your
Presentation
Will Begin
Shortly

Please use the Q & A and Chat to communicate with the presenters and with one another!

We are Together, the Voice

The Voice for Best Practice

The Voice for Quality

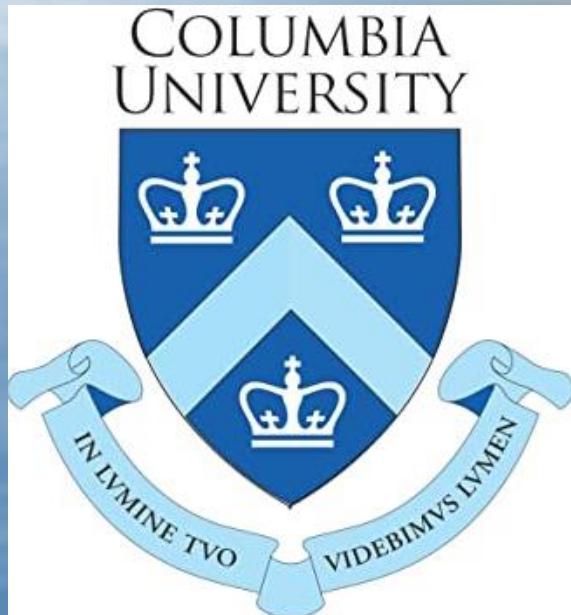The Voice for Children & Families

www.togetherthevoice.org

# PRESENTATION LEARNING OBJECTIVES

1. Identify the organizational, managerial, and individual factors which contribute to direct care employee retention and turnover

2. Receive information and resources (as requested) for replication of the *Talent Integration Project*

3. Learn evidence-based concrete methods for supporting essential employees in residential care during COVID-19

4. Learn the value of an organization development diagnostic approach and the translatable benefits for residential childcare agencies

RESEARCH & APPLIED CHANGE PROJECT

- <u>Research Question</u>: *Do Therapeutic Recreation-focused talent-integration opportunities positively impact motivation and retention of direct-care employees in a Residential Childcare Facility?*

- Why tackle retention? Because high turnover leads to:

  - Reduced quality of care, program consistency, & therapeutic relationships (21)

  - Decreased employee morale & team performance, increased stress & burnout (1)

  - Service delivery impediments & reduced client safety (15)

  - Productivity, institutional knowledge, & financial loss (21)

  - Roadblocks for strategic organizational growth initiatives (i.e. PBIS, removal of Rec Therapists from ratios)

Average Industry Turnover 45%
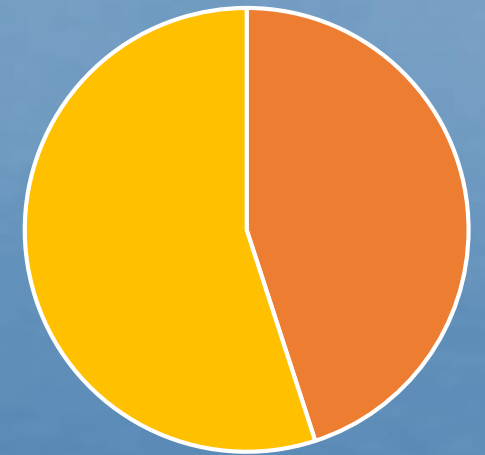
Turnover in child welfare organizations in the US ranges from 30-60% annually (21)

ANDRUS Residential Department Average Annual Turnover 2015-2020: 42% (16)

REVIEW OF LITERATURE (INDIVIDUAL FACTORS)

Individual Factors leading to Higher Retention

- Commitment to clients & child welfare (11)

- Psychological & social support from coworkers (21)

- Reduction of emotional exhaustion (i.e. Self-Care) (27)

- Feelings of motivation, accomplishment, & vocational self-efficacy (15, 29, 10)

- Longer organizational tenure and greater professional experience/ skill (21)

Individual Factors leading to Higher Turnover

- High acuity clients, heavy caseloads, violence & injury (6)

- Comparatively low compensation & lack of work-life balance (6)

- Emotional exhaustion/ burnout (27, 29, 6)

- Shorter organizational tenure and less professional experience/ skill (21)

REVIEW OF LITERATURE (MANAGERIAL & ORG. FACTORS)

Managerial & Organizational Factors leading to Higher Retention

- Consistent supervisor support, guidance, and task clarity (15, 10, 11)

- Recognition & appreciation from managers (29)

- Managerial recognition of employees' special areas of expertise (10)

- Organizational commitment (1, 28, 10, 21)

- Positive organizational culture & climate (6)

- Increased rewards, incentives, and professional development (27, 15, 10)

- Leadership, mentoring, training, & career development programs (11, 15)

Managerial & Organizational Factors leading to Higher Turnover

- Inadequate supervisor support, coaching, and training (15, 10, 11)

- Negative organizational culture & climate (6)

"*A high level of organizational commitment has positive implications for individual and organizational performance since 'the more beneficial the employee perceives the organization to be to him or herself, the stronger the reciprocation from the employee will be to the organization.* (10)'"

REVIEW OF LITERATURE (MOTIVATION, PERFORMANCE, & RETENTION)

Enhanced Motivation = Enhanced Performance

- Employee motivation is a key predictor of enhanced individual & organizational performance (5)

- Motivation, job satisfaction, & vocational performance are enhanced by:

  - Skill variety, task identity, task significance, autonomy, & feedback (23)

  - Job enrichment, empowerment, democratic approaches (25)

  - Participative management style, talent management, career development, systems of reward & recognition (2)

  - "*Managerial practices aimed at developing employee talent are recognized as key drivers for enhancing organizational innovation, productivity, service delivery, and revenue.* (18)"

Enhanced Motivation = Enhanced Retention

- Effective retention strategies via boosting motivation (25)

  - Appreciation & recognition

  - Perks & compensatory rewards

  - Workplace stress relief opportunities

  - Fun & recreation at work

  - Support during challenges

  - Training & professional development

  - Recognition of vocational achievement

  - Performance appraisals

  - Growth opportunities

  - Work/ life balance

PROJECT DESIGN

- *Do Therapeutic Recreation-focused talent-integration opportunities positively impact motivation and retention of direct-care employees in a Residential Childcare Facility?*

- <u>Method</u>: Multi-level quasi-experimental field study design (1/8/2020-3/11/2020)

  - 5 interventions across individual, team, managerial, and departmental levels

    - <u>Intervention 1:</u> "Workplace Barriers & Enablers" World Café Group Exercise

    - <u>Intervention 2:</u> Talent Integration Project (TIP) Launch (main intervention)

    - <u>Intervention 3</u>: Residential Program Manager Social Learning Workshop

    - <u>Intervention 4</u>: "Democratic Solutions" Group Exercise

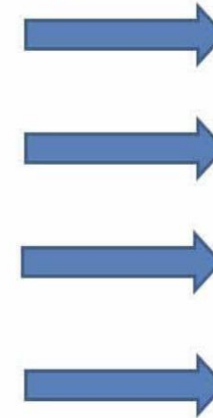   - <u>Intervention 5</u>: Talent Integration Project Efficacy Evaluation

ORGANIZATIONAL PSYCHOLOGY THEORIES
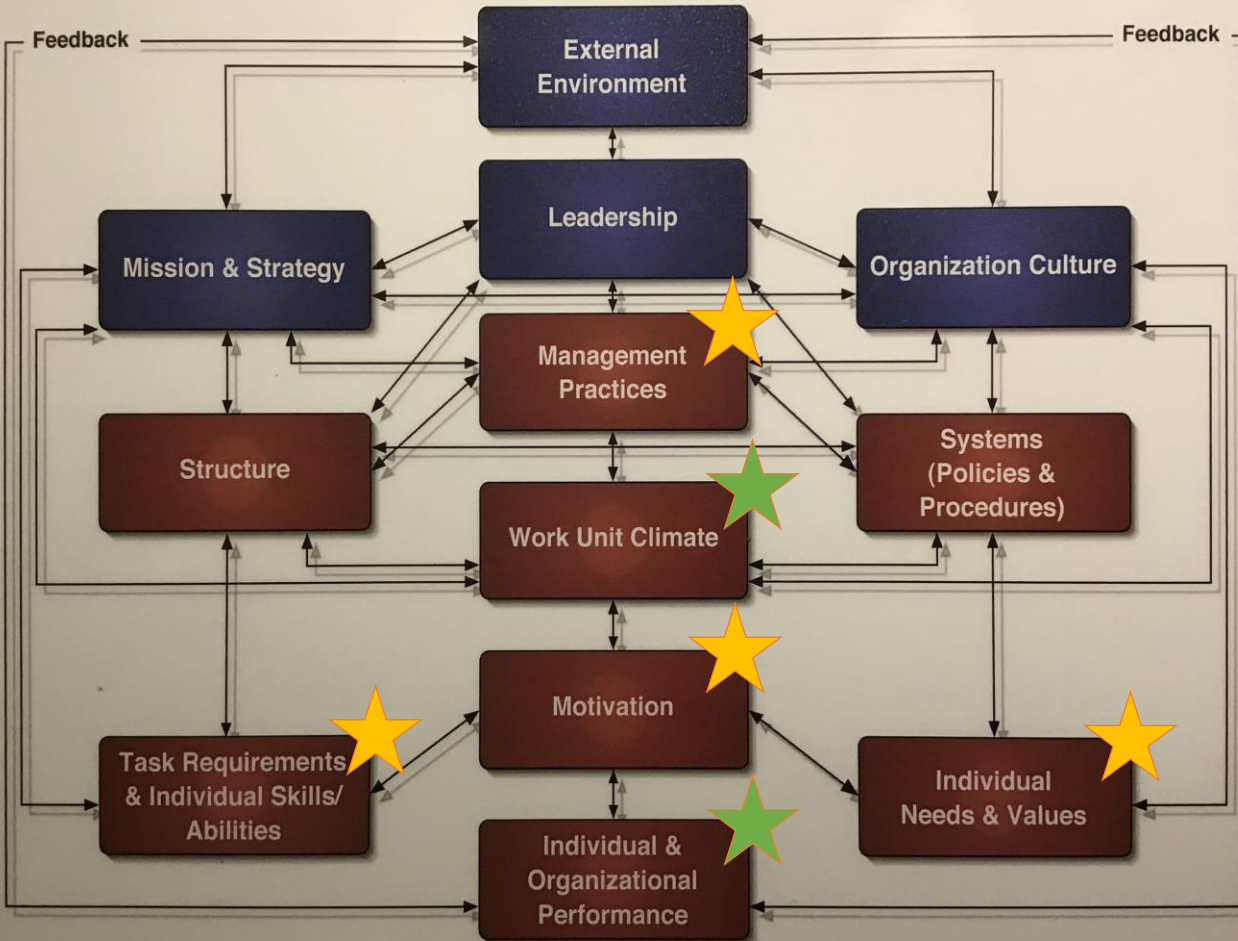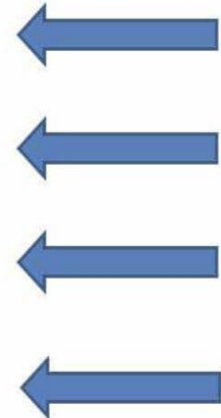
INTERVENTION 1: "WORKPLACE BARRIERS & ENABLERS" WORLD CAFÉ GROUP EXERCISE

- Purpose: OD diagnosis via Burke-Litwin Model & Lewinian Force Field Analysis

- Method: Qualitative data collected via World Café large group exercise (6 group interview questions)

- Participants: Full Residential Department (including Residential Clinicians) N = 52

Mario Kart
Metaphor Credit:
Jennifer Ho, PhD

INTERVENTION 1 RESULTS (BARRIERS Q1)

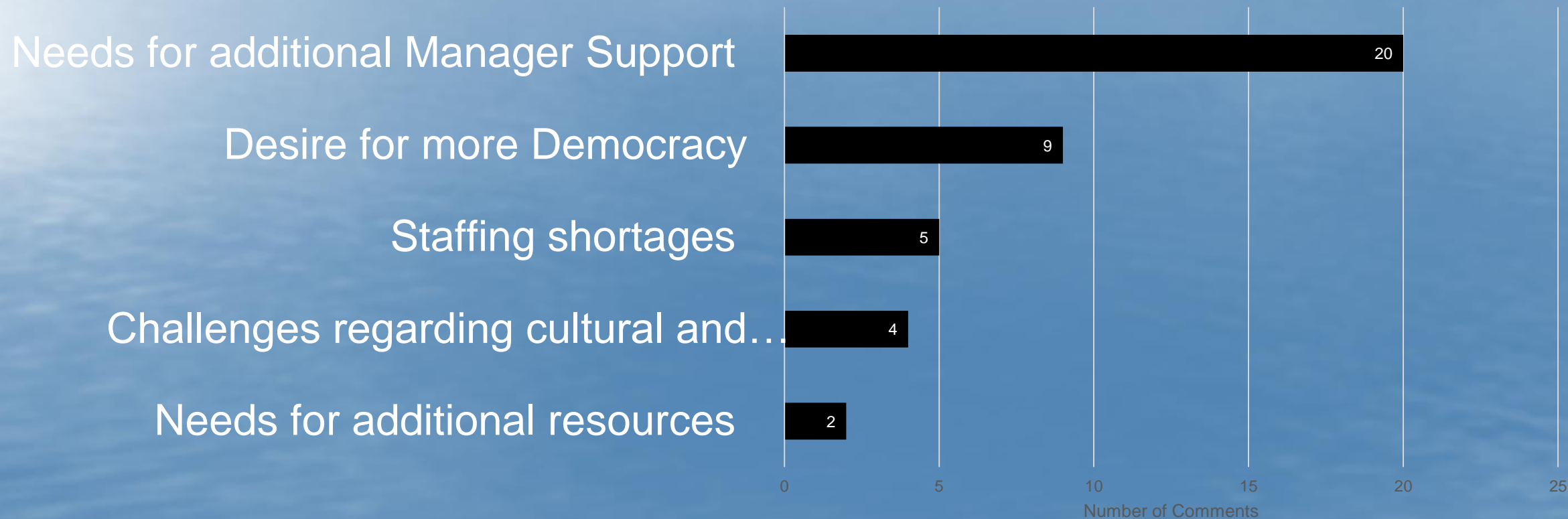## What at work makes it hard to feel motivated (energized) at times? [Burke-Litwin Category: Motivation]

Category	Number of Comments
Insufficient Self-Care	24
Need for more manager support	7
Structural challenges	5
Desire for increased rewards	5
Staffing shortages & need for team support	3
Absence of crisis team	3
Need for more resources	3
Desire for more recognition & appreciation	2

INTERVENTION 1 RESULTS (BARRIERS Q3)

What stands in the way of you and your team being as productive/ successful as you could be? [Burke-Litwin Category: Management Practices]
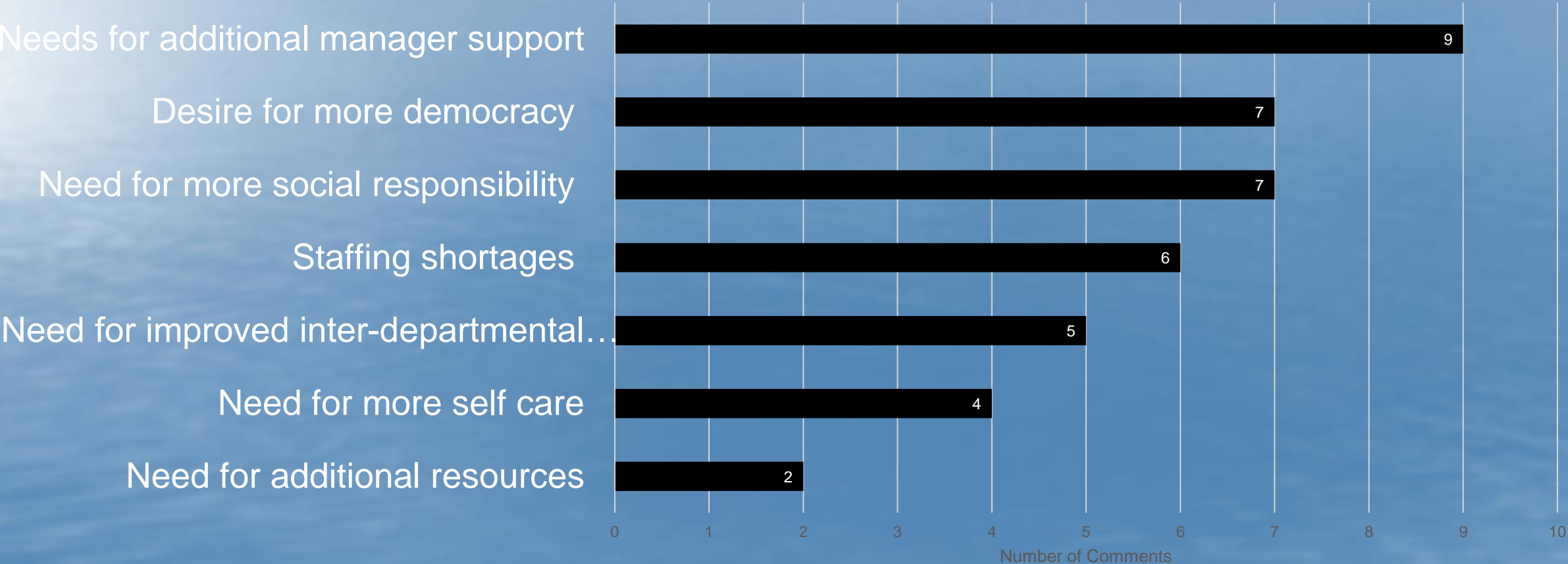
Category	Number of Comments
Needs for additional Manager Support	20
Desire for more Democracy	9
Staffing shortages	5
Challenges regarding cultural and…	4
Needs for additional resources	2

Number of Comments
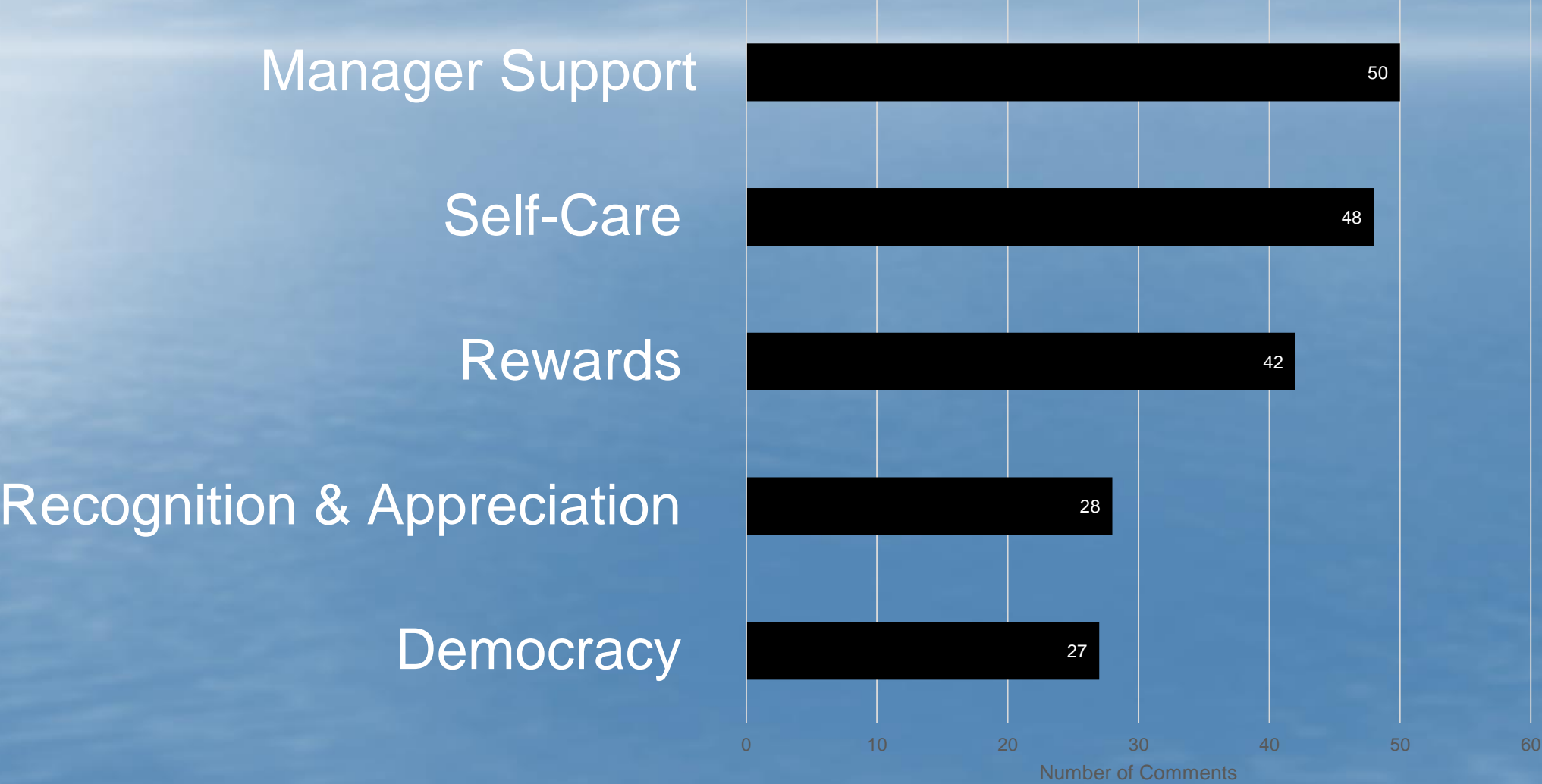
INTERVENTION 2: TALENT INTEGRATION PROJECT (TIP) LAUNCH

- Purpose: Individual Therapeutic Recreation- related talent/interest data collection for implementation of TIP to positively impact motivation and retention

- Method: ANDRUS Staff Activity & Program Interest Survey (68-item dual Likert scale questionnaire; scale 1 [interest]: 1-5, scale 2 [expertise]: 0-2)

- Participants: Full Residential Department (including Residential Clinicians) N = 48

"Few studies have shown evidence of ameliorative actions at the individual level that agencies can take to prevent turnover and to encourage retention by increasing workers' organizational commitment through the use of individual incentives. (10)"

The TIP is an effort positively impact employee motivation and retention through strategic therapeutic-recreation based talent integration.

INTERVENTION 2 SURVEY

ANDRUS Staff Activity & Program Interest Survey

Name_____
Position_____
Supervisor_____
Department/Cottage (if applicable)_____
Schedule (Indicate *Front End/ Back End/ Per Diem/ M-F Business Hours*)_____

This survey is intended to identify the talents, skills, abilities, hobbies, and interests you have in order to integrate your individual skills into therapeutic recreation programming with ANDRUS youth.

This survey also provides an opportunity for you to indicate specific activities and skills that you would be interested in learning to facilitate through ANDRUS-sponsored trainings.

Your participation in this survey will provide valuable information to your supervisor and to Recreation Therapists. The potential benefits of participating in this survey are 1- improving therapeutic recreation programming and positive behaviors for clients and 2- benefitting you as an employee of ANDRUS through Self-Care talent integration and Growth & Change professional development opportunities.

Thank You for taking the time to fill out this survey!

Scoring Guidelines

Interest in Leading an Activity
5 = I would definitely like to lead this activity
4 = I might enjoy leading this activity
3 = I feel neutral about leading this activity
2 = I would rather not lead this activity
1 = I definitely would not want to lead this activity

Qualifications and Experience in Leading this Activity (*assuming proper staffing ratios*)
2 = I would be very comfortable leading this activity without additional training
1 = I'm only somewhat qualified to lead this activity without additional training
0 = I would definitely need additional training in order to run this activity

Activity	Interest	Qualification/ Experience
Ropes Course	1 2 3 4 5	0 1 2
Fitness Room	1 2 3 4 5	0 1 2
Bike Riding	1 2 3 4 5	0 1 2
Cooking	1 2 3 4 5	0 1 2
Arts & Crafts	1 2 3 4 5	0 1 2
Basketball	1 2 3 4 5	0 1 2
Baseball/ Softball	1 2 3 4 5	0 1 2
Floor Hockey	1 2 3 4 5	0 1 2
Kickball	1 2 3 4 5	0 1 2

Activity	Interest	Qualification/ Experience
Football	1 2 3 4 5	0 1 2
Soccer	1 2 3 4 5	0 1 2
Volleyball	1 2 3 4 5	0 1 2
Tennis/ Badminton	1 2 3 4 5	0 1 2
Indoor/ Outdoor Free Play	1 2 3 4 5	0 1 2
Jogging/ Fitness Trail/ Track & Field	1 2 3 4 5	0 1 2
Knitting/ Crocheting/ Sewing/ Fashion Design	1 2 3 4 5	0 1 2
Karaoke/ Singing	1 2 3 4 5	0 1 2
Theatre/ Acting	1 2 3 4 5	0 1 2
Music & Dance	1 2 3 4 5	0 1 2
Woodwork	1 2 3 4 5	0 1 2
Yoga	1 2 3 4 5	0 1 2
Horseback Riding	1 2 3 4 5	0 1 2
Hiking/ Nature Walks	1 2 3 4 5	0 1 2
Skiing/ Snowboarding	1 2 3 4 5	0 1 2
Sledding/ Snow Tubing/ Snow Play	1 2 3 4 5	0 1 2
Cross country Skiing	1 2 3 4 5	0 1 2
Camping/ Nature Survival Skills Education	1 2 3 4 5	0 1 2
Photography/ Film Making	1 2 3 4 5	0 1 2
Swimming (Lifeguarding)	1 2 3 4 5	0 1 2
Gardening/ Horticulture (Green Houses & Outdoor)	1 2 3 4 5	0 1 2
Board Games/ Card Games	1 2 3 4 5	0 1 2
Fishing	1 2 3 4 5	0 1 2
Golf	1 2 3 4 5	0 1 2
Kayaking/ Rafting/ Canoeing	1 2 3 4 5	0 1 2
NYPUM (dirt bike program)	1 2 3 4 5	0 1 2
Sensory Room Activities	1 2 3 4 5	0 1 2
Maintenance/ Cleaning	1 2 3 4 5	0 1 2
Science Experiments & Kits/ STEM Activities	1 2 3 4 5	0 1 2
Outdoor Group Games (Capture the Flag, Tag Games, Play Ground, Scavenger Hunts etc.)	1 2 3 4 5	0 1 2
Educational Activities (documentaries, trivia, museums etc)	1 2 3 4 5	0 1 2
Creative Expression (poetry, rapping, comedy, improve)	1 2 3 4 5	0 1 2

Activity	Interest	Qualification/ Experience
Brain Games (Pictionary, charades, scrabble, escape rooms)	1 2 3 4 5	0 1 2
Musical Instruments (specify _____)	1 2 3 4 5	0 1 2
Skate Boarding/ Rollerblading	1 2 3 4 5	0 1 2
Creative Projects (Making bird houses, kites, rockets)	1 2 3 4 5	0 1 2
Recreation Room Activities (Billiards, Air Hockey, etc.)	1 2 3 4 5	0 1 2
Other Sports (Specify _____)	1 2 3 4 5	0 1 2
Creative Writing/ Story Telling	1 2 3 4 5	0 1 2
Animal Assisted Intervention/Activities (ANDRUS farm animal educational, therapeutic, and student worker groups)	1 2 3 4 5	0 1 2
Movement Video Games (Wii Sports, Playstation Kinect)	1 2 3 4 5	0 1 2
Community Service/ Volunteering	1 2 3 4 5	0 1 2
PAWS Program (Therapy Dogs)	1 2 3 4 5	0 1 2
Beauty/ Salon Activities (hair, nails, makeup, etc.)	1 2 3 4 5	0 1 2
Video Games	1 2 3 4 5	0 1 2
RAP Studio (Music Production)	1 2 3 4 5	0 1 2
Teaching Swimming	1 2 3 4 5	0 1 2
Cheerleading Squad	1 2 3 4 5	0 1 2
Sports Coaching	1 2 3 4 5	0 1 2
Youth Vocational/ Job Skills Program (on and off campus)	1 2 3 4 5	0 1 2
Youth Empowerment & Mentorship (e.g. Student Council)	1 2 3 4 5	0 1 2
Meditation & Mindfulness	1 2 3 4 5	0 1 2
Psycho-Education Groups	1 2 3 4 5	0 1 2
Graphic Design & Digital Arts	1 2 3 4 5	0 1 2
Computer Program Literacy & Software Programming	1 2 3 4 5	0 1 2
Tutoring and Homework Help	1 2 3 4 5	0 1 2
Restorative Practices Groups (relationship-based youth conflict resolution and accountability)	1 2 3 4 5	0 1 2
Cultural Exposure & Learning Activities (Specific Activity or Experience? _____)	1 2 3 4 5	0 1 2
Sanctuary-Themed Activities	1 2 3 4 5	0 1 2

Are there any other programs or activities not listed here that you would like to introduce or be involved with? Anything else to add? (Use back of survey if necessary)

INTERVENTION 2 RESULTS

- Survey response rate: 92.3% (N = 48)

- 93.75% of respondents indicated a strong interest (5) in vocational integration of at least one personal recreation-based talent

- 91.66% of respondents indicated expertise in at least one activity (2)

Initial 30 Talent Integration Projects

cooking	music education	hygiene groups	fitness	museum trips	graphic design
fitness room	cooking	health & fitness	meditation	art projects	hair & makeup
sports groups	arts & crafts	hygiene groups	cooking	photography	yoga
fitness room	PAWS (therapy dogs)	baking club	lifeguarding	hair club	swim lessons
NYPUM (dirt bike program)	cooking	beauty night	dungeions & dragons	cooking	cooking

Music Education TIP ➡
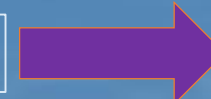
INTERVENTION 3: PROGRAM MANAGER SOCIAL LEARNING WORKSHOP: *RETENTION, FEEDBACK, & REFLECTION*

- Purpose: Enhance management skills through providing "Barriers & Enablers" (Intervention 1) team feedback & facilitating reflection along with advancing support for TIP through retention data presentation (Intervention 2)

- Methods:

| Manager Workshop Agenda Topics	Methods
1. Introduction to workshop	"The Balcony & The Dance Floor" management metaphor video
2. Team building exercise	"Yes, and…" experiential improv exercise (feedback mindset preparation)
3. Retention factors in the child welfare field	Group brainstorming session, presentation of retention research, group discussion
4. Retention through motivation and development	Presentation of motivation-retention research and Talent Integration Project discussion
5. Feedback & the Johari Window	Presentation of Johari Window concept and group discussion (Schein, 1999, p. 127)
6. Reflection & Double-Loop Learning	Presentation of Schon's Reflective Practice & Double-Loop Learning concepts
7. Feedback predictions, feedback, and reflection	Individual "Feedback Predictions" worksheet, review of team feedback, "Feedback Reflection" worksheet, group discussion

- Participants: Program Managers, Morning Shift Supervisor, Residential Coordinator N = 7

INTERVENTION 3 RESULTS

- Quantitative Results (ANDRUS training feedback survey1-5 Likert scale)
  - Positive learning environment (4.4)
  - Workshop satisfaction (4.4)
  - Novelty of workshop (2.9)
  - Material increased skills and knowledge (3.1)
- Qualitative Results (key takeaways and learning):
  - "Value of team feedback"
  - "Improving management through strategic delegation and communication"
  - "Double-loop learning reflective practice"
  - "Improving retention through staff appreciation, motivation, and incentives"

The Johari Window

Chris Argyris -oganizational psychologist Single Loop and Double Loop Learning
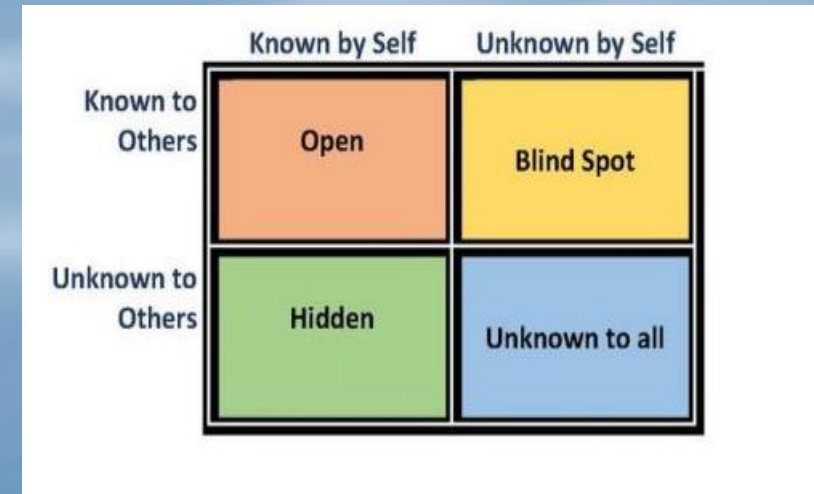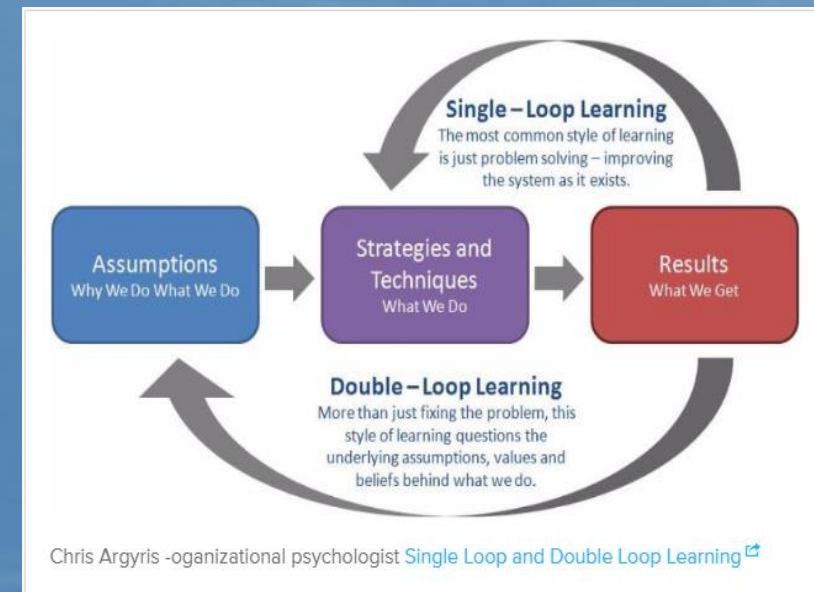
Double-Loop Learning

INTERVENTION 4: "DEMOCRATIC SOLUTIONS" GROUP EXERCISE

- <u>Purpose</u>: Engage cottage teams in a democratic process to identify self-actualizing solutions and organizational solutions to improve the top four themes from "Workplace Barriers & Enablers" (Intervention 1)

- <u>Methods</u>: Presentation of "Workplace Barriers & Enablers" data followed by qualitative data collection (8 group interview questions)

- <u>Participants</u>: Full Residential Department (including Residential Clinicians) N = 41

The Sanctuary Model Seven Commitments in Action

INTERVENTION 4 RESULTS

"Democratic Solutions" Focal Group	Theme 1: Manager Support	Theme 2: Self-Care	Theme 3: Rewards	Theme 4: Recognition & Appreciation
Team Level Solutions	**What is one thing your team can do to improve manager support?**	**What is one thing your team can do to improve Self-Care?**	**What is one thing your team can do to improve Rewards?**	**What is one thing your team can do to improve Recognition & Appreciation?**
Cross-Group Results (number of groups reporting out of 6)	*open communication (5) *self-advocacy (6)	*provide breaks/"tap outs" (5) *more team building (4)	*celebrate coworker birthdays (2) *"brags & thanks" (2)	*public staff recognition (4) *staff of the month (3)
Organization Level Solutions	**What is one thing ANDRUS can do to improve manager support?**	**What is one thing ANDRUS can do to improve Self-Care?**	**What is one thing ANDRUS can do to improve Rewards?**	**What is one thing ANDRUS can do to improve Recognition & Appreciation?**
Cross-Group Results (number of groups reporting out of 6)	*additional staffing (4) *management skill development (3) *increase manager compensation (3)	*provide additional personal/mental health days (3) *create staff lounge/ break room (3)	*increase compensation (5) *offer additional PTO (3) *sponsor staff outings (3) *professional development (2)	*public staff recognition (4) *increase compensation (2)

INTERVENTION 5: TALENT INTEGRATION PROJECT EFFICACY EVALUATION

- <u>Purpose</u>: Assessment of correlation between TIP involvement and increased employee *motivation*, *job satisfaction*, *retention*, *achievement/ efficacy*, *self-care*, and *managerial support* assessment

- <u>Method</u>: Talent Integration Project (TIP) Efficacy Assessment Survey (6 item 1-5 Likert scale questionnaire)

- <u>Participants</u>: Full Residential Department (including Residential Clinicians) N = 25*

INTERVENTION 5 RESULTS: MOTIVATION

Q1: My Talent Integration Project makes me feel more motivated at work.
TIP Efficacy Measure: *Motivation*
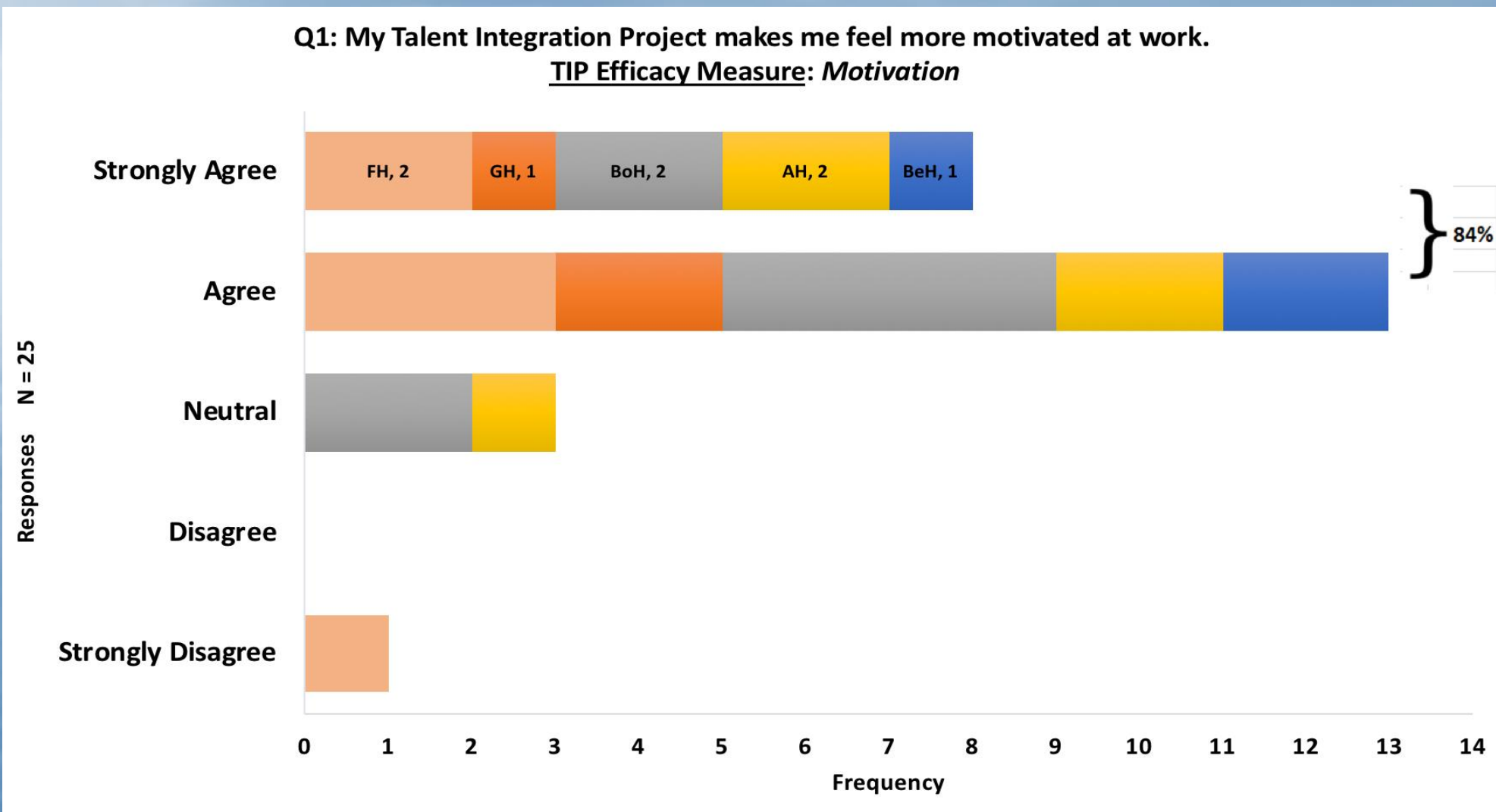
INTERVENTION 5 RESULTS: JOB SATISFACTION

Q2: My *Talent Integration Project* makes my job more satisfying or I believe it will make my job more satisfying (if you have not yet started).
TIP Efficacy Measure: *Job Satisfaction*
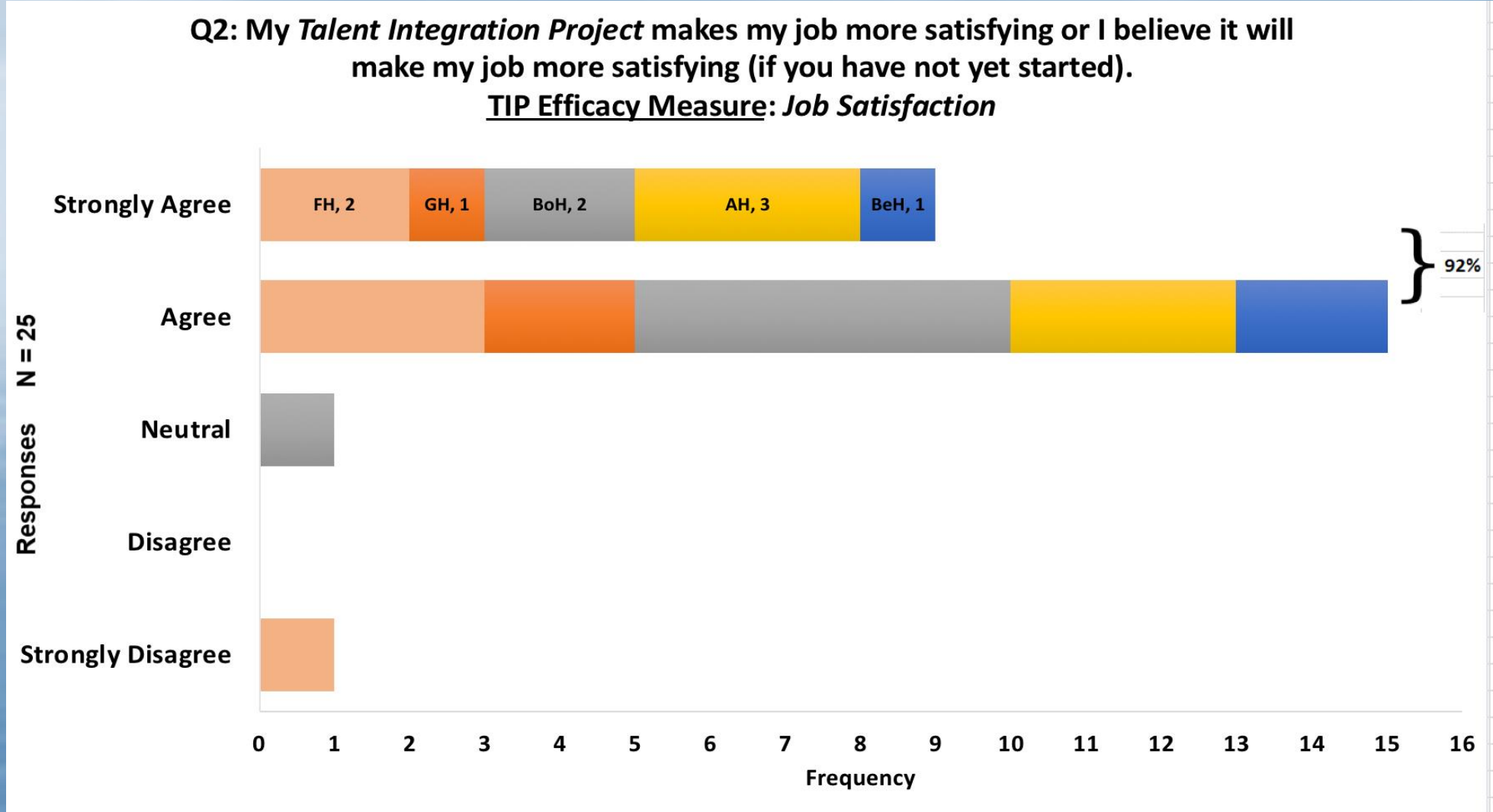
INTERVENTION 5 RESULTS: RETENTION

Q3: The opportunity to engage in activities which I enjoy encourages me to continue working here.
TIP Efficacy Measure: *Retention*
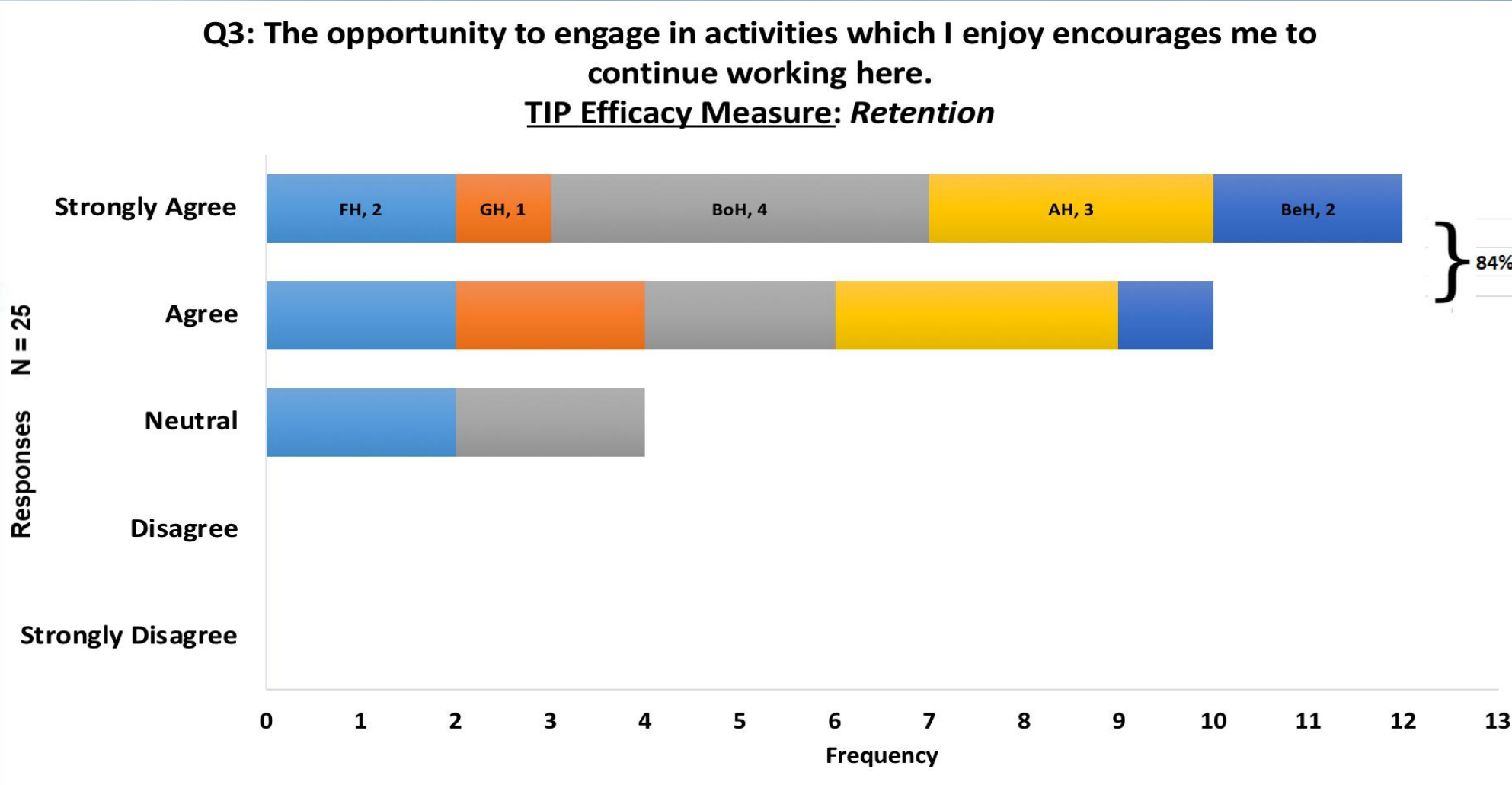
INTERVENTION 5 RESULTS: VOCATIONAL ACHIEVEMENT/ EFFICACY

Q4: My *Talent Integration Project* makes me more effective and positively impacts my work with residents.
TIP Efficacy Measure: *Vocational Achievement/ Efficacy*
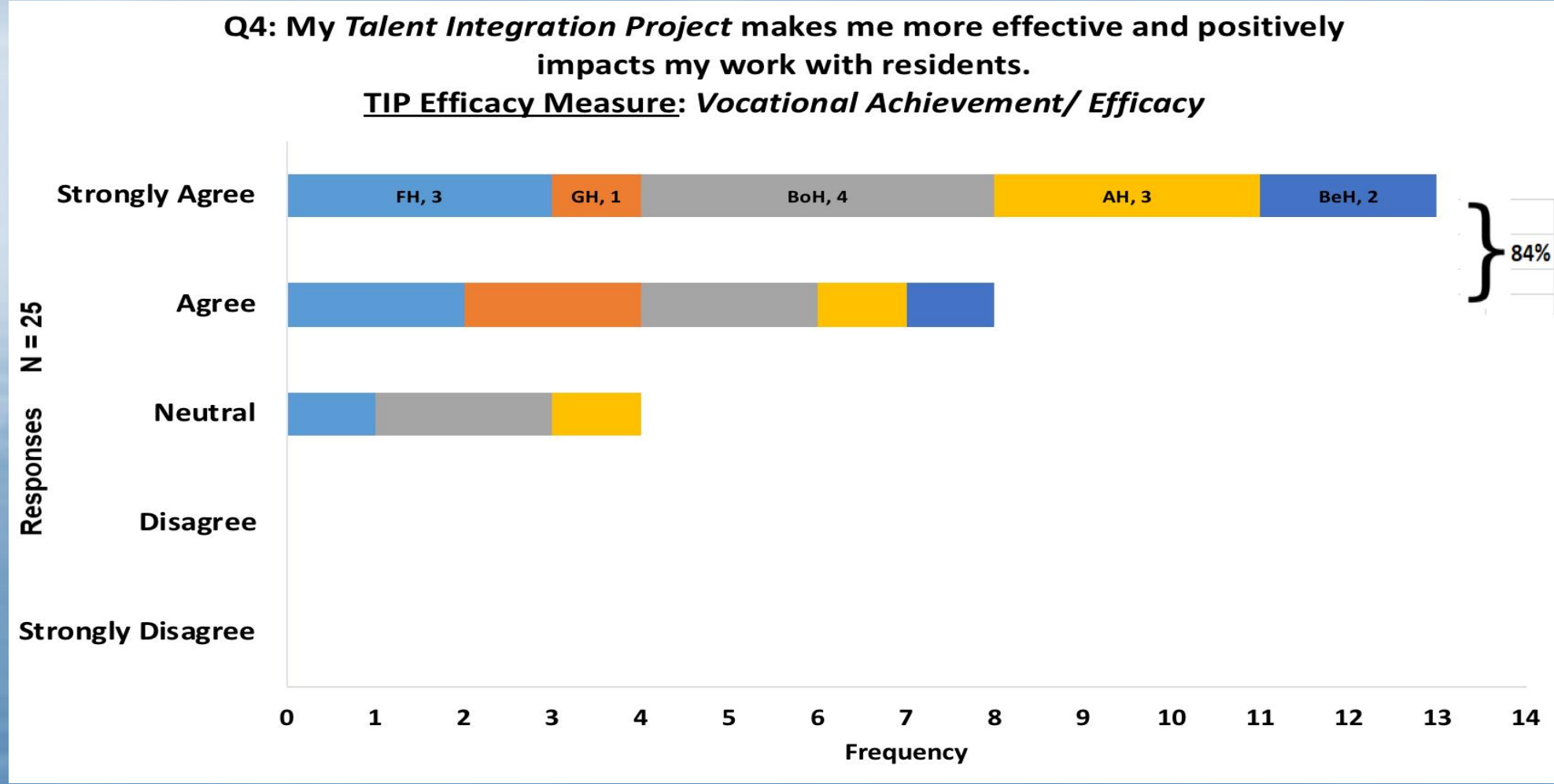
INTERVENTION 5 RESULTS: SELF-CARE

Q5: My *Talent Integration Project* provides me Self-Care at work.
TIP Efficacy Measure: *Reduction of Emotional Exhaustion*
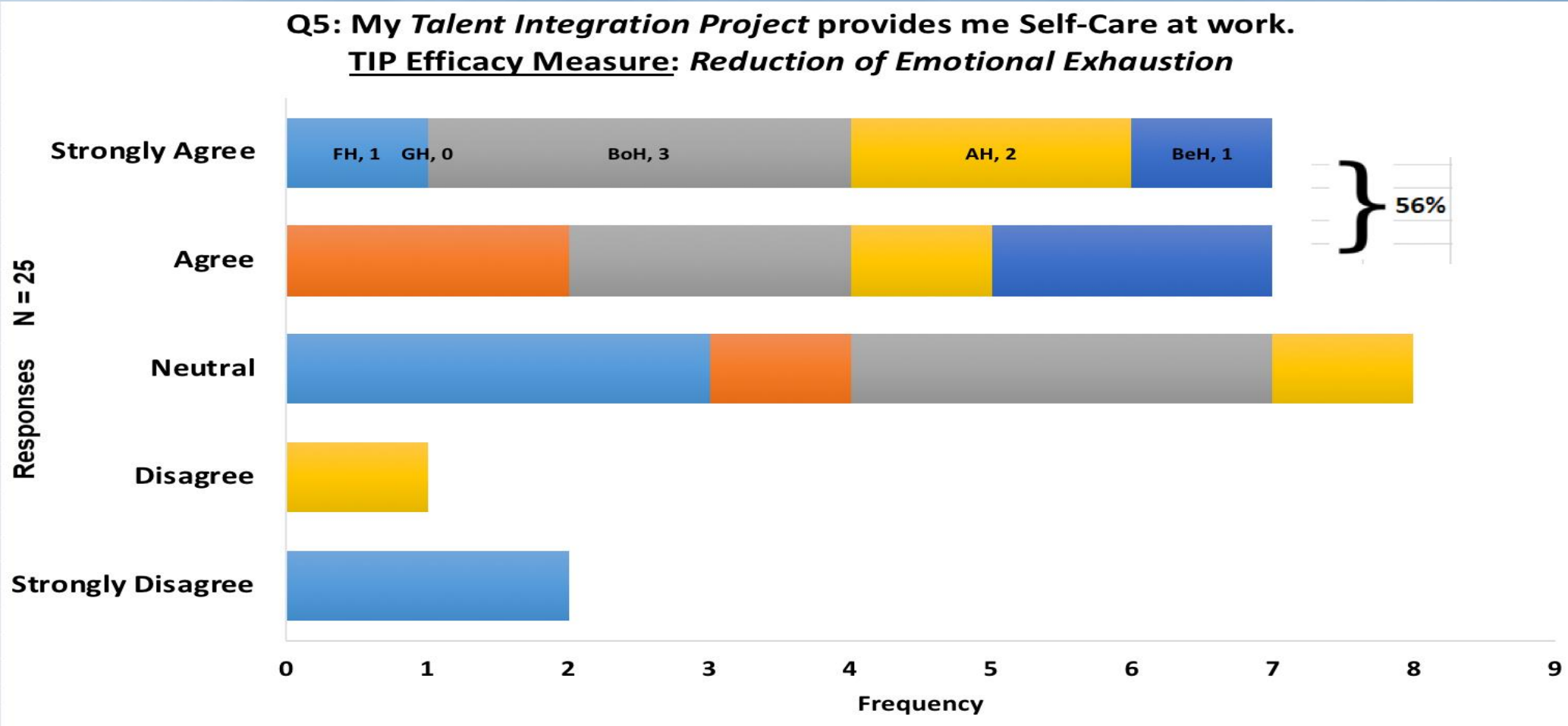
INTERVENTION 5 RESULTS: MANAGER SUPPORT OF TIP
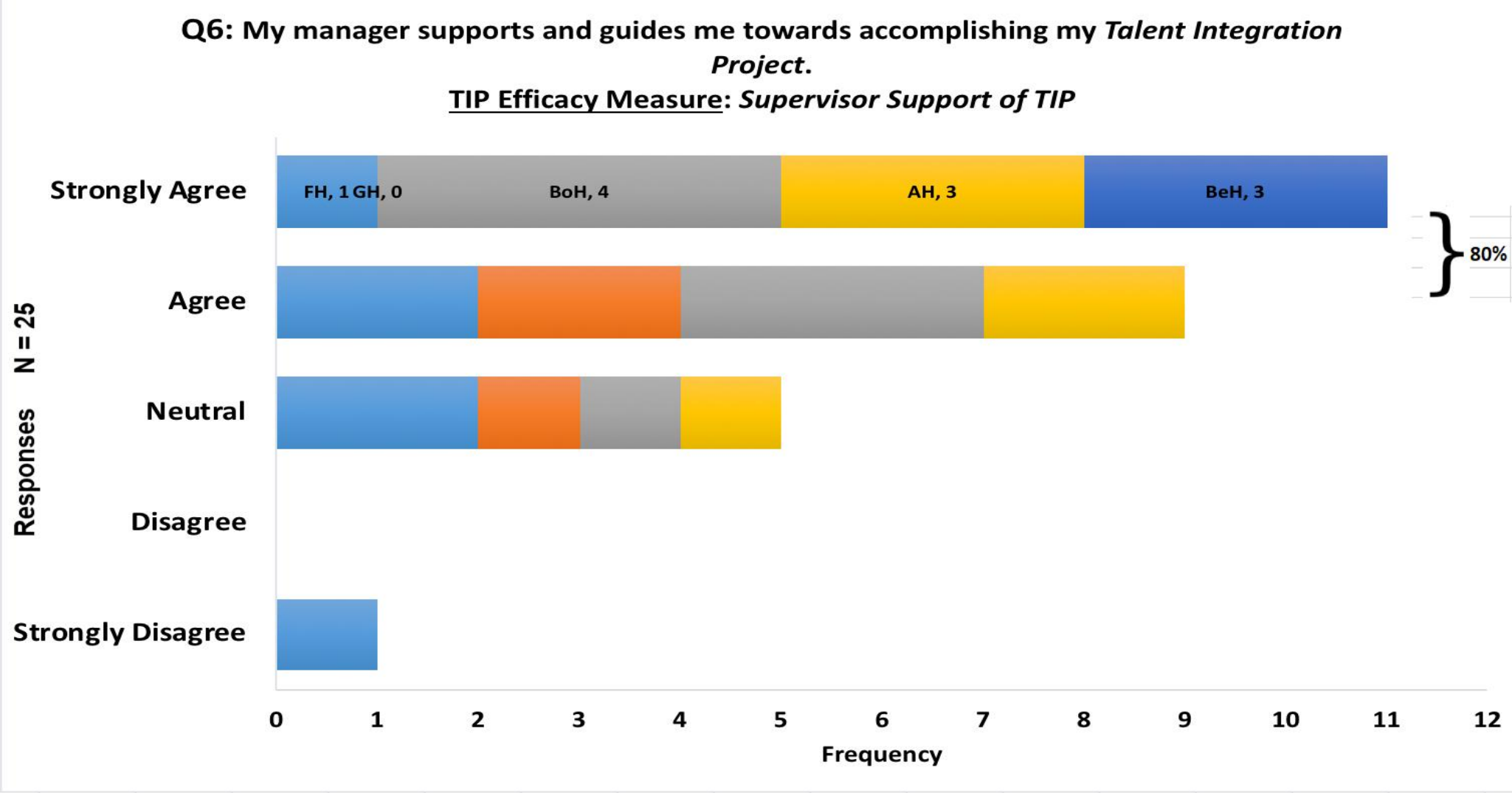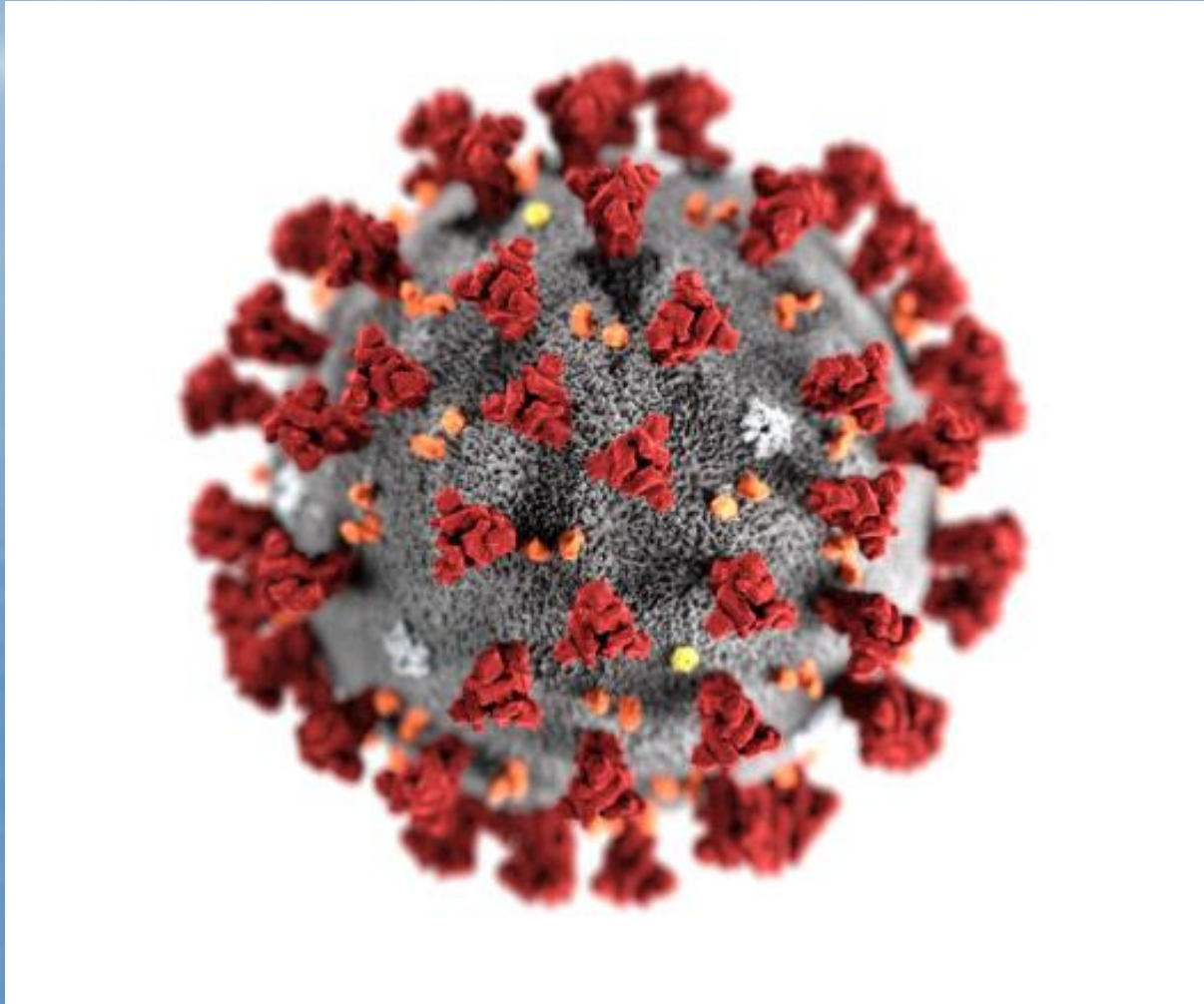
PROJECT INSIGHTS

- "Barriers & Enablers": Target *management practices, self-care, rewards, recognition & appreciation, democracy* to enhance employee motivation & performance

    - Project validity- ANDRUS data is aligned with the literature

- "Democratic Solutions": Counteract Learned Helplessness with employee empowerment coupling Social Responsibility with managerial feedback follow-through

- PM Social Learning Workshop: Make feedback & reflection an iterative process

- Talent Integration Project:

    - Positive correlation with improved employee *motivation, retention, job satisfaction,* and *achievement/efficacy*

    - No positive correlation with reduction of *emotional exhaustion/ Self-Care*

    - Human resource skill library for individual employee PD and program growth & development
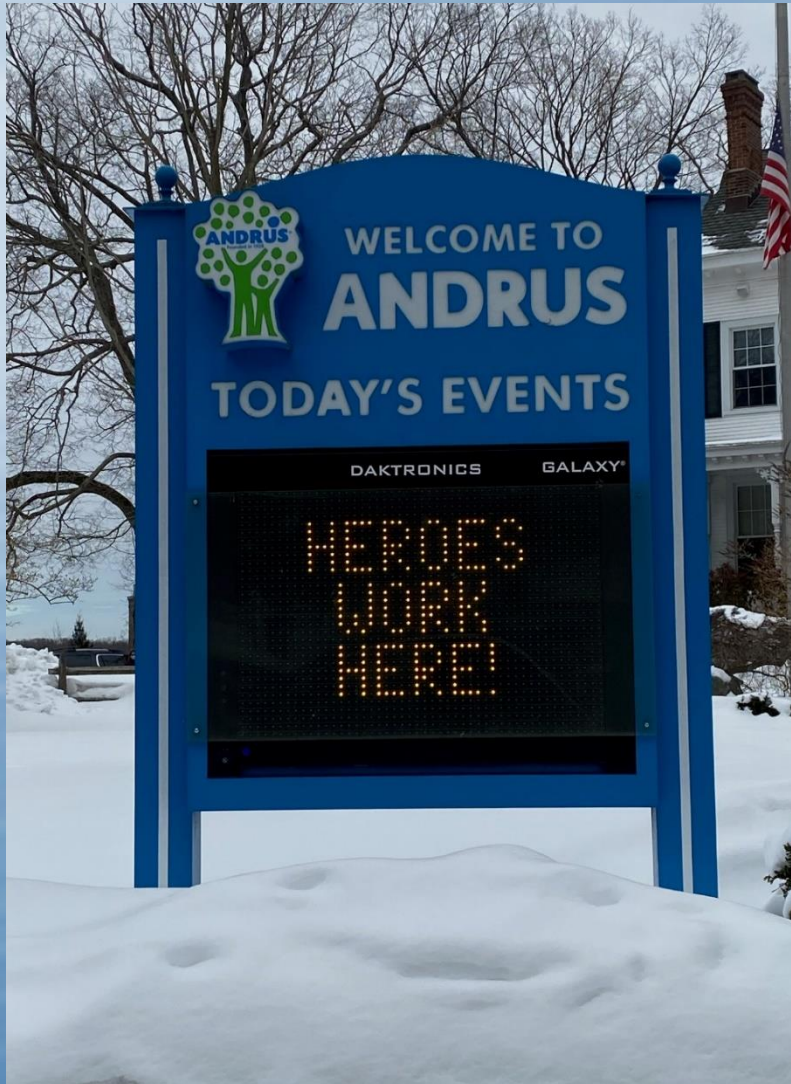
PROJECT LIMITATIONS

- ANDRUS Staff Activity & Program Interest Survey: Subjective self-assessment of expertise

- PM Social Learning Workshop: 3/5 Program Managers received team feedback recorded while predecessors were managing teams

- Democratic Solutions Exercise: Confusion regarding difference between "rewards" & "recognition and appreciation"

- TIP:

  - Some TIPs could not be launched between 1/8-3/11 due to seasonality

  - Not all Residential Staff had established TIPs by 3/11/20

- TIP Efficacy Assessment:

  - Piecemeal initiation of TIP between 1/8/20-3/11/20

  - "Retention" measure was actually measure of "intention to remain employed"

COVID-19 IMPLEMENTING & ADAPTING PROJECT INSIGHTS TO SUPPORT ESSENTIAL STAFF

MAJOR MOTIVATION & PERFORMANCE THEMES- FROM ABSTRACT TO ACTION

THEME 1: MANAGER SUPPORT

"Democratic Solutions" Focal Group	Theme 1: Manager Support
Team Level Solutions	What is one thing your team can do to improve manager support?
Cross-Group Results (number of groups reporting out of 6)	*open communication (5) *self-advocacy (6)
Organization Level Solutions	What is one thing ANDRUS can do to improve manager support?
Cross-Group Results (number of groups reporting out of 6)	*additional staffing (4) *management skill development (3) *increase manager compensation (3)

- Residential Department/ Team Actions Driven by Feedback
  - COVID Town Halls and Restorative Circles
  - Proactive and responsive COVID updates
- Agency Actions Aligned with Feedback
  - Crisis leadership workshops with former NAVY SEAL
  - Manager's bonus for COVID service

THEME 2: SELF CARE

"Democratic Solutions" Focal Group	Theme 2: Self-Care
Team Level Solutions	What is one thing your team can do to improve Self-Care?
Cross-Group Results (number of groups reporting out of 6)	*provide breaks/"tap outs" (5) *more team building (4)
Organization Level Solutions	What is one thing ANDRUS can do to improve Self-Care?
Cross-Group Results (number of groups reporting out of 6)	*provide additional personal/mental health days (3) *create staff lounge/ break room (3)

- Residential Department/ Team Actions Driven by Feedback
  - Virtual & Ropes Course team building exercises
  - COVID-adjusted & virtual team retreats
- Agency Actions Aligned with Feedback
  - Self Care Activity Guides
  - Virtual Wellness Week
  - Self Care & Wellness Bundles

THEME 3: REWARDS

"Democratic Solutions" Focal Group	Theme 3: Rewards
Team Level Solutions	What is one thing your team can do to improve **Rewards**?
Cross-Group Results (number of groups reporting out of 6)	*celebrate coworker birthdays (2) *"brags & thanks" (2)
Organization Level Solutions	What is one thing ANDRUS can do to improve **Rewards**?
Cross-Group Results (number of groups reporting out of 6)	*increase compensation (5) *offer additional PTO (3) *sponsor staff outings (3) *professional development (2)

- Residential Department/ Team Actions Driven by Feedback
  - Master list of staff birthdays, surprise celebrations, and virtual birthday cards
  - "Brags and Thanks" weekly
- Agency Actions Aligned with Feedback
  - Two-time hazard pay salary increases for essential staff
  - Maxed-out PTO buy-back
  - Holiday gift giveaways
  - PD trainings and certification opportunities

THEME 4: RECOGNITION & APPRECIATION

"Democratic Solutions" Focal Group	Theme 4: Recognition & Appreciation
Team Level Solutions	What is one thing your team can do to improve **Recognition & Appreciation**?
Cross-Group Results (number of groups reporting out of 6)	*public staff recognition (4) *staff of the month (3)
Organization Level Solutions	What is one thing ANDRUS can do to improve **Recognition & Appreciation**?
Cross-Group Results (number of groups reporting out of 6)	*public staff recognition (4) *increase compensation (2)

- Residential Department/ Team Actions Driven by Feedback

  - "Sanctuary Stars" Essential Employee Recognition

- Agency Actions Aligned with Feedback

  - Weekly emails expressing gratitude from President & CEO

ONGOING & ADAPTED PROGRAM MANAGER WORKSHOPS

- Quarterly Residential Program Manager Social Learning Workshops

  - Hybrid platforms (Zoom & COVID-adjusted in-person workshops)

    - Workshop 2: Delivering Feedback

    - Workshop 3: Group & Team Development

    - Workshop 4: Building High Performance Teams
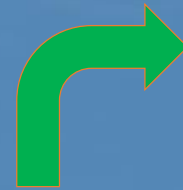
Residential Program Managers putting team building strategies to work on our Ropes Course

CONTINUING & ADAPTING TALENT INTEGRATION PROJECTS

TALENT INTEGRATION PROJECT & RETENTION- *1 YEAR LATER*

Average ANDRUS Residential Dept. Turnover 2015-2020- 42%
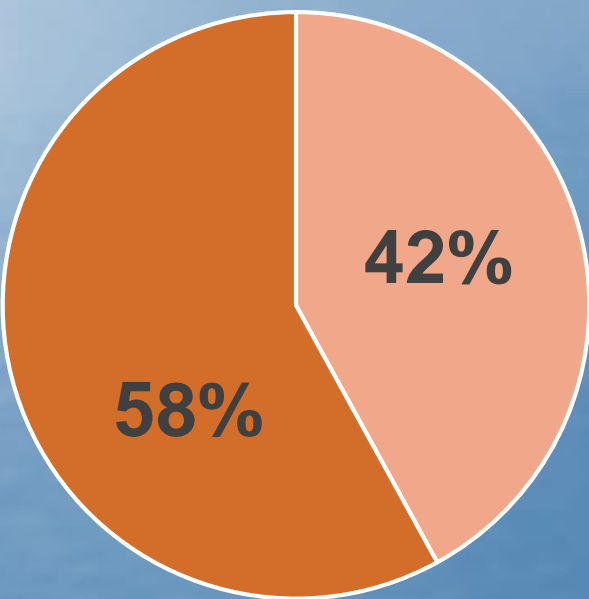
ANDRUS Residential Dept. Turnover of Direct Care Staff with TIP (one year post TIP establishment)- 13%

Year	*Turnover %*
2016	33%
2017	51%
2018	45%
2019	49%
2020	33%

42%

58%

■ Employee Turnover

■ Employees Retained

13%

87%
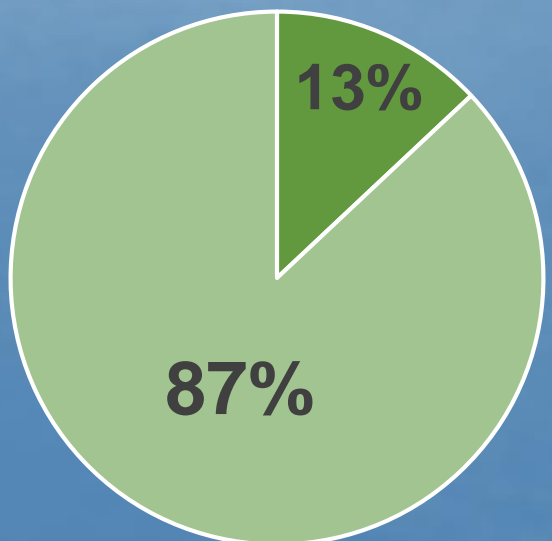
■ Employee Turnover   ■ Employees Retained

TIP IMPLICATIONS FOR OUR FIELD

- Clients: Enriched programming, engagement, and treatment outcomes for youth

- Staff: Improved direct-care employee retention

  - More motivated, skilled, professionally developed workforce

  - Stronger relationships and therapeutic alliance between clients & staff

  - Greater employee motivation = greater organizational performance

- Teams: Leveraging talent diversity & improving team climates

- Agencies:

  - Reduced HRM costs (lower turnover rates)

  - Enhanced organizational competitive advantage (increased capacity for innovation)

  - Increased agency revenue (breadth of marketable program offerings for potential clients)

- Culture: Promotion of employee talent-recognition, talent-management, strategic autonomy, & high youth engagement

ACKNOWLEDGMENTS

Graduate Program Organizational Sponsor

Jason Honecker, VP & Chief Operating Officer

Tuition Reimbursement Program Support

Tito Del Pilar, Interim President & CEO

Project Consultation & Authorization

Eric Osterman, VP of Campus Programs

Chris Kehr, Director of Residential Services

Corine Lurry-Mabin, VP & Chief Program Officer

Siobhan Masterson, AVP of Strategic Initiatives

Data Collection & Analysis Partnership

Jennifer Ho, PhD, Psychologist

Workshop Development & Facilitation Partnership

Lindsay Jackson, Director of Training
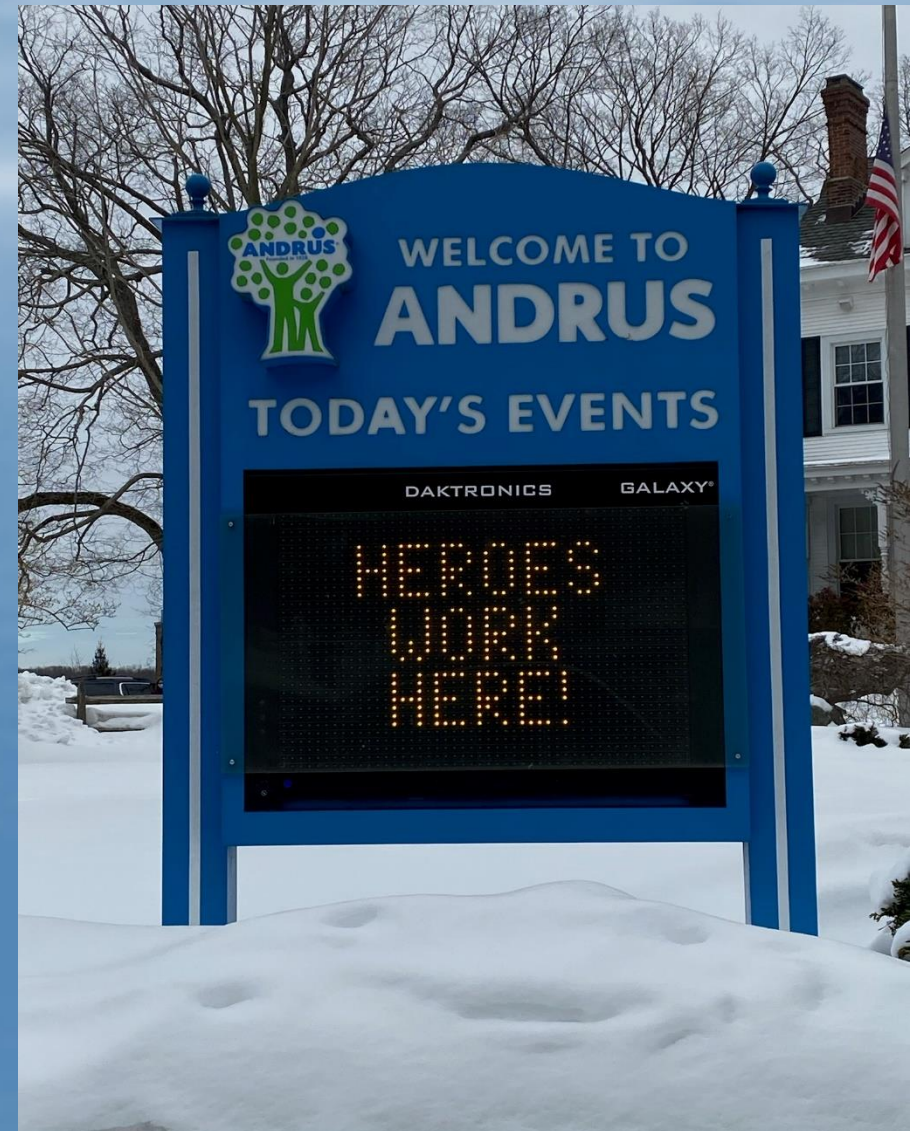
TIP Collaboration & Execution

Rec Team & Program Manager Team

Project Participation

Residential Department Staff

Inspiration

Youth of ANDRUS & The Sanctuary Model

REFERENCES

1. Aarons, G. A., & Sawitzky, A. C. (2006). Organizational climate partially mediates the effect of culture on work attitudes and staff turnover in mental health services. Administration and policy in mental health and mental health services research, 33(3), 289.

2. Alias, N. E., Noor, N., & Hassan, R. (2014). Examining the mediating effect of employee engagement on the relationship between talent management practices and employee retention in the Information and Technology (IT) organizations in Malaysia. Journal of Human Resources Management and Labor Studies, 2(2), 227-242.

3. Burke, W.W. (2019). XMA Module 3, Day 3: Leadership Concepts and Models [Powerpoint Slides]. Retrieved From Executive Education Evernote.

4. Burke, W.W. (2020). XMA Module 4, Day 8: Learning & Leadership Future Directions [Powerpoint Slides]. Retrieved From Executive Education Evernote.

5. Burke, W. W. & Noumair, D. A. (2015). Organization Development: A Process of Learning and Changing, 3rd Edition. Upper Saddle River, NJ: Pearson Education, Inc.

6. Cahalane, H., & Sites, E. W. (2008). The climate of child welfare employee retention. Child welfare, 87(1).

7. Caringi, J. C., Strolin-Goltzman, J., Lawson, H. A., McCarthy, M., Briar-Lawson, K., & Claiborne, N. (2008). Child welfare design teams: An intervention to improve workforce retention and facilitate organizational development. Research on Social Work Practice, 18(6), 565-574.

8. Childcare Workers [39-9011]. (2020, March 31). Retrieved from https://www.bls.gov/OES/Current/oes399011.htm#ind

9. Children's Bureau. (2020, January 15). Child Maltreatment 2018. https://www.acf.hhs.gov/sites/default/files/cb/cm2018.pdf

10. Clark, S. J., Smith, R. J., & Uota, K. (2013). Professional development opportunities as retention incentives in child welfare. Children and Youth Services Review, 35(10), 1687-1697.

REFERENCES (CONT.)

11. DePanfilis, D., & Zlotnik, J. L. (2008). Retention of front-line staff in child welfare: A systematic review of research. Children and Youth Services Review, 30(9), 995-1008.

12. Esaki, Nina & Larkin Holloway, Heather, "Prevalence of Adverse Childhood Experiences (ACEs) Among Child Service Providers" (2013). Social Welfare Faculty Scholarship. 2.http://scholarsarchive.library.albany.edu/ssw_sw_scholar/2

13. Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. American journal of preventive medicine, 14(4), 245-258.

14. Gillette, J., & McCollom, M. (1990). Groups in context: A new perspective on group dynamics. Addison-Wesley.

15. Griffiths, A., Royse, D., Culver, K., Piescher, K., & Zhang, Y. (2017). Who stays, who goes, who knows? A state-wide survey of child welfare workers. Children and Youth Services Review, 77, 110-117.

16. Julia Dyckman Andrus Memorial Inc. (2019). Campus Division 5 Year Turnover Report. Yonkers, NY: Natalie Huntley

17. Kahn, M.,I, (2012). The Impact of Training and Motivation of Performance of Employees. Business Review, Vol 7, No. 2.

18. Kaye, B., & Giulioni, J. W. (2019). Help them grow or watch them go career conversations organizations need and employees want. Oakland, CA: Berrett-Koehler Publishers, Inc.

19. Manzoor, Q. (2012). Impact of Employees Motivation on Organizational Effectiveness. European Journal of Business and Management, Vol 3, No. 3.

20. Marrow, A. J. (1984). *The practical theorist: The life and work of Kurt Lewin* (Preface, Chapters 1, 2, & 4). New York: Teachers College Press.

21. Mor Barak, M., Nissly, J., & Levin, A. (2001). Antecedents to Retention and Turnover among Child Welfare, Social Work, and Other Human Service Employees: What Can We Learn from Past Research? A Review and Metanalysis. Social Service Review, 75(4), 625-661. doi:10.1086/323166

22. Noumair, D.A. (2019). XMA Module 1, Day 2: Burke-Litwin Model: Case & Application [Powerpoint Slides]. Retrieved From Executive Education Evernote.

REFERENCES (CONT.)

22. Obholzer, A. & Roberts, V. Z. (2019). The Unconscious at Work: A Tavistock Approach To Making Sense of Organizational Life (2nd ed.). New York, NY: Routledge

23. Oldham, G. R., Hackman, J. R., & Pearce, J. L. (1976). Conditions under which employees respond positively to enriched work. Journal of applied psychology, 61(4), 395.

24. Pasmore, B. (2015). Leading Continuous Change: navigating churn in the real world. Oakland, CA: Barrett-Koehler Publishers Inc.

25. Sandhya, K., & Kumar, D. P. (2011). Employee retention by motivation. Indian Journal of science and technology, 4(12), 1778-1782.

26. Schein, E. H. (1999). Process consultation revisited: building the helping relationship. Reading, MA: Addison Wesley.

27. Shim, M. (2010). Factors influencing child welfare employee's turnover: Focusing on organizational culture and climate. Children and Youth Services Review, 32(6), 847-856.

28. Strolin-Goltzman, J. (2010). Improving turnover in public child welfare: Outcomes from an organizational intervention. Children and Youth Services Review, 32(10), 1388-1395.

29. Williams, S. E., Kirk, A., & Wilson, T. (2011). A recent look at the factors influencing workforce retention in public child welfare. Children and Youth Services Review, 33(1), 157-160.

THANK YOU FOR JOINING!

Stephan Spilkowitz, MA

Contact Information:

Email: sspilkowitz@jdam.org or sspilkowitz@gmail.com

Phone: +1(914) 965-3700 Ext: 1635

Questions & Comments?