



*Overview of
Strategies*

Retention of Staff



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Retention

Introduction

Lack of retention of staff is one of the biggest sources of frustration for any organization, yet many sweep the problem under the rug instead of dealing with it strategically or systematically. However, lack of retention (or high turnover) leads to having to rehire, which is expensive. The cost of replacing an employee includes advertising the opening, the vacancy itself (overtime for others), and the time it takes to interview, hire, and train a new employee; it also includes indirect costs such as the lost productivity of the unit, the lost client revenue, reduced quality from increased workload, and loss of reputation from overworked or unavailable staff (Seavey, 2004). The Alaska Mental Health Trust Authority has funded the Alaska Alliance for Direct Service Careers (AADSC) to provide training and technical assistance to organizations in the industry to improve recruitment and retention. Though intrigued by what Alaska Alliance for Direct Service Careers has to offer (including doing a site assessment and a written report that would lay out retention challenges, strengths, and information on how to improve incrementally), most organizations are too overworked to devote strategic planning time to retention issues. The over-taxation that makes it difficult or even impossible to commit to a long-term approach to improving morale and retention rates is also what keeps turnover rates high and recruitment so difficult. While this manual will not be a quick fix, it will allow an organization to find answers and resources to triage specific retention problems.

Heidi Frost

Editor and Coordinator of Alaska Alliance for Direct Service Careers

State of Alaska Department of Health and Social Services
Governor's Council on Disabilities and Special Education

The Alaska Mental Health Trust Authority

Before going any further, we want to thank the Alaska Mental Health Trust Authority (Trust) for the resources it has invested in workforce development. Trust beneficiaries include people with mental illness, developmental disabilities, chronic alcoholism, and Alzheimer's disease and related dementia. The Trust realizes the importance of strengthening the workforce that supports these individuals and helps them live as independently as possible. In addition to this manual, the Trust has, for many years now, funded the Alaska Alliance for Direct Service Careers, the Full Lives Conference, the Leadership Institute, and has made available training and education opportunities that were otherwise unavailable in Alaska. This support is part of a collaborative, statewide effort to recruit, train, and retain workers in home and community-based health care and behavioral health services.



Retention

How to Use this Manual

It has become increasingly difficult for organizations to retain staff. This manual is, therefore, intended to offer an overview of retention strategies that organizations serving Trust beneficiaries can use today to retain the workforce needed to meet demands.

Before turning to any other section of this manual, look at the **Self-Assessment** section. Using the Self-Assessment data prior to starting on a program to fix a problem is vital. An additional tool is the turnover calculator. This should be done before moving on to other sections. The turnover calculator is a very strong verification of how well an organization is doing at retaining employees. The national average for DSD turnover is between 40-60% which is staggering. In all sections, an organization should be looking for a turnover rate lower than 30%. The lower the better. If higher, then going through this manual may help.

Each subject within the Self-Assessment has a corresponding area in the Manual. If one area on the Self-Assessment is blatantly obvious, then start with that part of the manual. If no one specific area of concern was identified, brainstorm which area seems to be the one where change is most needed.

Have two or three members of your staff take each Self-Assessment. Then compare and contrast the answers. Remember, *the Self-Assessment is a tool* to help figure out strengths and weaknesses. Once found, the team can build a plan, using the suggestions and tools listed in this manual. If you hear it once you will hear it a thousand times: only change one thing at a time, work together as a team, and concentrate on fixing that one thing first. Then use these self-assessments again in six months.

Remember, whether a strategic plan on retention issues is created, or only the most important issue is addressed, it is very important to implement change slowly and change one issue at a time. Read the manual, determine a solution that works for your organization, implement it with support from management and staff, nourish it, examine the results in six months or a year, and then determine to institutionalize the change or figure out how to make it better.

Retention Self-Assessment

Does your organization have:

An active orientation process?	Yes	No
Where the:		
Organization's mission, values, and vision are discussed?	Yes	No
History of the organization is discussed?	Yes	No
New employee finds out how s/he fits into the organization?	Yes	No

Results: If you answered mainly NO, go to the section *Orientation*

Does your organization:

Have a written training plan for new employees?	Yes	No
Varied training plans based on the positions and individual qualifications?	Yes	No
Include opportunities for job shadowing for the new employee?	Yes	No
Tell employees about opportunities for advancement within the organization? (e.g., cross-training, supervision, etc)?	Yes	No
Offer skills training and/or best practices training on a routine basis?	Yes	No

Results: If you answered mainly NO, go to the section *Staff Training*

Does your organization:

Offer classes on leadership/supervision to supervisors?	Yes	No
Ensure supervisors have time to supervise?	Yes	No
Recognize staff?	Yes	No
Make sure supervisors recognize staff for quality work?	Yes	No
Make sure supervisors are culturally sensitive?	Yes	No
Make sure supervisors are practicing and preaching self-care?	Yes	No

Results: If you answered mainly NO, go to the section *Supervisors*

Do the employees in your organization:

Have good morale?	Yes	No
Good communication (from and to management and laterally)?	Yes	No
Know what is going on in the organization?	Yes	No

Results: If you answered mainly NO, go to the section *Communication*



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Turnover Calculator

Calendar Year _____

Please fill in the blanks for your agency focusing on direct support and frontline supervisor positions. These formulas assume you are making computations based on the calendar year.

1. Crude separation rate (turnover) for Direct Support Professional (DSP)

$$\text{Turnover} = \frac{\text{Total \# of DSP who left the organization or agency in the calendar year} \times 100}{\text{Divided by the total number of DSP positions as of Dec. 31}} \%$$

$$\frac{\boxed{} \text{ Vacant positions}}{\boxed{} \text{ Current staff} + \boxed{} \text{ Vacant positions}} \times 100 = \boxed{} \%$$

2. Crude separation rate (turnover) for Frontline Supervisors (FLS)

$$\text{Turnover} = \frac{\text{Total \# of FLS who left in the calendar year} \times 100}{\text{Divided by the total number of FLS positions as of Dec. 31}} \%$$

$$\frac{\boxed{} \text{ Vacant positions}}{\boxed{} \text{ Current staff} + \boxed{} \text{ Vacant positions}} \times 100 = \boxed{} \%$$

3. Percent of Direct Support Professional leavers with less than 6 months tenure

Fill in = Percentage of leavers equals Total # of DSP who worked in the calendar year and left before working 6 months X 100 with less than 6 months tenure, divided by the total number of DSP who worked in the calendar and resigned by Dec. 31

$$\frac{\boxed{} \text{ \#DSP left before 6 months}}{\boxed{} \text{ Total \# DSP Leavers}} \times 100 = \boxed{} \%$$

4. Vacancy Rate for Direct Support Professional

$$\text{Vacancy Rate} = \frac{\text{Total \# of vacant DSP positions as of today} \times 100}{\text{Divided by the total number of DSP positions as of today}} \%$$

$$\frac{\boxed{} \text{ Vacant positions}}{\boxed{} \text{ Current staff} + \boxed{} \text{ Vacant positions}} \times 100 = \boxed{} \%$$

5. Vacancy Rate for Frontline Supervisors

$$\text{Vacancy Rate} = \frac{\text{Total \# of vacant FLS positions as of today} \times 100}{\text{Divided by the total number of FLS positions as of today}} \%$$

$$\frac{\boxed{} \text{ Vacant positions}}{\boxed{} \text{ Current staff} + \boxed{} \text{ Vacant positions}} \times 100 = \boxed{} \%$$

calculator resource: College of Direct Support



Orientation & Training

After hiring qualified personnel, the first step is to welcome new employees to the organization by providing them with an orientation. Orientations are different than trainings; trainings are offered to help new employees learn the competencies needed to do the job; orientations are the step that introduces new employees to the organization. The purpose of an orientation is to welcome new employees. The orientation introduces the new employee to the organization and its mission, vision, and values. The other purpose is to give them information about how the departments are inter-related, what the organizational chart looks like, the population served, where to go to for help, discussions about the stressors that are found on the job, and the importance of finding ways to de-stress both on and off the job. Especially in this industry, it is important to reiterate soon as possible, and as soon as possible, that the job can be stressful and it is important to take care of oneself and reduce stress whenever possible. When the orientation is over, the new employees should be able to tell their friends something about the organization and should know the organization cares about them and their stress level, but they should not have learned anything specific about their individual jobs. Orientation is all about the big picture and welcoming the new employee to the organization.



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Some examples of things to include in the orientation are:

- Welcoming message – from lead personnel
- Introductions
 - The new employees to each other
 - To others in organization
 - At a large organization this might seem overwhelming, but:
 - The bulletin board, newsletter, or other mass media can be used
 - The individual can be introduced to the people in his/her unit and units closely related.
 - In smaller organizations, a quick tour introducing the new employee(s) to each section/person is an option, but so are the ones listed above.
- Overview organization's history, how organization came to be.
- Overview and discussion of Mission, Vision, and Values and how they are integrated into everyday activities.
- Review policies and procedures that are important to new employee
 - Benefits (e.g., holidays, sick leave, vacation, flex schedule possibilities, etc)
 - Procedures to get those benefits (e.g., forms to fill out, who to contact, etc)
 - Overview what to do if employee has complaint or concern
 - Dress codes, timeliness codes, timesheets, etc
- Overview of the organizational chart
 - Who is who
 - How each part of the organization relates to the other
 - New employees role in agency connecting the new employees positions to larger picture

- Stressors and De-stressors

- Realistic descriptions of what is hard about the job, not scary descriptions, but accurate
 - Time management issues
 - Conflict resolution
 - Managing behaviors
 - Others
- Strategies to deal with the stressors on the job
 - Importance of time management and flexibility
 - Importance of coping skills (reframe problem, focus on the positive, etc.)
 - Acceptance of stress (don't try to control the uncontrollable, take a walk, etc.)

Orientations should be several hours in length, if not longer and there should be a clear break from the orientation and the training.

Staff Trainings

While talking to employees, many of them have told stories of being left alone on their first days with little or no training, leading to many of the worst work-related horror stories and to organizations with high turnover rates. In this industry, leaving a new employee on the job without proper training can lead to the consumer receiving bad care. The new employee not following procedures can lead to legal troubles or injury to either the employee or the consumer. Still, it seems to happen often; organizations are short staffed and need the employee on the job. This phenomenon is not confined to only entry level paraprofessional positions; all new employees need some training. However, training for professional and experienced staff can be shorter.



Training plans

Training plans are as essential as having an orientation. Training plans allow an organization to focus the learning on the key areas of importance for each employee and focus on adult learners. Adult learners are least likely to learn by putting them in front of a manual for six hours and asking them to read the procedures. Likewise, adult learners don't gain much from being lectured to without any additional supporting pictures or discussion. Discussion, interacting with others, or practicing is how adult learners learn best. (Hewitt 161)

Employees in entry level jobs or with less experience may need a more specific training within the first month of employment. Clear instructions on what the job is and how to do it are vital to having a confident and long-term staff. During the training, cover the basic core competencies of the job. Allow the new employee to job shadow a more experienced worker to see how the job is done, and to do the job under supervision. A job shadow is where an experienced worker allows the new employee to follow (work with) him/her for an amount of time, usually 1-3 days. This allows the new employee to have some guidance on how the work is done at *this* organization; work with the experienced worker to see how the knowledge and skills are applied in "real" situations; and ask questions before being expected to know the "ins and outs" of supporting people this organization supports. The experienced worker must be one who is trusted by the organization to show the new employee the correct procedures, and not short-cuts that are not approved by the supervisor.

That said, here are some of the subjects that would be helpful to all new employees regardless of educational level and experience:

- How consumer/client forms are created and maintained by staff
- How different departments work together (e.g., residential services and recreational services)
- Procedures specific to care (e.g., dealing with difficult behavior, documentation, ethics)
- Supervisory issues, team building issues



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All employees should be given a training plan that shows the core competencies of the job; the key responsibilities, knowledge, and job tasks that are necessary to carry out certain core functions with a certain level of skill and problem-solving abilities. Ensure the new employee understands which core competencies must be completed first, the date each specific competency must be obtained, and the reasons and incentives for obtaining these competencies. Reasons include safety of staff and people supported, professionalism and importance of the job held, and any incentives that can be given for obtainment. If there is a training plan that extends past the first level of training, into tiers or levels (e.g., DSP I, DSP II, DSP III), explain what the employee needs to continue to gain skills in the competency areas and when/where/how that can happen.

Evaluation of the training (by employee) and evaluation of the competency/knowledge (of the employee) are essential aspects of training. Training module evaluations can help improve the training itself. The evaluation of the individual's grasp on the competency ensures that they listened to and understood the important points. The best way to evaluate is by having the individual do the actual steps of the task in front of the supervisor or training manager. Take into account any barriers to testing (e.g., disabilities needing accommodation, English as a Second Language, etc).



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Training for Long-Term Staff

Training must be an ongoing concern. A supervisor, together with a training manager, can assess the current skills of all the employees supervised to see where skill development is most urgently needed. Align training with competencies, job descriptions, and changing client needs (e.g., people with developmental disabilities and dementia, serving veterans with behavioral health issues and/or traumatic brain injuries, etc.). Allow staff to provide input on training decisions, such as what training sessions are needed, preferred learning styles, and time(s)/date(s) the classes will be offered. Develop a training calendar that is disseminated to all staff widely and often. Take advantage of existing resources in the community (e.g., the Trust Training Cooperative, provider organizations, professional organizations, community schools, etc). Partner with other agencies to bring in specialized training, when needed or desired.

Supervisors

Making or Breaking an Organization

There are websites devoted to the bad boss. On those sites, each contributor is telling the reader about a time when his/her boss “was so bad” that others would gasp in disbelief. Some of the stories that come from this industry are horrendous:

- The supervisor that never gave anyone training on the first day because she thought it allowed her to judge whether or not the new employee could handle the job;
- The supervisor who yelled at the certified nurse assistant for not working because she was “just sitting around” when actually she was taking her lunch hour to sit with a scared and dying elder so the elder would not be alone;
- The supervisor who hired new unqualified employees, because she was tired of working overtime and instead put the unqualified employees on the schedule immediately without training and without back-up.

Source: www.workingamerica.org/badboss



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Train Supervisors

The number one reason people leave an organization is bad bosses, according to Monica Oss, editor-in-chief of Behavioral Health Management Magazine (May/June 2005, pg. 6). Supervisors make a huge difference in the job satisfaction for employees in our industry; in a recent survey of direct service workers, job satisfaction was most highly correlated with supervisor support (Ward, 2009). Because being a supervisor is not an automatic known skill, once a person becomes a supervisor, a training plan should be put into place to make sure the employee begins to learn the skill set needed to become a good supervisor. The Leadership Institute is offered once a year through the TTC (CHD), to help train new supervisors in this industry learn how to be supervisors and leaders through the Trust Training Cooperative (Center for Human Development). Other opportunities for training include online courses, in-house mentoring, or other courses offered through state (e.g., and national programs). Some organizations decide to institute a national management and/or supervision program (e.g., FISH!, How Full is Your Bucket, etc.) that also can be helpful. Regardless of where the training comes from, it is vital to train new supervisors, especially when promoting from within. Promotions show the entire staff there is room for advancement in the organization, but can also leave the individual with delimitas and divided loyalties (old friendships and new responsibilities), offering training gives the individuals tools and strengthens belief in supervisory role.

Time

The number one complaint of supervisors across the board is there is not enough time in the day to do all of their assigned work, plus do the work that accompanies supervising employees. While many supervisors realize that employees need feedback and attention, they argue that the speed at which many organizations move makes it difficult, if not impossible to give that individual attention. Organizations must make it a priority for supervisors to have time to speak with, mentor to, and train subordinates. By doing this, employees feel their positions are important, supervisors feel they have a bit of breathing room, and consumers are getting the level of care necessary. Supervisors must be in charge of their time to be able to manage it. If they are scheduled with too many meetings, too heavy of a caseload, or other mandatory items beyond supervising, and have no flexibility on when/how that work gets done, then the work-life balance is out of balance. Rethink the number of mandatory items (e.g., reports, meetings, etc.) that must be done each week – create a working group to see if some processes can be streamlined to give the supervisors more time in their schedules and offer them more flexibility to do what is needed for their selves and staff.



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Recognizing Staff

Staff need to be recognized for well-done work. Recognition has many components and isn't just about giving staff monetary rewards or gifts. It is about being recognized. This means the supervisor should be aware of what is happening on the job and who is providing exceptional care. It is easier for supervisors to be aware of what is going on if they practice "management by walking around." That is, taking some time each month to go out — in a positive and upbeat manner — to the sites where direct service professionals are working (whether in the same building or out in the community) and see how they are doing. It is important to go by yourself, catch the employees doing something right, engage them in casual conversation, and help out while talking. By catching staff "doing right" and getting out of the office, the subordinates will believe the supervisor is forming his/her own opinions instead of listening to other employees.

It is imperative for organizations to recognize staff in both big and small ways. There are several ways to recognize staff, including doing it regularly on an organizational level (employee of the month, recognition cards, etc.). Recognition can also be done in person by the supervisor for a job well-done on a one-on-one basis. If an organizational level recognition program is going to be instituted, it should be done with caution. The Workforce Development Committee should discuss the pros and cons to instituting any organization-wide recognition program. If it undertakes such a program, steps must be put into place to a) market it to the employees (repeatedly, for months); b) highlight the recognized employees; c) ensure it is an unbiased recognition program; and d) be ready for some criticism. The gifts do not have to cost a lot; for instance, employee of the month can have a special parking spot.

In general, people want to feel appreciated for what they have done on the job.

- Especially if it went above and beyond, saved the company a client, money, reduced risk or found a cost-saving approach.
- Recognition must be immediate.
- Recognition can be private or public.
- Recognition must be heartfelt.



Retention

Dealing with Difficult Employees

There are plenty of books devoted to dealing with difficult employees. The main point of addressing it in this manual is recognizing how a difficult employee can interfere with a group's dynamic. Retention of other employees can be affected if a difficult employee is not dealt with correctly. Dealing with the difficult employee correctly means either helping the employee move forward on the job or firing the individual if he or she is not able to move forward. While either of these actions will help with retention, doing nothing may push hard-working employees to find new employment. The signs of a difficult employee are easy to recognize, they include:

- Blaming others for mistakes
- Being routinely late for shifts
- Increasing number of complaints by co-workers and clients
- Not following directions or not following directions well
- Becoming defensive about work
- Not cooperating with others

While some behaviors can be short-term and be caused by outside stressors, a supervisor must take all of these behaviors seriously because they can wreak havoc on the team's abilities to work together. Addressing the behaviors is paramount to help move the team remain strong. The supervisor must figure out what the situation is (e.g., is the staff person consistently late, getting complaints, etc?), who is involved (e.g., has there been a confrontation, have consumers complained, etc?), and what is the best solution to move the employee forward. Once these items are surmised, then a plan for supervising the difficult employee and moving him or her past the probationary period can be developed.



Retention

Cultural Competency

In this industry, providing care for a variety of diverse individuals, and being culturally aware and sensitive, is one of the main components for the job competencies. Supervisors, however, have an additional need to be aware and respect the diversity of the staff. By appreciating the differences and valuing what each employee brings to the team, the supervisor is able to meet the consumers' needs better. As supervisors, they may supervise people of many different ethnicities and backgrounds. It is important to keep an open mind and understand that the reaction the supervisor is receiving may not be due to anything other than a difference in perspective. It is important to confront all discriminatory behavior as well.

Self-Care

This industry is hard on people, burn-out rates are high (Larson 2005). Some of the jobs are physically challenging and all of the jobs are mentally and/or emotionally challenging. It is important for all members of this workforce to practice self-care, which is to take care of one's emotional and physical health. Supervisors should ensure that subordinates are remembering the different de-stressing techniques taught to them and inquire if all is going well. Supervisors must also do a checklist on themselves to ensure their own emotional and physical balance. While it is common sense to "take care of yourself," there is also much research that states we feel better and work better if we are in good emotional and physical health. Being physically/emotionally unhealthy can lead to stress on the job and to unintended consequences, such as yelling at a coworker or consumer; being careless, or unable to deal with the pressures of the job, again leading to burn-out.

During an Alaska based pilot program on recruitment and retention in 2008, communication came out as the number one issue that needed to be addressed by all agencies in the program.

Communication

Communication breaks down between every level, top management, middle management, direct line staff, and the consumer (and family). This can be a safety concern when it comes to the consumer and a morale concern when dealing with the employee. It is important that the lines of communication between all levels of staff be open and flowing with information. Helping with the time-management issue, allow managers and supervisors to create Saved Time that is specifically set aside for communication with staff.

Top to Bottom

One of the main communication complaints is that by the time the information gets from the top management to the front line worker, the content or intent has changed. It is like the old game of telephone, where each person would whisper a message into the next person's ear and at the end of the chain the message would be something totally different from what was originally said. The employees simply want to know what is going on more accurately and quickly. Here are some suggestions on how to start down that path:

- Evaluate current policies and procedures surrounding how and what is done while on the job to see if there is any disparities between what people think they are suppose to be doing and what they are actually doing.
- Create opportunities for work teams to get to know each other better via all staff and/or training meetings.
- Start (restart) newsletters or online newsletters to help spread news, employees' joy, highlight procedures, commend employees, applaud accomplishments of clients, etc.
- Make sure people know how to get questions answered.
- Develop a communications committee to help evaluate the communication situation at the organization and come up with innovative solutions.
- Develop a communications committee to help evaluate the communication situation at the organization and come up with innovative solutions.
- Use a bulletin board, facebook page, or paycheck envelope to highlight news.



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Lateral

Oftentimes the misinformation is being fed by peers at the same level. Make sure middle management (front line supervisors, clinical supervisors, etc) have an opportunity to meet together occasionally to find out what is happening within the different departments. This helps tackle large overlapping issues, reduces conflicts between divisions, and increases cooperation between units. Make sure direct service providers know the correct procedures to use with every consumer and are able to exchange notes with each other at the end of shifts.

Morale as an Issue of Communication

Rumors can destroy morale. Having two sets of instructions can destroy morale. Good communication practices can make these issues and others a moot point. It is important to create a positive atmosphere that breeds trust. The executive director and other top management staff are key to this process. The more willing management is to stop and engage staff, the more belief is that there is a place within the organization for the individual employee. If there is a “contest of wills” between a family member and an employee, by having an environment of open communication the parties involved work through the problem instead of having to be replaced. Morale is tied closely to the belief that the employee is empowered to do the right thing, make a judgment call, to serve the consumer in the best way possible – that increases morale. This type of empowerment does not happen in organizations with poor communication processes.

Additionally, with good morale comes more outspoken and happy employees who become ambassadors for the organization. Staff will tell family, friends, and acquaintances what they do for a living. In addition, if they are given the right tools (see above, Role of Current Employee in Recruitment), then these same employees can be screening and recruiting potential employees constantly throughout their day. (Hewitt, 2005)

Resources

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Resources

Helpful Resources for all aspects and specific to this industry:

Book: Staff Recruitment, Retention, and Training Strategies for Community Human Service Organizations by Sheryl Larson and Amy Hewitt, Published by Paul H Brookes Publishing, 2005

Website: The Alaska Mental Health Trust Authority, Workforce Development Focus Area
http://www.mhtrust.org/calendar/index.cfm?fa=catalog_class&classid=131

Website: The Alaska Alliance for Direct Service Careers, www.aadsc.org



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Website: www.napawash.org/pc.../VA_Recruiting_Retaining_Report.pdf

RECRUITING AND RETAINING A DIVERSE HIGH-PERFORMING WORKFORCE: A Report by a Panel of the NATIONAL ACADEMY OF PUBLIC ADMINISTRATION for the United States Department of Veterans Affairs

Panel Myrta (Chris) Sale, Gary A. Christopherson, Frank A. Fairbanks, John Palguta, Delores L. Parron, Alvin J. Schexnider, Julius M. Williams, Jr., October 2008

Website: National Clearinghouse on the Direct Care Workforce <http://www.directcareclearinghouse.org/index.jsp>

Addressing DSP workforce challenges: Strategies for agencies

Website: Paraprofessional Healthcare Institute <http://phinational.org>

Addressing paraprofessional issues including training, retention, and quality standards.

Website: The Annapolis Coalition <http://www.annapoliscoalition.org/pages>

Action Plan on Behavioral Health Workforce Development http://208.106.217.45/pages/default2.asp?active_page_id=61

Working to improve the recruitment, retention, training, and performance of the prevention and treatment workforce in the mental health and addictions sectors of the behavioral health field

Website: Better Jobs Better Care <http://www.bjbc.org/resources.asp>

Working to make changes in long-term care policy and practice that help to reduce high vacancy and turnover rates among direct care staff across the spectrum of long-term care settings and contribute to improved workforce quality

Website: Family Caregiver Alliance http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=368

Website: National Alliance for Direct Support Professionals <http://www.nadsp.org/main/index.asp>

Promoting the development of a highly competent human services workforce which supports individuals in achieving their life goals

Website: American Network of Community Options and Resources <http://www.ancor.org>

To inform, educate and network service providers to safeguard, develop, grow, and extend their capacity to support the choices of people with disabilities.



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Website: The National Direct Service Workforce Resource Center <http://www.dswresourcecenter.org/tiki-index.php>

Supports efforts to improve recruitment and retention of direct service workers who help people with disabilities and older adults to live independently and with dignity.

Website: Society of Human Resource Management <http://www.shrm.org>

The website for the professional organization for human resource professionals that work in all industries.

RECRUITMENT SPECIFIC RESOURCES

CMS Direct Service Workforce Demonstration Promising Practices in Marketing, Recruitment and Selection Interventions, December 2006, Prepared by University of Minnesota, Research and Training Center on Community Living in partnership with The Lewin Group <http://rtc.umn.edu/docs/DSWPromisingPracticesFINAL.pdf>

Descriptions of Direct Care Workers Jobs

Direct Care Workers in Long Term Care (website and/or PDF available: http://www.directcareclearinghouse.org/download/ncdcw_factsheet-1.pdf)

Who Are Direct Care Workers (website and/or PDF available: <http://www.directcareclearinghouse.org/download.org/download/ncdcw%20Fact%20Sheet-1.pdf>)

Knowledge and Skills Need for Dementia Care (website and/or PDF available: <http://www.directcareclearinghouse.org/download/DemCompGuide-EverydayLang.pdf>)

Hot Jobs in Alaska: Consider a Job in Healthcare (includes Behavioral Health, Occupational Therapy, and other Healthcare jobs) (PDF and website: www.jobs.state.ak.us/hotjobs/healthcare.pdf)

Nine Elements of Quality Job (website available: <http://phinational.org/about/qcjq/the-9-elements-of-a-quality-job>)

The Competency Model Clearinghouse - <http://www.careeronestop.org/COMPETENCYMODEL/careerpathway/cpwoverview.aspx>

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