project organizations

This is the End of the Beginning



Lesson 1: Understanding the Intervention Plan

Learner Objectives. After completing this lesson you will be able to:

- Describe the importance of creating and maintaining a plan to reduce turnover and vacancy rates.
- Describe the seven (7) fundamental components of an intervention plan to reduce turnover and vacancy rates.
- Identify key considerations and methods within each of the seven (7) components of an intervention plan.

Lesson Review:

- Intervention plans serve to clarify and coordinate changes in turnover and vacancy rates. They can be helpful to individuals hiring their own staff as well as larger organizations.
- The seven key components of a plan include:
 - Identify the challenge;
 - Discover/define the extent and the nature of the challenge;
 - Select a strategy to try (the intervention);
 - Identify the major components of the intervention;
 - Identify the major barriers to implementation;
 - Identify how stakeholders will be encouraged to support the intervention;
 - Identify the timeframes and evaluation plans.
- To be most successful with an intervention plan you must have a clear vision of success and strong leadership.

Lesson 2: Assessing the Challenge - Part 1

Learner Objectives. After completing this lesson you will be able to:

- Describe why it is important to collect and analyze data about turnover, tenure, and vacancy rates.
- Define the terms: baseline, tenure, turnover, and vacancy rates.
- Describe important steps in preparing information prior to computing turnover, tenure and vacancy rates.
- Compute the crude separation rate (turnover) of direct support professionals as it applies to your situation.
- Compute tenure rates for direct support professionals as they apply to your work situation.
- Compute the vacancy rate of direct support positions as applies to your situation.

Lesson Review:

- There are many forms of assessment. This lesson focused on Tracking Retention Trends which included: Crude Separation Rate (Turnover); Vacancy Rate; and 3 forms of Tenure.
- To complete the basic retention assessments you must prepare data. Preparing data includes: creating definitions for positions; gathering key information about each employee who worked during the period of assessment; and organizing the information so that it can be used to complete the baseline.
- Large organizations may need to complete additional calculations to understand turnover and vacancy. They may have to gather additional information to complete this analysis.
- Having a baseline of retention basics can help you do at least four things:
 - define how big your challenges are and how to prioritize interventions;
 - select additional assessment strategies;
 - select effective strategies; and
 - effectively evaluate the success of your intervention.

Lesson 3: Assessing the Challenge - Part 2

Learner Objectives. After completing this lesson you will be able to:

- Select additional assessment methods based on the results of tracking your retention trends.
- Describe five areas to assess in addition to tracking retention trends when investigating workforce challenges and measuring your progress after implementing specific intervention strategies in recruitment and retention.
- Describe five methods of collecting information to assess workforce challenges and describe some pros and cons of each method.
- Identify existing tools that can be used to assess challenges in recruitment and retention of high quality direct support professionals.
- Describe key steps and considerations regarding creating a new survey.

Lesson Review:

- Use the results from tracking your retention trends to identify what other things you need to assess.
- There are five key areas that are helpful in learning more about your challenges: staff satisfaction; shared aspects of leavers or stayers; met expectations; staff competence; and cost to benefit ratio of intervention.
- There are five common methods for assessing your challenges: surveys; focus groups; interviews; direct assessment of performance; and review of existing data.
- Developing your own survey questions is sometimes necessary. Make sure you pilot test your question to assure you will get the information you are looking for.

Lesson 4: Developing Your Intervention Plan

Learner Objectives. After completing this lesson, you will be able to:

- Complete all aspects of the intervention plan based on actual baseline turnover data.
- Establish a schedule for collecting and analyzing information regarding challenges.
- Select effective interventions to meet your challenges.
- Create specific and manageable goals and timelines for your plan.

Lesson Review:

- Further assessment may include additional retention trends calculation, surveys, interviews, or other methods to gather critical information. It's important to develop a specific plan for further assessment that identifies who, will do what, and by when.
- Common mistakes when selecting interventions include selecting too many interventions, selecting interventions that don't relate to the challenges, and expecting too much from interventions.
- There are four critical steps to selecting interventions:
 - selecting interventions related to your challenges;
 - identifying the major components;
 - identifying barriers; and
 - identifying and working with stakeholders.
- At minimum success should be defined as progress in your retention trends on a yearly basis. You may want to gather additional information that helps you understand how well your interventions are working.

Portfolio Examples for Course 4: Developing an Intervention Plan

The following is a sample list of work a person could place in a portfolio. This work demonstrates knowledge, skills, and attitudes reviewed in this course. These activities indicate an advanced level understanding. They may take several weeks to complete. They are included as a resource for trainers, educators, and learners. All activities are directly linked to course content, but not all activities will apply to every learner's situation. Learners are not expected to complete all of these activities. A trainer, educator, or the learner may select one or more of these as a method of demonstrating competence. They can be adapted as needed.

In many cases portfolios include samples of actual work the learner has accomplished. In all cases the confidentiality of the individuals being supported must be respected. This means that learners should seek permission from persons being supported (and legal representatives as appropriate) to use the materials. In addition, learners must remove any names and identifying information from original documents (outside of their own names). When it is possible to identify a person from the materials, reviewers of the portfolio may ask for proof that permission has been obtained.

Lesson #1: Understanding the Intervention Plan.

- The frontline supervisor develops a first draft of an intervention plan that includes all of the seven steps outlined in the lesson. The learner includes a summary statement regarding the process. What he or she learned and what his or her next steps will be.
- The frontline supervisor includes evidence of working with stakeholders, (such as the slides from a PowerPoint presentation, or the summary of a report). The frontline supervisor includes a summary statement that includes: 1) How stakeholders were identified. 2) What their major concerns were. 3) The process of responding to their concerns. 4) The final outcome of stakeholders concerns on the intervention plan. (i.e., what happened as a result?)
- The frontline supervisor shows evidence of work done to identify possible barriers to the plan. A summary statements including 1) How the barriers were identified? 2) How the possible solutions were identified? 3) What happened to the plan as a result?

Lesson #2: Assessing the Challenge Part 1. -Tracking Retention Trends

- The frontline supervisor includes the actual definitions used to develop a baseline that shows evidence of working with others including, other supervisors, administrators, and human resource staff to define which job titles will be considered direct support professionals, which job titles will be considered frontline supervisors, and how on-call employees will be counted when establishing a baseline. The learner includes a summary statement regarding the process which includes why it is important and what he or she learned.

- The frontline supervisor uses real data from the last year to accurately complete the five basic retention calculations listed on the "Retention Trends Summary Sheet." A summary statement regarding the process of gathering and summarizing the data is included. The frontline supervisor also compares the data to another national or statewide data set of similar types of services and describes how the numbers at his or her organization and how they are similar and different. Include an explanation for the similarities and differences.

Lesson #3: Assessing the Challenge Part 2. - Other Retention Assessments

- The frontline supervisor uses the results from the Retention Trends Summary Worksheet to complete a reflective essay. The essay describes what possible practices may be related to the challenges they identified. It describes what additional information could be gathered to better understand the nature and the scope of the problems.
- The frontline supervisor shows evidence of having used a method other than calculations on the Retention Basics Summary Worksheet to understanding recruitment and retention challenges. (For example, survey, focus group, interviews, performance assessment, review of data, etc.) The frontline supervisor prepares a summary statement that includes the tasks involved in preparing, completing and analyzing the assessment. The frontline supervisor summarizes what he or she learned about this method and if it was a good method in terms of cost to benefit.

Lesson #4: Developing Your Intervention Plan.

- Create a portfolio entry that outlines the steps you would take to assess your Retention Trends include a summary statement about the importance of assessing your challenges before beginning to develop an Intervention Plan to address your unique challenges.
- Create a portfolio entry on the steps you have taken to develop an intervention plan for your worksite. Include a summary statement that outlines who was part of the intervention planning team, who was responsible for what and by what date you expect your goals to be met.
- The frontline supervisors has a complete intervention plan based on real and accurate retention basic data that includes specific details regarding what will be done, by whom, and by when for each step of the plan. The frontline supervisor includes as summary statement regarding the development of this plan that includes who was involved and a general summary of the process. The frontline supervisor will include information regarding what was learned through this process.
- The frontline supervisor has an original and a revised intervention plan, based on actual data. The frontline supervisor includes a summary statement regarding the process of carrying out and revising the plan over the stated period of time. The statement includes lessons learned and unanticipated results.

Table 13.2. Workforce challenges and ways to assess them

Challenges	Assessment measures or strategies
<ul style="list-style-type: none"> • Organization has trouble finding new employees. • Organization has difficulties recruiting qualified individuals. 	<ul style="list-style-type: none"> • Recruitment source cost–benefit analysis • Vacancy rate • Wage–benefit market analysis • Recruitment and hiring bonuses effectiveness analysis
<ul style="list-style-type: none"> • New hires quit in the first six months. • Supervisors are constantly hiring new employees to replace those who have left the organization. 	<ul style="list-style-type: none"> • Tenure of leavers • Tenure of current employees • Turnover rate • Staff satisfaction survey (given to new hires) • New staff survey • Exit interviews or surveys
<ul style="list-style-type: none"> • New employees are unsure of their job roles and functions. 	<ul style="list-style-type: none"> • Job description review • Training needs assessment (given to new hires)
<ul style="list-style-type: none"> • The organization has difficulty finding training that addresses the skills needed by employees. 	<ul style="list-style-type: none"> • Training needs assessment • Inventory of current employee skills
<ul style="list-style-type: none"> • Training doesn't produce desired results. Employees display poor skills on the job. 	<ul style="list-style-type: none"> • Competency assessments • Performance review system
<ul style="list-style-type: none"> • Co-workers don't get along 	<ul style="list-style-type: none"> • Team work assessment • Staff satisfaction survey • Personality or style inventories
<ul style="list-style-type: none"> • There is conflict between employees and supervisors or managers. • Employees complain about the supervision they get. 	<ul style="list-style-type: none"> • Team work assessment • Supervisor training needs assessment • Staff satisfaction survey
<ul style="list-style-type: none"> • Employees have morale problems. 	<ul style="list-style-type: none"> • Staff satisfaction survey • Organizational commitment survey
<ul style="list-style-type: none"> • Long-term staff members are dissatisfied with or quit their jobs. 	<ul style="list-style-type: none"> • Staff satisfaction survey (given to current and exiting long-term employees) • Training needs assessment • Exit interviews or surveys

Larson, S.A., Laliberte, T., & Salmi, P. (2005). Assessing and evaluating workforce challenges. In S.A. Larson & A.S. Hewitt (Eds.). Staff recruitment, retention and training strategies for community human services organizations (p. 293). Baltimore: Paul H. Brookes Publishing, Co.

Table 14.2. Workforce problems and strategies that can be used to address them

Challenge	Strategy	Chapter(s) [LLA4]
Few qualified applicants Trouble finding new workers	Expand recruitment sources Inside sources for recruitment Implement recruitment bonuses Advertise and implement hiring bonuses Long-term recruitment strategies Regional recruitment consortia Market the organization Implement internship programs for students	2
Turnover rates are too high New hires quit in the first three to six months	Inside recruitment sources/recruitment bonuses Realistic job previews Improve selection practices Structured interviewing Effective orientation Improve socialization practices Establish peer mentoring programs	2, 3, 4, 5, 8
New staff are unsure of their job roles and functions	Effective orientation Establish peer mentoring programs Improve co-worker support for new hires	5, 8
Supervisors have difficulty finding time to coach and mentor new employees.	Develop peer mentoring programs Cooperate or collaborate with other organizations to share training resources so that the supervisor can focus on coaching and mentoring Implement a strategy to reduce turnover so there are fewer new employees to coach and mentor	8, 14
Lack of training opportunities	Web based training or distance learning Develop a training calendar Cooperate or collaborate with other organizations to share training resources Create a staff development culture instead of offering only regulatory driven training opportunities	6, 7
Poor performance Training doesn't produce desired results	Establish competency based training Use skills mentors to coach staff as they learn new skills. Performance evaluations Progressive discipline	6, 7
Supervisors report being overwhelmed, don't know how to do their job	Support and train supervisors Mentoring for supervisors Realistic job previews for supervisors	6, 7, 8, 11, 3
Morale problems	Participatory management Recognition Create mentoring opportunities for long-term staff to develop skills needed to advance in the organization. Reward long-term employees	9
Conflict between staff and supervisors or managers	Teams/team building Networking Support and train supervisors Implement high performance supervision practices	10, 5, 6, 7, 11
Co-workers don't get along	Teams/team building Improved selection practices Supervisor training Training on conflict resolution	11, 4, 6, 7, 10
Long-term staff are dissatisfied	Enhance career development opportunities Mentoring programs Provide networking opportunities Treat DSPs as professionals Allow competent staff to test-out of required training, offer advanced training instead Recognize tenure and reward years of service Implement equitable wage and benefit plans	5, 6, 7, 8, 9
Dissatisfied consumers	Job analysis Competency based training Integrate code of ethics into socialization, orientation and training practices	6, 7, 5
Inadequate wages or benefits	Investigate possible policy changes Competency based training tied to salary increases Develop career paths Professionalize direct support roles	12, 6, 7, 5

Larson, S.A., Hewitt, A.S., & Anderson, L.L. (2005). Selecting and implementing strategies for change. In S.A. Larson & A.S. Hewitt (Eds.). Staff recruitment, retention and training strategies for community human services organizations. (pp. 321-342). Baltimore: Paul H. Brookes Publishing, Co.

Identifying and Overcoming Barriers

As a team, identify the “Yeah buts” you are likely to encounter when you propose to do your selected intervention. Consider board members, administrators, staff, consumers, family members, costs, time, and resistance to change.

Begin to identify strategies you will use to overcome those “Yeah Buts”.

“Yeah But”	Strategy to address

Intervention Plan Worksheet – PART 1: The Assessment

Intervention Plan for Shannon.s Sites
1.25.03

Answer the questions on this page your goals and timelines for your intervention plan.

1) Describe the affect on you retention basics you are hoping your intervention(s) will have. Provide a specific goal number for at least one retention basic and the date that this will be measured.

The most critical number we are trying to affect is our vacancy rate. We would like to decrease our vacancy rate my increasing staff tenure. We would like to increase staff tenure across the board, but would especially like to decrease our very early turnover. We will do a second measure of retention basics one year after we took our first measure. (Date to measure again is on 11/15/03.)

Current vacancy is at 26% (7 open positions). We would like to reduce our vacancy to less than 4% (1 open position).

Other changes we would like to see include a decrease in very early turnover(less than 2 month tenure) to less than 10% (currently 55% of staff leave at 2 months or less).

2) Outside of change in your retention basics are there other measurements you will complete to help you understand how well interventions are working? Describe them here and provide specific dates you will measure.

We will continue to complete our 30-day met expectations in-person survey with each new staff. This will help us measure how well our intervention is working to improve the match between the job and employee expectations. We will complete these at the appropriate time for each employee. We will review when possible but at minimum will review the responses at the same time we complete our new retention basics (11.15.03)

Intervention Plan Worksheet – PART 2: The Intervention

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

We will develop a realistic job preview intervention to increase the chance that newly hired staff members will have realistic expectations about their jobs and will stay in their jobs for at least one year.

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

- *Review the job description to ensure that it is complete and accurate*
- *Use assessment results to identify what to include in the RJP (Summarize information recruits are unlikely to know or have unrealistic expectations about)*
- *Developing a strategy to present the information to new recruits*
- *Implement the strategy*
- *Measure the results, evaluate success and modify based on feedback*

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

- *A team consisting of a manager, a frontline supervisor, 3 direct support professionals, and an individual who receives services will develop the intervention plan.*

- *The frontline supervisor will work with a team of direct support professionals, parents, and individuals receiving supports to develop a realistic job preview for the site they supervise.*
- *The planning team will reconvene quarterly to review progress and evaluate the intervention.*

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

- ***Meet with the planning team to establish a timeline for the project***
- ***Identify the specific aspects of the job to highlight using assessment results***
 - What specific incidents make you want to leave this organization or job?
 - What is the best part of your job? What makes you want to stay at this organization or in this job?
 - What could your employer do to make your job better?
 - What was the hardest part of starting this job? Give specific examples.
 - What would you tell a friend who was applying for your job?
- ***Use the results of the assessment to review and revise the job descriptions for direct support professionals.***
- ***Identify the information to include in the RJP***
 - Basic information about the job (e.g., hours and scheduling, pay, paid leave time policies, job prerequisites such as a driver's license or a negative criminal background check).
 - A description of typical job duties such as cooking, shopping, assisting with personal care, helping people develop and maintain friendships, helping people manage their own behavior, and keeping records of activities and progress toward personal goals.
 - General information about the interests and needs of the people supported.
 - A description of the organization's mission and vision.
 - Basic expectations about work behavior (e.g., the importance on showing up and being on time for every shift, expectations about respectful interactions)
 - Testimonies from current employees about why they love their jobs.
 - Testimonies from current employees about the hard parts of their jobs.
- ***Developing a strategy to present the information to new recruits***
 - *Create photo scrapbooks and a structured observation protocol to be used with applicants*
- ***Implement the strategy***
 - *Implement the intervention with 10 new hires*
- ***Measure the results, evaluate success and modify based on feedback***
 - *Assess the extent to which participants had their expectations met (30 days after hire)*
 - *Follow the new hires for one year. Calculate the percent who stayed 3 months, 6 months, 1 year*
 - *Ask participants what they liked/didn't like about the RJP, and what we should add or remove.*
 - *Revise the intervention*

5. What are the costs associated with this intervention?

- *Time for planning group meetings*
 - *Time to analyze and revise job descriptions, time to analyze surveys and develop a list of content for the photo scrapbooks*
 - *Paper and printing for surveys and reports*
 - *Purchase of scrapbook supplies (albums, special pens and paper), and photos (film, developing)*
 - *Time to create and update the scrapbooks*
6. What are the main barriers to using this intervention? Consider the board, administration, staff, consumers, parents/family members, and other stakeholders.
- *Investment of time by all stakeholders can be stressful because people are already overwhelmed*
 - *Getting buy-in to actually use the scrapbooks during hiring could be difficult*
 - *People who are unfamiliar with RJPs may not understand how they might be helpful.*
 - *Some may be concerned about confidentiality issues for the people whose photos would be included*
 - *Getting staff to participate in the surveys and discussions could be difficult*
7. Identify the arguments you will use to support using this intervention. How will you enlist the support of various stakeholders?
- *The lesson on Realistic Job Previews provided information showing that RJPs work and are especially effective when turnover rates are particularly high.*
 - *Sharing our agencies baseline data will help demonstrate that we have a problem and that it is substantial.*
 - *Key participants (the site supervisor, the lead DSP and any DSPs who will be on the intervention team will complete the lesson on RJPs before implementing them in this site.*
 - *Involving individuals with disabilities and their family members (including getting consent to have them included in the scrapbook) is a critical part of the project. We will explain that we think we can improve the quality of services we offer by reducing turnover. We will also explain that showing a picture is better than having a person start, learn all the intimate details of my life and quit within a week.*
 - *We will encourage staff to participate by having the surveys completed at a staff meeting where great snacks are available.*
 - *We will increase buy in by inviting all staff at the site to share their ideas about what pictures should be included in the scrapbook and by recruiting a champion at the site who is creative and likes to do crafts such as scrapbooking.*
 - *Funds for the project will come from running one less ad in the major newspaper per month for two months and redirecting those funds into this effort.*
8. What are the next steps? What are your timelines?
- *Month 1 – recruit planning committee members, train members about RJPs, develop surveys to collect needed information*

- *Month 2 – 3 – analyze survey data, review and revise job descriptions as needed, plan how information about the project will be shared with all stakeholders, get consent and buy in from individuals and their families*
- *Month 4-6 train key staff on RJPS, create RJP scrapbooks, test them with new hires to make sure they do what they are supposed to do*
- *Months 7-12 use RJPs, maintain data about whether each applicant received an RJP, the % of applicants who were offered a position accepted, and tenure of new hires.*
- *Month 13 evaluate how the RJPs are working, make any needed changes, share process and outcomes with other sties in the organization to build excitement about full scale implementation*

9. How will you assess whether the intervention worked?

- *Project goal 1: Reduce the percent of new hires who have unmet expectations about the job from 55% to 20% within 6 months of implementation by presenting an RJP before making a job offer.*
- *Project goal 2: Reduce the percent of new hires who quit within the first 6 months from 60% to 40% by the end of the first year of implementing RJPs.*
- *We will assess the extent to which we meet the project goals to decide whether the RJP intervention worked.*

This example is adapted from:

Larson, S.A., Anderson, L.L., & Hewitt, A.H. (in press). Selecting strategies for change. In Larson, S.A., & Hewitt, A. (in press). *Staff recruitment, retention and training: Removing the revolving door*. Baltimore: Brookes Publishing Company.

Intervention Plan Worksheet – PART 1 Detailed Assessment

Date: _____

Use your Tracking Retention Trend results to answer the questions regarding needs for further assessments.

- 1) What was your biggest challenge or problem?

- 2) What do you think is the root cause of this problem (or these problems)?

- 3) What information would you need to discover if your guess regarding the root of the problem is correct?

- 4) Which of the five areas of assessment would be the most likely to give you the information you would need to fully understand the problems your retention basics highlighted? (i.e., staff satisfaction, shared aspects of leavers or stayers, met expectations; staff competence; cost to benefit ratios)

- 5) Would it be important to look at more than ones of these to get at your problem? Why or why not?

- 6) Based on the type of information you want to gather, which of the five methods (or combination of methods) do you think would be best? (i.e., surveys, focus groups, interviews, direct assessment of performance, review of existing data). Why?

7) List the information you want to get and the method or methods you will use.

8) What barriers or drawbacks do you see to using these methods?

9) What ideas do you have for overcoming these barriers?

10) What resources do you need to complete these additional assessments? (People, time, information, money?)

11) Write out your step by step plan with goals and time frames for completing this aspect of analysis.

Intervention Plan Worksheet – PART 2: The Intervention

1. What strategy do you propose to address this problem?
2. What are the major components of the intervention strategy?
3. Who will be involved in developing, implementing and evaluating the intervention? What roles will each type of person play?
4. What will you do? What are the main steps in implementing this intervention?
5. What are the costs associated with this intervention?
6. What are the main barriers to using this intervention? Consider the board, administration, staff, consumers, parents/family members, and other stakeholders.
7. Identify the arguments you will use to support using this intervention. How will you enlist the support of various stakeholders?
8. What are the next steps? What are your timelines?
9. How will you assess whether the intervention worked?