



Course # 3 - Fueling High Performance

February 24, 2005

Illinois Direct Support Initiative



Agenda

- Welcome introductions
- Project Updates
- CFS course #3 – Fueling High Performance (Staff presentations with stories and discussion in large group, and Small group work exercises + discussion)
 - Lesson #1 – Competency-Based Training
 - Lesson #2 – Employee Development
 - Lesson #3 – Team Work
 - Lesson #4 – Performance Coaching
 - Lesson #5 – Participation, Recognition, & Motivation
- Feedback and Planning for Next session



Project Updates

- Steering/Advisory Committee Workgroups:
 - Recruitment & Retention Strategies
 - Enhancing Education, Training, and Career Development
 - Mentoring & Supervision
 - Data & Wages/Benefits
 - Status & Awareness
- Individuals selected for self-direction
- Org. Assessments & Intervention Plan



Expectations for Small Groups

- Stay focused on tasks (Task)
- Reflect on personal + team process (Process)
- Stretch out of your comfort zone
- Complete your work respectfully, collaboratively, and timely



Brief Group Exercise

Best and Worst Training Experiences

Lesson#1 - Competency-Based Training

- Employers must set clear expectations for job performance
- Identify skill gaps due to performance issues
- High quality training can help with skill gaps
- High quality training is competency-based
- DSPs can enhance & maintain performance via Competency based training (CBT)
- CBT helps develop specific, well thought, applicable competencies (i.e., having the needed KSAs to do something designed to yield specific outcomes)



Community Supports Skill Standards (CSSS)

- Participant Empowerment
- Communication
- Assessment
- Community and Service Networking
- Facilitation of Services (Planning)
- Community Living Skills
- Advocacy
- Education, Training, Self Development
- Vocational, Educational, and Career Support
- Crisis Intervention and Prevention
- Organizational Participation
- Documentation



Illinois Direct Support Persons Skill Standards and Associated Competencies

- Individual Empowerment
- Communication
- Assessment
- Community and Service Networking
- Facilitation of Services
- Community Living & Supports
- Education, Training & Development
- Advocacy
- Vocational Education and Career support
- Crisis Intervention
- Documentation
- Health & Safety
- Emotional and Spiritual Well Being
- Medication Administration



Illinois Competencies

- Informational competencies
 - The DSP must know.....
- Interventional competencies
 - The DSP must be able to do.....
- Performance indicators
 - The DSP mastery of each competency can be evaluated by the individual and others through a variety of measures.....

Competency-Based Training Model





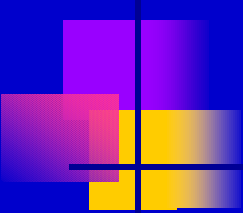
Competency Action Steps

- Identify needed competencies (specific to job and agency)
- Evaluate and modify job descriptions to include competencies; consider tiered positions
- Evaluate and modify training
- Use performance indicators to help shape performance reviews
- Use competencies to prepare employees for promotion and job enhancement
- Consider competence when determining wage increases and bonuses

Lesson#2 – Employee Development

- What is Employee Development (ED)?
- A training strategy that includes a written list of long range and short term goals for direct support professionals who choose to expand their career opportunities.
- ED plans have defined action plans, timelines and realistic outcomes.
- ED is designed for career growth and development and is based on the employee's past experiences interests, talents, skills, and future goals.
- Employee is in control of and accountable for their learning and skill development.

Intended Benefits of Employee Development

- 
- Develop employee skills, knowledge, and experience;
 - Provide opportunity for frontline supervisors to work collaboratively with direct support professionals;
 - Build and improve on job performance;
 - Improve the quality of supports provided to people with disabilities;
 - Contribute to organizational effectiveness;
 - Provide for succession and promotional opportunities; and
 - Develop effective and efficient succession plans



Ask & Chat Approach

Get to know the employees you supervise by:

- Setting up a time to meet with each employee;
- Getting to know what their career goals are;
- Talking to each employee about their job, and;
- Finding out what motivates and inspires them.

The Frontline Supervisor's Role in Employee Development



- Assessment of DSP
- Information Sharing
- Resource Gathering and Development
- Guidance
- Support and Follow-Up



Basic steps for creating Employee Development plans

- Planning
- Drafting
- Finalizing
- Reinforcing



Employee Development Barriers

- Lack of administrative support
- Lack of financial support
- Loss of interest
- Staff turnover
- Failure to follow-up

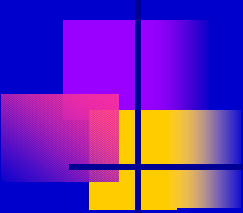


Employee Development Exercise

Employee Development Plan

- Complete ED worksheet (5 min)
- Create a group of 3 people
- Share results with group members (5 min each)

Lesson #3 - Understanding Successful Teamwork

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



Different Types of Teams

- Intact work teams
- Cross-functional or project teams
- Interdisciplinary or support teams
- Self-directed (self-managed) or high-performance work teams



Things to Know About Teams

- Healthy teams don't always "get along."
- Teams grow, develop and change over time.
- Teams need to be nurtured and planned.
- A common understanding of purpose and roles among members is essential.
- Individuals have different abilities and comfort levels with "team" activities.



Practices That Support Teams

- Train supervisors and DSPs about teams
 - Basics of teams and teamwork
 - Achieving success as a team
 - Tools and processes for enhancing teams
- Respect and reward team behavior
- Provide purposeful time and opportunities for team-building activities



Team Exercise and Evaluation

In “New” Teams of 4 persons, do the following:

- Each person choose a role: facilitator, recorder, timekeeper, or reporter (1 min)
- Choose a topic from “List of Topics” and begin a group discussion (15 min)
- When done, individually complete the evaluation form for “personal” and “team” performance. Briefly discuss results (7 min)
- Volunteer team reporters share 1 “gold nugget” they learned (3 min)

Lesson #4 – Performance Coaching

Barriers to Performance Not Solvable through Training

- Poor match between employee and specific job
- Lack of needed resources to do the job
- Lack of clear vision and expectations of leadership
- Absence of recognition and reward for improved performance
- Incompetence accepted and perpetual in organization (i.e., retaining employees performing in unsatisfactory ways).

(Larson and Hewitt 2005)



What is Performance coaching?

- A training strategy that will help direct support professionals meet or exceed job expectations.
- Involves one or more of the following styles: counseling, mentoring, confronting and coaching employees to improve work behaviors.
- Can be used to teach new skills, reinforce current skills and to expand career opportunities.



How Performance Coaching Differs from Employee Dev and Training

Training

- Done over time; targeted at learning; building skills for the job.
- Uses rehearsals or situations like role plays, scenarios, skill demonstrations and practice tasks to help direct support professionals gain the skills needed to complete the job.



How Performance Coaching Differs from Employee Dev and Training

Employee development

- Encourages a DSP to make career plans
- Helps develop or enhance his/her skills over time.
- DSP is primary initiator and accountable overall for own learning

How Performance Coaching Differs from Employee Dev and Training

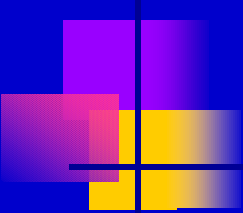
Performance coaching

- Done in real time, on the job, solving real problems, and developing skills using actual job tasks.
- Takes advantage of teachable moments on the job.
- Reinforces and encourages DSPs who are meeting and exceeding job expectations.
- Used when employees are not meeting expectations and need extra support or encouragement to succeed.



A Supervisor's Four Tasks

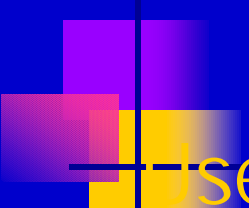
- Coaching
- Reality testing
- Advising
- Development planning



Performance Coaching Skills

- Giving and Receiving Feedback
- Communicating Effectively
- Active Listening
- Building Trust and Respect
- Assessing Problem Performance
- Inspiring and Motivating

Coaching Performance Situations

- 
- Use performance coaching when the direct support professional is:
 - Meeting and exceeding job expectations;
 - Learning new skills,
 - Experiencing difficulties meeting job expectations, or;
 - Demonstrating inappropriate behavior on the job.
 - Desiring career development opportunities



Ask questions to assess why DSP is having difficulty meeting job expectations

- What do they need to know?
- Do they understand their job description and basic work expectations?
- Do they have the skills?
- Do they have the ability to learn the necessary skills?
- Do they have a personality trait, cognitive impairment or mental health issue that impedes their ability to learn
- Are there cultural challenges or other barriers that need to be overcome?



The Practical Coach

- For work that meets or exceeds expectations
 - When you see it, say it
 - Give specific, timely feedback about what they're doing right
- For work that does not meet minimum expectations
 - Make it private, positive, clear, and direct
 - Ask questions to help them figure out their own solutions
 - If necessary, give simple, direct, practical tips and suggestions



The Practical Coach

When DSPs are on a dead-end track, use the two-minute challenge

1. State what you observed
2. Wait for a response
3. Remind them of the goal
4. Ask for a specific solution
5. Agree on the solution



The Practical Coach

A Video Presentation

The Practical Coach is an everyday guide to encouraging positive work performance, correcting below par job performance, using insightful judgment, and caring about each member of your team. It includes tips and examples of how coaching can be a tool in developing and supporting employees. (24 minutes)

Keep Track of Performance Coaching Skills



Lesson #5 – Employee Participation, Motivation, and Recognition

- Employee participation is...
- Employee motivation is...
- Employee recognition is...



Creating Opportunities for DSPs to Participate in the Organization

- How participatory decision-making affects retention
- Seeking input, support, and buy-in from all employee groups (e.g., DSPs, FLSs, managers, administrators, executives)
- FLS role in facilitating the participation of DSPs

DSP Participation in Organizations

- Include DSPs in individual support teams
- Member of quality improvement team
- Board of Directors liaison
- Review and provide input to house or site budgets
- Participate in HCFA, CARF, or Quality reviews
- Support families and their issues
- Recognition and motivation committee member
- Review and provide input into all new policies



Participatory Management

- Provides opportunities for DSP voices to be heard
- Includes DSPs in decisions regarding individual consumers
- Includes DSPs in decisions regarding agency policies and procedures
- Facilitates trust between different team members
- Creates an environment of openness and respect

FLS Participation on behalf of Employers

- Involves self in internal teams, task groups, or committees and encourages other supervisors to do the same.
- Joins and is an active member of external groups, such as professional associations and community groups.
- Writes letters to state legislators and national Congresspersons encouraging DSP recognition, wage and benefit increases, and voluntary credentialing programs.
- Proposes internal changes for using the NADSP Code of Ethics as a standard of practice for FLS and DSPs who work in your agency.
- Develops plans for special recognition events for DSPs and invites feedback and support from managers, administrators, and executives.
- Creates a “family involvement plan” that encourages and supports the involvement of families in the hiring and orientation of DSPs, and ongoing collaboration among persons receiving supports, their family or support network, and DSPs.

Employee Recognition: A Large Group Discussion



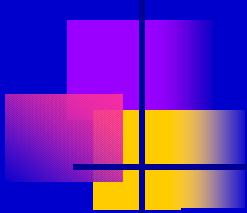
Question:

What do you do to recognize DSPs in your organization?



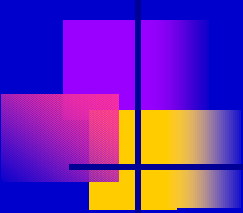
Employee Recognition Ideas

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



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

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



Focus Energy on Long-Term DSPs

- Before providing a new bonus or incentive program for new hires, be sure your current staff have been rewarded
- Provide larger bonuses for longer-term workers
- Be sure there is a reasonable salary spread between long-term and new workers
- Provide invigorating training opportunities
- Allow staff to test out of training
- Reward years of service



Definition of Motivation

A willingness of an individual to put forth high levels of effort toward organization goals while simultaneously satisfying his or her needs.

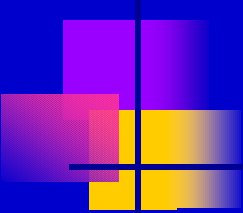
(Elizabeth Lightfoot, 2002)



Ten Motivational Factors

- Full appreciation for work done
- Good pay
- Good working conditions
- Help with personal problems
- Interesting work
- Involvement in decision-making
- Job security
- Loyal to employees
- Promotion and growth
- Tactful discipline

Supervisors Perceptions of What Employees Want

- 
- Good Pay
 - Job Security
 - Promotion and Growth
 - Good Working Conditions
 - Interesting Work
 - Tactful Discipline
 - Loyal to employees
 - Full appreciation of work done
 - Help with personal problems
 - Involvement in org. decisions

Employees Perceptions of What They Want



1. Interesting work
2. Full appreciation of work done
3. Involvement in org. decisions
4. Good Pay
5. Job Security
6. Promotion and Growth
7. Good working conditions
8. Loyal to employees
9. Help with personal problems
10. Tactful discipline

Comparisons

Superisors Perceptions of What Employees Want

- Good Pay
- Job Security
- Promotion and Growth
- Good Working Conditions
- Interesting Work
- Tactful Discipline
- Loyal to employees
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Employees Perceptions of What They Want

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Motivational Work Opportunities

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



Support DSP Networking

- Provide paid time together to share ideas and network within your agency
- Neighborhoods and clustered work sites
- Phone calls, notes in the staff log, e-mail, listserv, WWW
- Provide chance to re-unite with orientation cohort
- Create opportunities to gather with colleagues from other agencies
- Mentoring
- Support participation in professional associations such as AAMR, TASH etc....
- National Alliance and Frontline Initiative

Concluding Thoughts



Feedback

Homework Assignment for Next Training Session



Complete Course #4 CFS – Developing an Intervention Plan

- Understanding the Intervention Plan
- Organizational Assessment Part 1
- Organizational Assessment Part 2
- Completing Your Intervention Plan



Dates to Remember

Next Training Follow Up Session

- Thursday March 17th 10 – 4 - Chicago

Next Steering/Advisory Committee

- Wednesday March 16th 10 – 1 - Springfield

Train-the-Trainer Session

- May 25 and 26
- Schedule TA calls if they are not already set up



QUESTIONS/COMMENTS?
