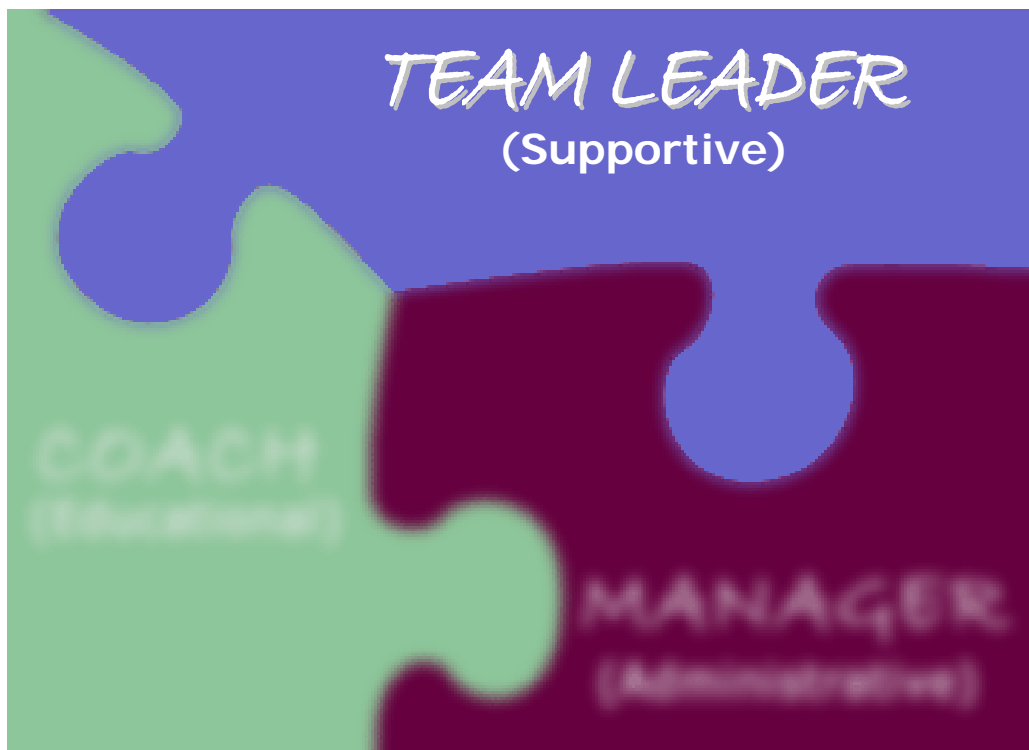


SUPERVISORY TRAINING:

PUTTING THE PIECES TOGETHER

Unit III

Supportive Supervision: Supervisor as Team Leader



Participant Manual & Training Handouts

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Agenda

Day 1

- | | |
|---------------|-------------------------------------|
| 8:30 – 9:30 | Introductions |
| 9:30 – 9:45 | Break |
| 9:45 – 11:30 | Supervisor as Motivator |
| 11:30 – 12:30 | Lunch |
| 12:30 – 2:00 | Supervisor as Counselor |
| 2:00 – 2:15 | Break |
| 2:15 – 3:15 | Supervisor as Counselor (continued) |
| 3:15 – 3:30 | Personal Reflection |

Day 2

- | | |
|---------------|---|
| 8:30 – 10:00 | Supervisor as Burnout Prevention Specialist |
| 10:00 – 10:15 | Break |
| 10:15 – 11:45 | Supervisor as Team Leader |
| 11:45 – 12:45 | Lunch |
| 12:45 – 2:15 | Supervisor as Team Leader (continued) |
| 2:15 – 2:30 | Break |
| 2:30 – 3:45 | Supervisor as Team Leader (continued) |
| 3:45 – 4:00 | Personal Reflection |

Day 3

8:15 – 10:15	Supervisor as Conflict Manager
10:15 – 10:30	Break
10:30 – 11:30	Job Satisfaction
11:30 – 12:30	Lunch
12:30 – 2:00	Job Satisfaction (continued)
2:00 – 2:15	Break
2:15 – 3:00	Concluding Activities

Training Competencies & Learning Objectives

Competency 1:

Knows the value of supportive supervision.

- a. Describes the major components of supportive supervision.*
- b. Differentiates supportive supervision from administrative and educational supervision.*

Competency 2:

Knows how to motivate staff.

- a. Can effectively engage diverse groups of people in working together toward a common goal.*
- b. Recognizes differing motivations amongst staff.*
- c. Describes the components of a positive work environment.*
- d. Describes the modes of empathy.*
- e. Knows how to apply each mode of empathy.*

Competency 3:

Able to recognize secondary trauma in self and others and implement strategies to address it.

- a. Defines secondary trauma, the indicators, risk factors, and possible causes.*
- b. Differentiates between secondary trauma and other stress-related conditions.*
- c. Knows self-care strategies to address secondary trauma.*
- d. Describes SAFE-R model for debriefing secondary trauma situations.*
- e. Demonstrates the ability to debrief secondary trauma situations in case examples.*

Competency 4:

Able to recognize burnout and recommend interventions to address it.

- a. Defines burnout, the indicators, risk factors, and possible causes.*
- b. Describes the supervisor's role in preventing burnout.*
- c. Describes the concept of resiliency.*
- d. Lists ways of encouraging resiliency in workers.*

Competency 5:

Able to assess and improve team functioning.

- a. Describes the benefits of having a work group that is cohesive.*
- b. Lists guidelines for establishing a cohesive work group.*
- c. Identifies ways groups can increase their cohesiveness.*
- d. Describes the stages of team development.*
- e. Identifies the characteristics of effective teams.*
- f. Identifies the common issues teams encounter as they work together.*
- g. Describes the strategies for preventing and overcoming team issues.*

Competency 6:

Able to identify and facilitate successful resolution of conflict.

- a. Assesses their own mode of conflict.*
- b. Describes the different modes of conflict management and appropriate uses for each.*
- c. Explains the "Getting to Yes" model for negotiation.*
- d. Demonstrates conflict management in case examples.*

Competency 7:

Able to apply strategies to increase the job satisfaction of workers and improve retention.

- a. Describes factors related to retention of workers.*
- b. Describes the components of a reward system.*
- c. Describes informal and formal rewards.*
- d. Explains the steps for implementing a reward system.*
- e. Demonstrates application of a reward system to workers on their unit.*

Understanding Motivation*

Part I:

Spend a few minutes reflecting on the following questions. Write down key points.

1. Think of a time when you have had a supervisor who has motivated you to do your best. What were the behaviors that motivated you? Was it something that the supervisor said? Was it something that he or she did? What happened? How did these actions make you feel? How did you respond to the behavior? _____

2. Think of a time when you felt demotivated or powerless as a result of something a supervisor said or did. What specifically did he or she do? How did these actions make you feel? _____

* This exercise adapted from: Kouzes, J. & Posner B. (2003). *The leadership challenge planner*. San Francisco: Jossey-Bass/Pfeiffer.

Part II:

Write the name of each of your team members in the top row. Think about each of your team members and respond to the questions.

Question to Contemplate	Name:	Name:	Name:	Name:	Name:
What motivates this person?					
What unique perspective does this person bring to our team?					
Which of this person's strengths and skills can our team use?					

Question to Contemplate	Name:	Name:	Name:	Name:	Name:
What kind of training might help this person become a stronger team member?					
What opportunities can I provide for this person to assume greater responsibility or achieve greater visibility?					
What information does this person require to work productively?					
What opportunities can I provide for this person to work collaboratively with other team members?					

Establishing a Positive Work Climate*

A supportive work climate encourages positive staff attitudes. You, as a supervisor, can help establish a supportive work climate by promoting the following characteristics.

Openness

Your own open behavior will go a long way toward bringing about that behavior in the work environment. Supervisors who display an open attitude toward people and their ideas demonstrate to workers that they must be receptive to the contributions of others. Openness does not mean there is no structure, but rather that the individual worker has a voice in determining structure.

Mutual Trust

Openness is related to trust. When trust is a part of the work environment, workers know that they are not going to be hurt or judged by you or other workers. The result is a mutually reinforcing situation in which risks can be taken, questions can be asked, and opinions can be stated without fear of ridicule or repression. If positive results are to occur, this condition is a must.

Mutual Respect

Mutual respect requires that opinions and ideas be tolerated, even though you may not consider them to be valid. You should recognize that each worker has undergone different life experiences and has been attempting to make sense out of these experiences. The sum of these experiences represents a life view that has been arrived at over an extended period of time.

Workers have a right to that life view until presented with a reality basis for changing it. A different life view can enrich other workers if you as a supervisor allow exchange to occur. You should not back away from ideas because they may create conflict, but rather use the conflict to sharpen the issues and enhance the excitement of learning and professional growth. In effect, the message given should be: We can disagree without being disagreeable; let us celebrate our differences.

* Adapted from: Jorgensen, J.P. & Keplinger, B.W. (1979). The social worker as a staff trainer. *Public Welfare*. Winter, pp. 43-44.

Mutual Concern

The element of mutual concern in the work unit is usually not evident until individuals or groups have been together for a period of time. You, as a supervisor, can facilitate mutual concern among your workers by promoting a feeling of belonging. This means paying attention to loners, reaching out, being aware of developing cliques or factions, and calling attention to politicizing influences in the group. Workers will manifest mutual concern to the extent that they feel an integral part of what is going on. To put it another way, workers are more likely to be concerned about something in which they feel they have made an investment.

Challenge

Knowing what is expected of them seems to challenge workers. When expectations are within reach and workers know it, they will put forth the extra effort to achieve them. A supportive work climate emerges from openness, trust, respect, and concern. In a supportive climate, while all ideas are accepted, they are also scrutinized. Workers are asked in a non-threatening manner to defend their opinions and support their ideas.

In situations of challenge, workers are asked to give their best. You face them openly and honestly with the difficulties involved in their tasks and the importance of these tasks being performed well. They are faced with the challenge that providing child welfare services is a fluid, often volatile, process—but one that is worth doing.

Excitement

When excitement is present in the work environment, learning and professional growth are often seen as fun. You should constantly think: How can I present this material in the most challenging, exciting manner? You should experiment, weigh alternatives, and respond with excitement as workers show progress.

Techniques for Building Positive Attitudes*

Set Up Situations Where Workers Can Experience Success

- ❖ Workers should be provided with opportunities to experience success.
- ❖ Be imaginative in creating situations that allow workers to achieve some sense of accomplishment.
- ❖ The situations should be tailored to the interests and skills of each worker.

Provide Workers With Flexibility and Choice

- ❖ Whenever possible, allow workers to make decisions.

Encourage Workers to Participate in Decisions That Affect Them

- ❖ Workers often feel powerless; they should be encouraged to have some say over decisions that affect them.

Provide Support When Needed

- ❖ Workers should be encouraged to ask for support and assistance.
- ❖ Asking for help should not be considered a sign of weakness; rather, it should be considered a sign of strength.

Show Interest in and Knowledge of Each Worker

- ❖ Workers need to feel important and personally significant.
- ❖ Take time to get to know each person individually.
- ❖ Learn names of spouses and children, ask about families, find out about leisure activities.
- ❖ Personal knowledge of workers will provide clues to what reinforcers can be used effectively.

Demonstrate Confidence in Workers

- ❖ Confidence usually results in positive performance.
- ❖ Workers who are expected to do well will do so more frequently than others will.

* Adapted from: *Thirty Ways to Motivate Employees to Perform Better Training*. March 1980, 51-56.

Encourage Workers to Set Their Own Goals

- ❖ We usually know our own capabilities and limitations better than anyone else does.

Assure That Workers Understand What Is Expected of Them

- ❖ Unclear expectations can result in increased worker frustration.
- ❖ Workers must know what you want them to do and how they are expected to do it.

Assign Caseloads and Tasks That Are Consistent with the Worker's Needs, Interests, and Skills

- ❖ Although it is impossible to completely individualize tasks and caseloads, workers should be given the opportunity to meet their professional needs and follow through on their interests.

Individualize Your Supervision

- ❖ People require different supervisory approaches.
- ❖ Some workers need closer supervision than others do; generally, experienced workers require less intensive supervision.
- ❖ Providing the minimum amount of supervision required by the worker will usually result in optimal performance.

Recognize and Eliminate Barriers to Worker Achievement

- ❖ Many poor performers have all the ability and motivation needed to perform effectively, but they are held back by some barrier or obstacle. Attempt to remove that obstacle, if possible.

Establish a Climate of Trust and Open Communication

- ❖ The extent to which the work environment is characterized by openness and trust, motivation will be enhanced.

Use Participatory Democracy as Much as Possible

- ❖ Attempts should be made to manage democratically, encouraging worker input and participation.
- ❖ Whenever possible, the threat of rules and negative consequences should be discouraged.

Listen to and Deal With Worker Complaints

- ❖ Problems can greatly reduce productivity when they are not dealt with. It is important to handle problems and complaints before they get blown out of proportion. In addition, workers feel more significant when their complaints are taken seriously. Conversely, nothing hurts as much as when others view a personally significant problem as unimportant.

Model Motivation Through Your Own Behavior and Attitudes

- ❖ Nothing turns workers off faster than a supervisor who preaches motivation but doesn't practice what he/she preaches. This means you need to demonstrate energy, enthusiasm, animation, realism, etc. Modeling appropriate behavior and motivation is a powerful tool.

Criticize Behavior, Not People

- ❖ Negative feedback on performance should never focus on the performer as an individual. A worker can do a task poorly and still be a valuable employee. Too many people are inappropriately labeled "uncooperative," "incompetent," or "burned out." The self-fulfilling prophecy lives—and workers can begin to take on that role.

Empathy*

- ❖ Empathy is the ability to see the world from another person's perspective.
- ❖ It is the ability to get into the shoes of the other person.
- ❖ It involves being able to understand the other person's thoughts and feelings accurately.
- ❖ Empathy involves translating your understanding of the person's *experiences, behaviors, and feelings* into a response through which you share that understanding with the person.

* This handout is adapted from:

Salus, M. (n.d.). *Mastering the Art of Child Welfare Supervision*, American Humane Association.

La Monica, E. (1995). *La Monica Empathy Profile*. Tuxedo, NY: Xicom, Inc.

Five Modes of Empathy*

Nonverbal behavior is a person's use of body contact or body language to react in a situation and convey messages. This mode is being used when someone perceives understanding, patience, warmth, concern, and comfort—without words. Nonverbal behavior operates alongside and woven throughout verbal communications.

Perceiving feelings and listening shows your ability and willingness to enter another's world of feelings—to put on another's shoes and understand that world as it is believed to be. Perceiving feelings and listening involve looking at a situation in light of another's goals, strengths, and resources, and feeling that world for the sole purpose of knowing how to accurately anticipate needs.

Responding verbally gives messages of encouragement, support, and understanding. It involves accurate communication of perceived feelings—conveying that another person has been heard and understood. The manner and intensity of the other person is reflected in the participant's responses, and perceptions of understanding are checked for validity.

Respect of self and others demonstrates the degree of respect you have for the individuality of another and a belief that one always has a rationale for feelings and behaviors. Respect is at work when a person accepts each facet of another—what is said, done, and felt. There is neither a "right" way of behaving nor a "wrong" way of behaving, since the needs of the whole person are a unique picture.

Openness, honesty, and flexibility demonstrate a willingness to share feelings and to respond to situations that occur outside the norm, in accordance with one's ethical beliefs. Different approaches are used by the participant to encourage another to be open with feelings whenever the situation arises. Priorities also may be rearranged according to the immediate needs of another.

* Adapted from La Monica, E. L. (1986). *La Monica Empathy Profile*. NY: XICOM.

Secondary Trauma

"The capacity for compassion and empathy seems to be at the core of our ability to do the work and at the core of our ability to be wounded by the work" (Figley, 1995).

Secondary Trauma

"The natural consequent behaviors and emotions resulting from *knowledge about* a traumatizing event experienced by a significant other. It is the stress resulting from *helping or wanting to help* a traumatized or suffering person" (Figley, 1995).

Indicators of Secondary Trauma in Care-giving Professions

- Distressing emotions—such as sadness, frustration, anger, rage, and depression.
- Intrusive imagery of the principle actor's (the person who experienced the traumatic event directly) "traumatic material"—examples include dreams and flashbacks. An event or image may trigger an emotional flashback to an event at work.
- Numbing or avoidance of work with clients or related materials.
- Physical complaints—headaches, backaches, or stomachaches.
- Addictive or compulsive behaviors—overeating, sleeping disorders, and substance abuse.
- Impairment of day-to-day functioning in personal and professional situations—avoiding spending time with friends or feeling overwhelmed by work; for example, waking up in the morning and saying, "Oh, I've just had too much—I don't think I can do this work anymore."

Characteristics of...

Post-Traumatic Stress Disorder

- ❖ Recurrent and intrusive recollections of the trauma. Examples of these include dreams, nightmares, and flashbacks
- ❖ Avoidance of stimuli associated with the traumatic event or numbing of general responsiveness. Examples of this are where you avoid thoughts, feelings, or locations of anything associated with the traumatic event. Another reaction may be feeling a sense of numbing or being pessimistic about the future.
- ❖ Persistent symptoms of increased emotional arousal. Examples would include sleep problems, anxiety, exaggerated startle responses, and hyper-vigilance.

Vicarious Trauma (According to Dr. Perlman)

- ❖ There isn't always a direct connection between what happens, the event, and how a person is impacted or the level in which a person is traumatized.
- ❖ It is CUMULATIVE. Those smaller traumatic issues (e.g., sadness about a child, anger with a parent) keep building on themselves and accumulate over a period of time.
- ❖ It is different from secondary trauma, in that there may not be an end to it as it is based on a series of events and/or reactions, while secondary trauma can reach a conclusion as it is typically one event.
- ❖ Person-focused, not symptom-focused. Treatment focuses on the person and his or her cognitive/emotional reaction rather than on the symptoms of the secondary trauma.

Burnout

- ❖ A "process" rather than a fixed condition.
- ❖ Erosion of idealism.
- ❖ Feelings of a lack of achievement.
- ❖ Emotional exhaustion.

Secondary Trauma vs. Burnout

Secondary trauma is a contributing factor to burnout, and burnout is a significant issue for caseworkers.

- ❖ Burnout is a process and develops over a period of time.
- ❖ Secondary trauma can occur as a result of a single exposure to a traumatic event (for example, a child death or serious injury to a child).
- ❖ Secondary trauma is an element of burnout, or a contributing factor to burnout. Burnout is a broader concept than secondary trauma; that is to say, there are many different causes of burnout.
- ❖ Burnout is often characterized as an organizational problem, not an individual problem.
- ❖ Organizations can take steps to reduce the development of burnout (e.g., rotate work assignments or encourage staff to take leave time).
- ❖ Systemic factors, such as poor supervision and lack of resources, contribute to burnout.
- ❖ On the positive side, with secondary trauma, there is a faster recovery rate than for burnout
- ❖ And last, but not least, burnout and secondary trauma are very similar in that many of the symptoms of burnout are the same as the symptoms of secondary trauma (e.g., helplessness, frustration, anger, hopelessness).

Definition Distinction

1. This has a cumulative transformative effect on the helper who is working with survivors of traumatic life events.*

- a) Secondary trauma
- b) Vicarious trauma
- c) Burnout
- d) Post-traumatic stress disorder

2. The development of characteristic symptoms following direct involvement in a psychologically traumatic event.

- a) Secondary trauma
- b) Vicarious trauma
- c) Burnout
- d) Post-traumatic stress disorder

3. This is one step away from experiencing the traumatic event personally.

- a) Secondary trauma
- b) Vicarious trauma
- c) Burnout
- d) Post-traumatic stress disorder

4. A state of physical, emotional, and mental exhaustion caused by long-term involvement in emotionally demanding situations (Pines & Aronson, 1988).

- a) Secondary trauma
- b) Vicarious trauma
- c) Burnout
- d) Post-traumatic stress disorder

* Saakvitne, K.W. & Pearlman. (1996). *Transforming the Pain: A Workbook on Vicarious Traumatization*. New York: W.W. Norton.

Direct and Indirect Exposure to Traumatic Events

Examples of "Direct" Exposure to Traumatic Events

- ❖ Physical assaults
- ❖ Vandalism to property (e.g., cars)
- ❖ Verbal abuse (reaching the level of an assault)
- ❖ Threats of assault (e.g., telephone or mail, against worker or family member)
- ❖ Stalking
- ❖ Witnessing physical or verbal abuse against a child

Examples of "Indirect" Exposure to Traumatic Events

- ❖ Hearing or reading about traumatic events occurring to children, such as:
 - Child deaths
 - Serious injuries
 - Sexual maltreatment
 - Physical abuse or egregious neglect
 - Domestic violence
- ❖ Criticism by the press

The Personal Impact of Secondary Traumatic Stress*

<u>Cognitive</u>	<u>Emotional</u>	<u>Behavioral</u>	<u>Spiritual</u>	<u>Interpersonal</u>	<u>Physical</u>
<ul style="list-style-type: none"> • Diminished concentration • Confusion • Spaciness • Loss of meaning • Decreased self-esteem • Preoccupation with trauma • Trauma imagery • Apathy • Rigidity • Disorientation • Whirling of thoughts • Thoughts of self-harm or harm toward others • Self-doubt • Perfectionism • Minimization 	<ul style="list-style-type: none"> • Powerlessness • Anxiety • Guilt • Anger/rage • Survivor guilt • Shutdown • Numbness • Fear • Helplessness • Sadness • Depression • Hypersensitivity • Emotional roller coaster • Overwhelmed • Depleted 	<ul style="list-style-type: none"> • Clingy • Impatient • Irritable • Withdrawn • Moody • Regression • Sleep disturbances • Appetite changes • Nightmares • Hyper-vigilance • Elevated startle response • Use of negative coping (smoking; alcohol or other substance misuse) • Accident proneness • Losing things • Self-harm behaviors 	<ul style="list-style-type: none"> • Questioning the meaning of life • Loss of purpose • Lack of self-satisfaction • Pervasive hopelessness • Boredom • Anger at God • Questioning of prior religious beliefs 	<ul style="list-style-type: none"> • Withdrawn • Decreased interest in intimacy or sex • Mistrust • Isolation from friends • Impact on parenting (protectiveness and concern about aggression) • Projection of anger or blame • Intolerance • Loneliness 	<ul style="list-style-type: none"> • Shock • Sweating • Rapid heartbeat • Breathing difficulties • Somatic reactions • Aches and pains • Dizziness • Impaired immune system

* Source: Figley, C. (1995). *Compassion fatigue*. New York: Brunner/Mazel, Inc.

The Impact of Secondary Trauma on Professional Functioning*

<u>Performance of Job Tasks</u>	<u>Morale</u>	<u>Interpersonal</u>	<u>Behavioral</u>
<ul style="list-style-type: none"> • Decrease in quality • Decrease in quantity • Low motivation • Avoidance of job tasks • Increase in mistakes • Setting perfectionist standards • Obsession about details 	<ul style="list-style-type: none"> • Decrease in confidence • Loss of interest • Dissatisfaction • Negative attitude • Apathy • Demoralization • Lack of appreciation • Detachment • Feelings of incompleteness 	<ul style="list-style-type: none"> • Withdrawal from colleagues • Impatience • Decrease in quality of relationships • Poor communication • Subsume own needs • Staff conflicts 	<ul style="list-style-type: none"> • Absenteeism • Exhaustion • Faulty judgment • Irritability • Tardiness • Irresponsibility • Overwork • Frequent job changes

* Source: Figley, C. (1995). *Compassion fatigue*. New York: Brunner/Mazel, Inc.

A Survey: Assessing Your Success in Implementing Self-Care Strategies*

Please complete the following questionnaire according to the following:

- 5 = Frequently
- 4 = Occasionally
- 3 = Rarely
- 2 = Never
- 1 = It never occurred to me

Physical Self-Care

- Eat regularly (e.g., breakfast, lunch, and dinner)
- Eat healthy
- Get regular medical care for prevention
- Get medical care when needed
- Take time off when sick
- Participate in routine physical activity (dance, swim, walk, run, play sports)
- Get enough sleep
- Take vacations
- Make time away from telephones
- Other examples you use: _____

Psychological Self-Care

- Make time each day for self-reflection
- Write in a journal
- Read materials unrelated to work
- Do something at which you are not an expert or not in charge
- Pay attention to your inner thoughts—listen to your judgments, beliefs, attitudes, and feelings
- Routinely participate in a mentally stimulating activity—go to an art museum, history exhibit, read a book on a new subject
- Ask for and accept help and support from others
- Other examples you use: _____

* Adapted by David Conrad and Nancy McDaniel. Survey originally from: Saakvitne, Pearlman, & Staff of the TSI/CAAP. (Norton, 1996). *Transforming the Pain: A Workbook on Vicarious Traumatization*.

Emotional Self-Care

- ___ Spend time with others whose company you enjoy
- ___ Stay in contact with important people in your life
- ___ Give yourself affirmation and praise
- ___ Identify and seek out comforting activities and relationships that may include people and/or pets
- ___ Allow yourself to fully experience the "human condition"—cry; feel sadness or loneliness
- ___ Laugh every day
- ___ Other examples you use: _____

Spiritual Self-Care

- ___ Explore and make time for activities that are spiritually meaningful, such as meditation, time spent in nature, prayer, etc.
- ___ Be open to inspiration
- ___ Cherish your optimism and hope
- ___ Find literature that brings a sense of inspiration, optimism, or hope
- ___ Other examples you use: _____

Workplace or Professional Self-Care

- ___ Take a break during the workday (e.g., lunch)
- ___ Take time to connect personally with co-workers
- ___ Identify project or tasks that are exciting and rewarding
- ___ Set limits on time spent with clients and colleagues
- ___ Balance your workload (time with clients and paperwork)
- ___ Arrange your work space so it is comfortable and comforting
- ___ Get regular supervision or consultation
- ___ Other examples you use: _____

Balance

- ___ Strive for balance within you work-life and workday
- ___ Strive for balance among work, family, relationships, play, and rest
- ___ Other examples you use: _____

Strategies Workers Use*

Dinah Anderson conducted a study published in *Child Abuse & Neglect* in 2000 on the coping strategies of veteran child protection workers in a southern state. She obtained survey results from 121 workers and 30 supervisors. Anderson developed sub-scales that are defined as:

1. Problem-Solving – behavioral and cognitive strategies designed to eliminate the sources of stress by changing the stressful situation.
2. Cognitive Restructuring – cognitive strategies that alter the meaning of the stressful transaction so it is less threatening, is examined for its positive aspects, or is viewed from a new perspective.
3. Social Support – seeking emotional support from one's colleagues, one's family, and one's friends.
4. Express Emotions – releasing and expressing emotions.
5. Problem Avoidance – denial of problems and the avoidance of thoughts or action about the stressful event.
6. Wishful Thinking – cognitive strategies that reflect an inability or reluctance to reframe or symbolically alter the situation, hoping and wishing that things could be better.
7. Social Withdrawal – pulling back from colleagues, family, and friends, especially with regard to one's emotional reaction to the stressor.
8. Self-Criticism – blaming oneself for the situation and criticizing oneself.

* Adapted from: Anderson, D. (2000). Coping strategies and burnout among veteran child protection workers. *Child Abuse & Neglect*. 24(6), 839-848.

1. The #1 strategy used by these workers to cope with stress and burnout was:
 - a) Problem Avoidance
 - b) Cognitive Restructuring
 - c) Problem-Solving
 - d) Social Support

2. The #2 strategy employed by these workers was:
 - a) Cognitive Restructuring
 - b) Problem Avoidance
 - c) Wishful Thinking
 - d) Social Support

3. The #3 strategy employed by these workers was:
 - a) Cognitive Restructuring
 - b) Problem Avoidance
 - c) Social Withdrawal
 - d) Social Support

4. The #4 strategy employed by these workers was:
 - a) Problem Avoidance
 - b) Express Emotions
 - c) Social Withdrawal
 - d) Social Support

5. The least used strategy was:
 - a) Problem Avoidance
 - b) Social Withdrawal
 - c) Self-Criticism
 - d) Wishful Thinking

Additional Findings and Recommendations

- ❖ Despite low pay, 66% indicated their intention to do the work indefinitely.
- ❖ Commitment to protecting children is paramount.
- ❖ There is a need for greater use of social support.
- ❖ CPS workers should be engaged in more emotion-focused coping.

SAFE-R Model for Critical Incident Debriefing*

As a supervisor, you can help workers debrief traumatic events that may result in secondary trauma that can lead to burnout. The following model was developed by Jeffrey Mitchell and George Everly primarily for emergency and disaster workers, but the process is just as suitable for child welfare workers.

The SAFE-R Model

- Step One: **S**timulation reduction – remove the individual from the crisis situation—take a walk, get a cup of coffee, etc.
- Step Two: **A**cknowledgement of the crisis – ask the person who experienced the crisis:
1. “What happened?”
 2. How are you doing?”
- Step Three: **F**acilitation of understanding and normalization of symptoms and reactions – the supervisor actively seeks to understand the worker’s emotions and to normalize the event and his or her reaction.
- Step Four: **E**xplanation of basic concepts of crisis, stress, and stress management. Discuss stress management options with the worker and make a plan for employing self-care techniques.
- Step Five: **R**estoration of independent functioning occurs or a referral for provision of additional assistance is made. If further assistance is necessary, the supervisor should help the worker make the necessary arrangements through either agency contacts or the EAP program.

* Material adapted from: Mitchell, J. & Everly, G. (1995). *Critical incident stress debriefing: An operations manual for the prevention of traumatic stress among emergency services and disaster workers*. Ellicott City, MD: Chevron Publishing Corporation.

Debriefing Exercise

↻ Adapt the scenarios to fit the particular characteristics of your state.

Scenario 1:

Your worker, Tony, has been working with the Valdez family for the last year. The family initially came to the attention of the Department due to physical abuse allegations. The father whipped the son, leaving extensive bruising. Emilio was placed in foster care for about six months, then went home about three months ago. It's Monday morning, and you just found out that Emilio is in the hospital with fractured ribs and a concussion from a beating by his father. You need to tell Tony and process the event with him.

Scenario 2:

It finally happened. All those long treks made by your workers to go visit kids on that super speedway known as I-80 with no accidents—until now. One of your workers, Allison, got in a horrible accident on the way back from visiting a kid in another county on a slippery, icy road. She's going to live, but has multiple injuries and will be out for at least two months. All your workers are pretty upset. Spend some time debriefing the accident, Allison's injuries, and how this may impact staff.

Scenario 3:

Something really scary happened at the other office in your district. An irate father pulled a gun on a worker. He threatened her for about five minutes before finally calming down. He left the office, but was later arrested by the sheriff. The worker is incredibly traumatized and got pretty hysterical after the father left. Everyone is talking about it, discussing other scary parents they've worked with and other volatile situations. Debrief the incident with your staff.

Burnout

Burnout can be described as:

Exhaustion of a practitioner's mental and physical resources attributed to his or her prolonged and unsuccessful striving toward unrealistic expectations, internally or externally derived (Azar, 2000).

Maslach, Schaufeli, and Leiter (2001) describe burnout as consisting of three dimensions:

1. Emotional exhaustion – a reaction to feeling burnt out.
2. Cynicism and detachment from the job – the action typically employed as a reaction to feelings of emotional depletion.
3. Ineffectiveness and lack of accomplishment – related to emotional exhaustion and detachment; personal effectiveness diminishes in a downward spiral.

Emotional exhaustion is most commonly associated with burnout and connotes the individual stress related to burnout. Being cynical and detached from the job provides the interpersonal context of burnout. The third component relates to the self-evaluative component of burnout, where an individual has feelings of inadequacy and lack of achievement. All components are interrelated.

Maslach and Schaufeli (1993) in (Maslach et al., 2001) found five common elements related to burnout:

1. A predominance of dysphoric symptoms, such as mental or emotional exhaustion, fatigue, and depression.
2. The emphasis on mental and behavioral symptoms, rather than physical ones.
3. Symptoms are work-related.
4. Symptoms were not experienced before (concept that the individual was previously "normal").
5. Because of negative attitudes and behavior, work performance is diminished.

Supervisor's Role in Preventing Burnout

Supervisors must:

- ❖ Recognize the symptoms of burnout.
- ❖ Evaluate their own and their worker's reactions to burnout.
- ❖ Analyze the cause of burnout within the internal and external environment.
- ❖ Intervene to change.

Zischka and Fox (1983) recommend the following ideas for realizing the supervisor's catalytic role:

- ❖ Offer staff the opportunity to participate in decision-making.
- ❖ Train staff on techniques for participatory management.
- ❖ Meaningfully recognize efforts of staff.
- ❖ Support and strengthen a strong peer network and group cohesiveness.
- ❖ Encourage working together between staff and management.
- ❖ Help staff develop realistic coping strategies.
- ❖ Develop career-planning strategies.
- ❖ Evaluate workers' strengths ahead of weaknesses.
- ❖ Promote special interests of staff.
- ❖ Arrange for assignment changes.
- ❖ Create a learning environment.

Domains of Work Life & Burnout

Workload: It may be too much work or the wrong kind of work for the individual. Workload issues often lead to both emotional and physical exhaustion.

Control: The individual either perceives insufficient control over the resources to do the work or insufficient authority to get the job done. This area also addresses individuals who feel overwhelmed by their responsibility.

Reward: This area includes both financial and social rewards, and a lack of sufficient rewards may cause people to feel devalued. A lack of intrinsic rewards is also associated with this area.

Community: A positive sense of community within the workplace is associated with lower levels of burnout. When people feel disconnected, feelings of burnout increase.

Fairness: This is a broad domain and includes compensation, treatment of employees, and even workload. The perception of fairness shapes whether employees feel respect for themselves and their work. A lack of fairness is emotionally upsetting and contributes to an attitude of cynicism.

Values: This domain also encompasses a broad area, looking at both the values of the organization and the individual. Questions to assess include whether the organizational values align with the individuals, whether the mission statement does actually guide practice, and whether the organization supports the individual's goals. Conflict between values leads to a sense of incongruity, often resulting in frustration.

Preventing Burnout*

It is not enough to recognize the reality of burnout among child abuse professionals—we must be proactive in combating it. Toward this end, consider the following suggestions.

First, be well trained.

If, for example, your job involves speaking to children, make sure you have a thorough grounding in child development, memory and suggestibility research, and linguistics. Adequate training will produce stronger cases and fewer opportunities for defense attorneys, the public, and others to hurl rocks in your direction. Training also allows you to take a breather, reflect, and then develop the best practices. Training energizes child abuse professionals and gives us important contacts that can assist in the handling of difficult cases.

If you are a supervisor, make sure your budget allows for adequate training opportunities, not only as a means of delivering quality service to the community, but also as a means of assuring the emotional well-being of the keepers of the children.

Second, support the members of your multi-disciplinary team.

Make a concerted effort to get together on regularly scheduled social outings as a means of unwinding and offering each other support. If your jurisdiction does not have a multi-disciplinary team, this is one more reason to start one.

Third, praise one another often and in public.

Press releases announcing a child abuse conviction should include public praise for the investigators and prosecutors handling the case. In addition, send personal thank-you notes to all the workers involved in the case. Rather than a form letter, take the time to understand why the work of the child protection professional made a difference, and commend the work accordingly. It can be as simple as writing, "Your interrogation of the suspect was extremely helpful in convincing the jury how unbelievable the defendant's story was." In the same vein, prosecutor organizations, bar associations, and other groups should give awards or other recognition to those who do the job of child protection and who excel.

* Content is from: Vieth, V. *When Days Are Gray: Avoiding Burnout as Child Abuse Professionals*. www.ndaa-apri.org/publications/newsletters/update_volume_14_number_4_2001.html. (Retrieved 1/07/05).

Fourth, keep a file of thank-you letters you receive from victims and colleagues over the years.

When days are gray and defeatism starts to set in, take a look at the file and remind yourself that sometimes you do make a difference. I know a prosecutor who keeps a collage in his office of the artwork child abuse victims sent to him over the years as a means of expressing their gratitude.

Fifth, consider the option of periodically leaving the work of child abuse.

Choosing to handle drug or other cases for a time may allow you to get rejuvenated and come back to the child abuse unit with renewed energy. In some cases, it may not be necessary to leave the work of child abuse altogether, but simply to handle a different aspect of it. For example, handling civil as opposed to criminal child protection cases may be sufficient.

If you take a respite from your traditional duties, do not come back until you are ready. Well-meaning colleagues who miss you may encourage you to come back or may repeatedly contact you for advice on difficult cases. Make it clear that you are making a temporary, but clear, break from child protection work and that you will return when you are emotionally able to do so.

Sixth, find a unique approach to motivation.

Recognize that the nature of our work puts us in the middle of broken homes, overflowing with emotion, and that we will inevitably be verbally abused, even by the victims we are trying to protect. To put this in perspective, remember you are not alone. Remember the words of Earl Warren: "Everything I did in my life that was worthwhile, I caught hell for." Better yet, have these words matted, framed, and hung in your office.

Seventh, never lose heart.

As child abuse professionals, we know our lot in life is different from the lot of others. Other people may read, see, and hear the ugliness of the world, but, by and large, they do so from behind the security of their newspapers, radios, and televisions. We, on the other hand, experience the ugliness of the world up close and personal. We actually hear the quivering voice of a child who speaks to us about abuse. We actually see the disfigured face of a woman beaten solely because doing so made somebody feel strong.

Resiliency*

Definition

Resiliency involves one's capacity to bounce back and function without negative impact despite exposure to traumatic or negative life experiences (Gilligan, 2000).

On Building Resiliency

In building or creating resiliency, the search is not for factors that make us feel good, but for processes that protect us against risk mechanisms. Like medicines that work, these are often of the type that taste bad! Thus, immunization does not lie in the direct promotion of positive physical health; to the contrary, it comprises exposure to, and successful coping with, a small dose of the noxious infectious agent. Protection in this case resides not in the evasion of risk, but in successful engagement with it. The protection stems from the adaptive changes that follow successful coping (Rutter, 1997).

Questions for Group Exercise

Question 1

Why or how is it that some individuals manage to maintain high self-esteem and resiliency in spite of facing the same adversities that lead other people to give up and lose hope?

* This material provided by David Conrad. References: Rutter, M. (1987). Psychosocial resilience and protective mechanisms. *Amer. J. Orthopsychiatry*, 57(3). Gilligan, R. (2000). Adversity, resilience and young people: The protective value of positive school and spare time experiences. *Children and Society*, 14, 37-47. Henry, D.L. (1999). Resilience in maltreated children: Implications for special needs adoption. *Child Welfare*, 78(5), 519-540.

Question 2

Can you think of a case with a child or adult client that was very difficult for you, emotionally? (Examples might be a serious injury to a young child case, or particularly difficult sexual abuse case.) As you reflect back on that case, have you had other cases since then that you may have been better able to handle emotionally because you developed some "resiliency" from working that first case? Please share with the group a personal experience that you have had that made you more resilient.

Question 3

As you think about your colleagues in this agency, what are the characteristics about them or traits they possess that make them resilient?

Question 4

At times, we all may feel that we've lost some of our resiliency. How do we get our resiliency back?

Question 5

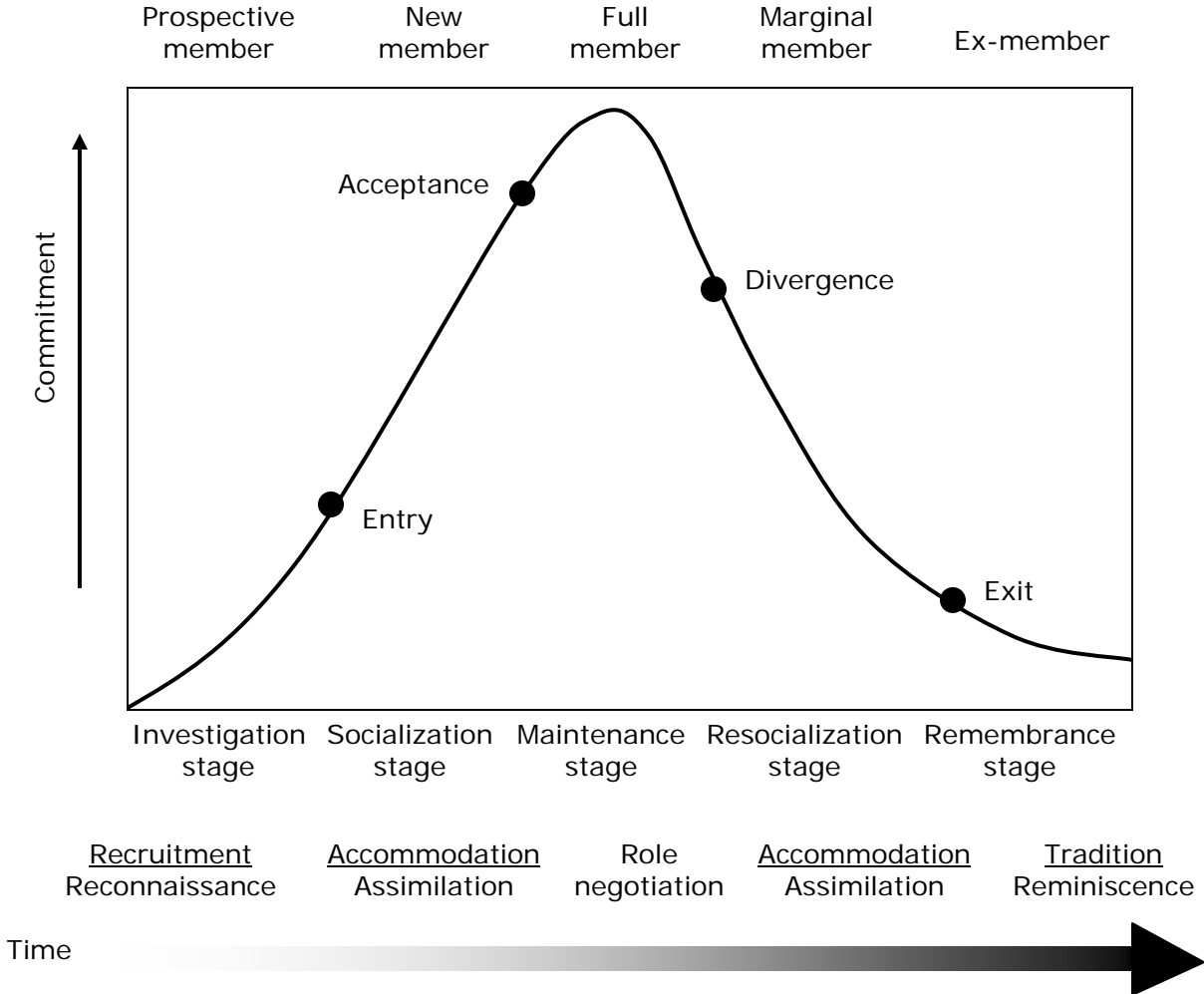
How can you promote resiliency in your workers and unit?

Characteristics of Teams

Teams Have Five Key Characteristics:

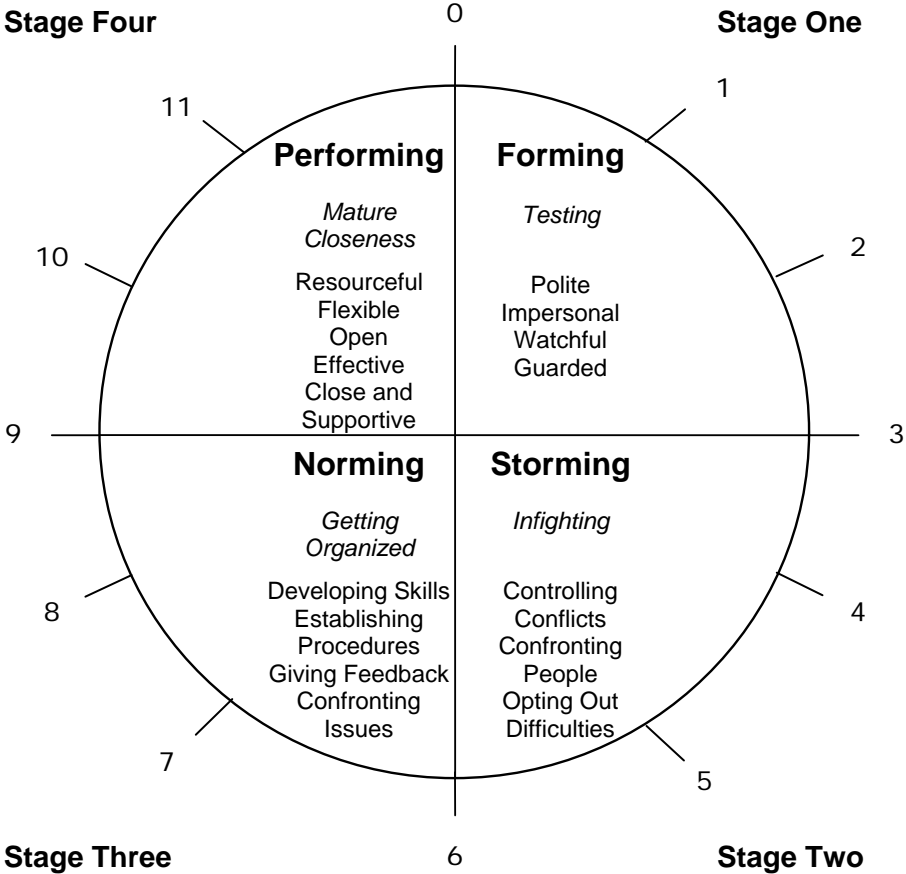
1. Team members share a common goal—they produce outcomes.
2. Team members are interdependent regarding some common goals and need each other in order to successfully achieve those common goals.
3. Teams have a defined identity, distinct from the individual members, and are stable over time. The members of the team are defined and known to one another and distinguishable from other groups in the organization. Members of the team also work together for some meaningful amount of time, even when some attrition does occur.
4. Team members have some level of authority and independence in managing the work of the team and its internal processes, and some degree of autonomy in determining how the work gets done.
5. Teams operate in a social system context. They operate within a larger organization and are affected by that organization in multiple ways, including needing to share resources.

Dynamic of Team Formation*



* Source: Moreland, R.L., & Levine, J.M. (1982). Socialization in small groups: Temporal changes in individual-group relations. In L. Berkowitz (Ed.). *Advances in Experimental Social Psychology* (Vol. 15, pp. 137-192). New York: Academic Press.

Team Development Wheel*



* Tuckman B. W. (1965). Development sequence in small groups. *Psychological Bulletin*, 63, pp. 384-399.

Stages of Team Development CPS Exercise

1. Team members work together well and are focused on the agency's mission.
 - a) Forming
 - b) Storming
 - c) Norming
 - d) Performing

2. People know how to behave and interact on the team.
 - a) Forming
 - b) Storming
 - c) Norming
 - d) Performing

3. The team asks many questions about who they are, what they do, and how they do it.
 - a) Forming
 - b) Storming
 - c) Norming
 - d) Performing

4. The group leader plays a more crucial role during this stage.
 - a) Forming
 - b) Storming
 - c) Norming
 - d) Performing

5. Conflicting values and perceptions may rein at this stage.
 - a) Forming
 - b) Storming
 - c) Norming
 - d) Performing

6. A disconnect exists between the team member's expectations and the reality of the situation.
 - a) Forming
 - b) Storming
 - c) Norming
 - d) Performing

7. Team members collaborate more effortlessly.
 - a) Forming
 - b) Storming
 - c) Norming
 - d) Performing

8. Team members know they can count on each other yet can also perform their jobs more independently.
 - a) Forming
 - b) Storming
 - c) Norming
 - d) Performing

Issues in Team Building*

1. **Clueless:** Even though the members of a team are aware that a problem exists, they do not know how to address it or resolve it.
2. **This Way/That Way:** Group members do not have a common goal to which everyone is committed. This may be true even when the group agreed upon a common goal.
3. **That's Not How We've Always Done It:** There may be some members of the group who like to keep the status quo and do not like change, while other members of the group are committed to creativity and innovation and want to actively search for new and improved methods.
4. **Social Loafers:** When a group of individuals comes together, there may be some who never accept their role and responsibilities in relation to the team's goals.
5. **The "Wizard of Oz" Syndrome:** Sometimes group members are intimidated by the leader/supervisor and pretend to know things that they should be asking questions about. When there is a lack of clarity about how things get done, problems can arise.
6. **You Don't Call, You Don't Write:** Ongoing open and honest communication is essential to successful collaboration. When group members are working together, there must be both formal and informal means of communication. When formal or informal lines of communication break down, problems and concerns cannot be worked through.

* The original source for the following material is: Dyer, W. (1977). *Team Building: Issues and Alternatives*, p. 73. Reading, MA: Addison-Wesley.

7. **Don't Turn Your Back for a Minute:** We may distrust others in the group for a variety of reasons—we don't view them as committed or as dedicated as us, we don't view them to be as skilled as us, others talk behind our back, etc.

8. **Ego Central:** Sometimes teams experience difficulties in working together because of strong personalities. Ego problems may occur when people try to work together. In its mildest forms, it is manifested in competition. In its most destructive form, a person may attempt to control or dominate the team.

9. **The Flight Syndrome:** Decisions are made by the team, but some people disagree with the decision or procrastinate about following through with the decision.

10. **Thick Air:** Tension or friction among team members can occur for a variety of reasons. The tension makes it difficult for team members to work together effectively.

Team Functioning*

Reflect on your team and respond to the following questions:

Stage of Development

1. What is the stage of development for your team?

Productivity

2. Does the team have a clear goal?
3. Does the team's output (e.g., decisions, services) meet the standards of policy and best practice?

Cohesion

4. Do the team members enjoy working together?
5. What conditions could lead to feelings of resentment?
6. What conditions could prevent team members from working together in the future?
7. How are team members expected to accommodate changes, such as additions to the team, growth, and turnover?

* Thompson, L. 2004. Making the team. New Jersey: Pearson Education.

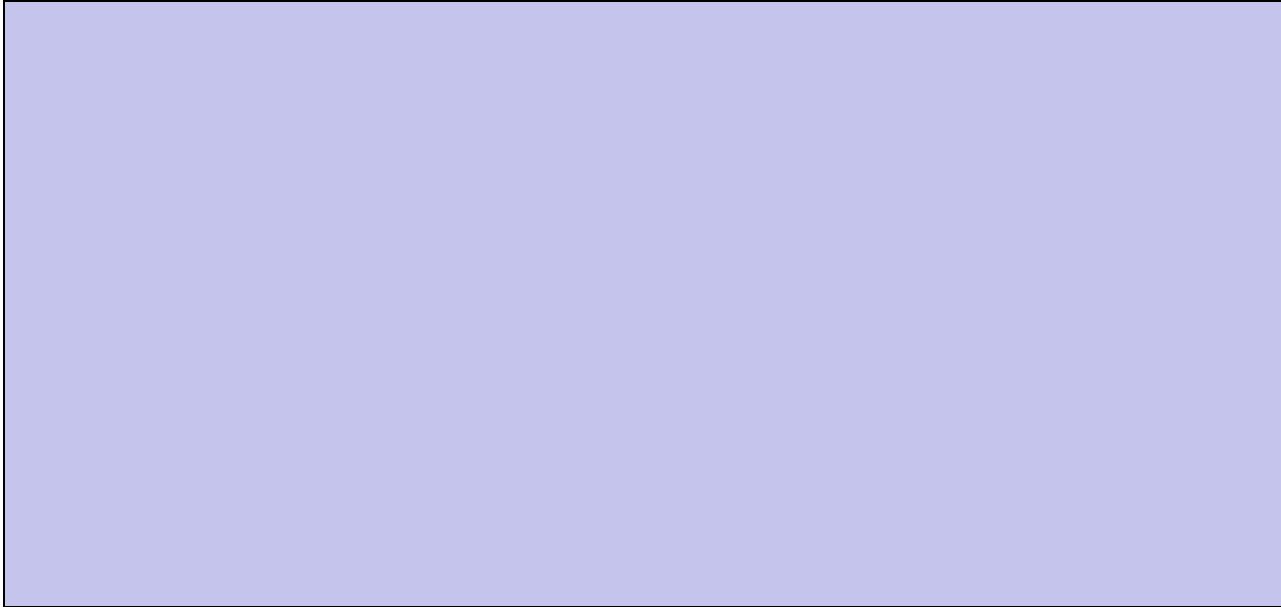
Learning

8. How do team members best learn from one another?
9. Do the individual team members grow and develop as a result of the team experience?
10. Do team members have a chance to improve their skills or affirm themselves?
11. What factors and conditions could block personal growth?
12. Are individuals' growth needs understood and shared by group members?

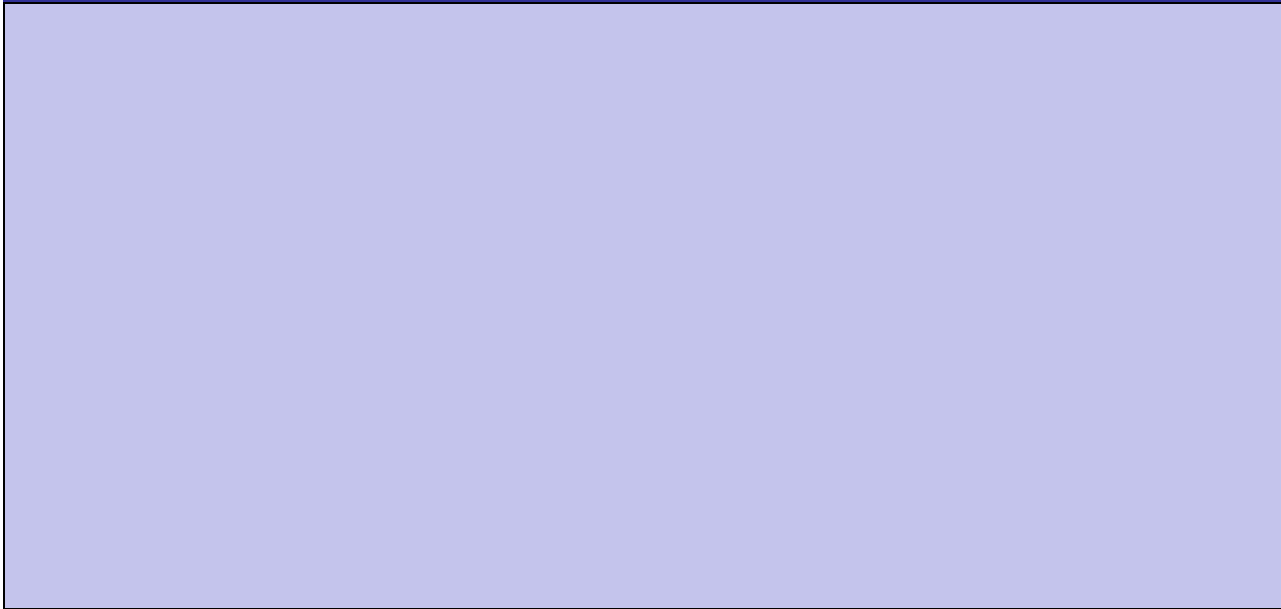
Integration

13. How does the team benefit the larger organization?
14. What other groups and units are affected by the team, both inside and outside the organization?
15. What steps has the team taken to integrate the activities with those of others?

Overall Strengths of Your Team



Overall Needs of Your Team



My Team Vision

Part I:

Think about your ideal vision for your team and respond to the questions below.

1. How do people typically behave towards one another on a daily basis?

2. What do individuals outside of our unit/team say about our team and its functioning? _____

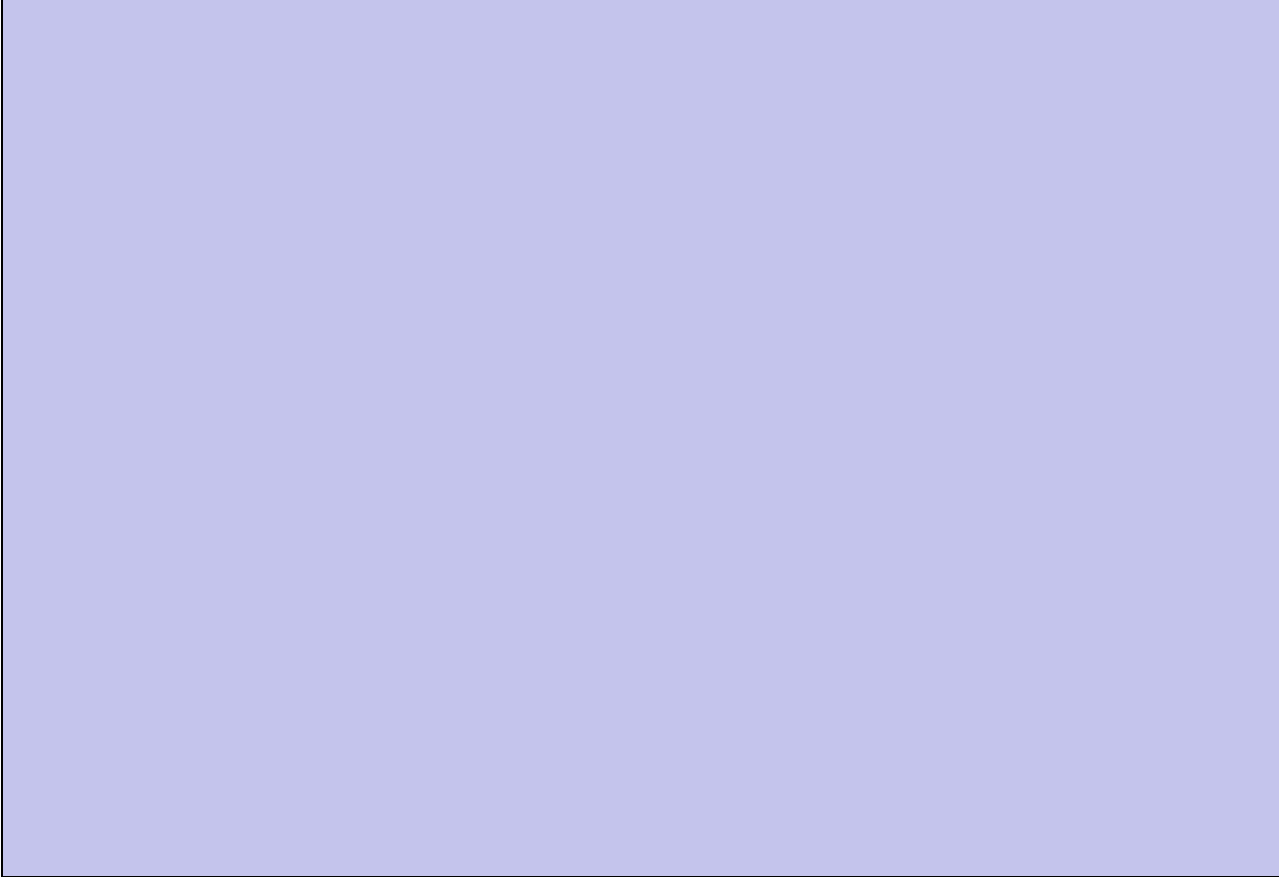
3. How do team members feel about their work? _____

4. How do team members treat each other during periods of stress or duress? _____

5. What is different about my vision from what is currently happening today?

Part II:

Identify an object or a symbol that represents your team and draw this object or symbol here:



Why is it like your team? _____

Basics of Energizing Your Team*

- ❖ Activity: The need to be busy and engaged in productive work.
- ❖ Ownership: The need to attach to the process and outcomes of work life.
- ❖ Power: The need to feel strength and empowerment in work activities.
- ❖ Affiliation: The need to belong.
- ❖ Competence: The need to achieve and find satisfaction in work.
- ❖ Achievement: The need to be successful in work-related activities.
- ❖ Recognition: The need to be known for accomplishments and efforts.
- ❖ Meaning: The need to find something deeper in work life.

* Nelson, 1997.

CPS Conflict Management Exercise

1. Assertiveness is concerned with meeting the needs of the other individual in the conflict situation.
 - a) True
 - b) False

2. The best conflict management style is:
 - a) The compromising style
 - b) Whatever fits your personal predisposition
 - c) Whatever fits the situation
 - d) Whatever fits your personal predisposition and the situation

3. Most people use a mix of conflict management modes.
 - a) True
 - b) False

4. When this conflict mode is employed, the person attempts to work with the other person to find a solution.
 - a) Competing
 - b) Accommodating
 - c) Avoiding
 - d) Collaborating
 - e) Compromising

5. When using this conflict mode, an individual attempts to win her position.
 - a) Competing
 - b) Accommodating
 - c) Avoiding
 - d) Collaborating
 - e) Compromising

6. The person who uses this mode seeks the middle ground so each person gets some of what he or she wants.
 - a) Competing
 - b) Accommodating
 - c) Avoiding
 - d) Collaborating
 - e) Compromising

7. Use of this mode means yielding your position to another point of view.
 - a) Competing
 - b) Accommodating
 - c) Avoiding
 - d) Collaborating
 - e) Compromising

8. Use of this mode means sidestepping the conflictual issue.
 - a) Competing
 - b) Accommodating
 - c) Avoiding
 - d) Collaborating
 - e) Compromising

9. Use this mode when it is vital that you make an immediate decision about an urgent issue.
 - a) Competing
 - b) Accommodating
 - c) Avoiding
 - d) Collaborating
 - e) Compromising

10. Use this mode when it's most important that you wish to sidestep an issue.
 - a) Competing
 - b) Accommodating
 - c) Avoiding
 - d) Collaborating
 - e) Compromising

11. Use this mode when the two sides of the conflict are equally powerful and each is strongly committed to their own positions.
 - a) Competing
 - b) Accommodating
 - c) Avoiding
 - d) Collaborating
 - e) Compromising

12. Use this mode to find a solution that integrates the concerns of all individuals involved in the conflict.
 - a) Competing
 - b) Accommodating
 - c) Avoiding
 - d) Collaborating
 - e) Compromising

13. Use this mode when it is more important to preserve harmony and avoid disruptions.
 - a) Competing
 - b) Accommodating
 - c) Avoiding
 - d) Collaborating
 - e) Compromising

Getting to Yes*

Step 1: People – Separate the people from the problem.

Step 2: Interests – Focus on interests, not positions.

Step 3: Options – Generate a variety of possibilities before deciding what to do.

Step 4: Criteria – Insist that the result be based on some objective standard.

Step 1: Separate the People from the Problem

The personalities must be disentangled from the problem in order to focus in on the substantive issue. People problems typically fall into three categories:

Perception: There are differences in how each person views the situation. Strategies for overcoming this include trying to see the situation from the other's viewpoint, avoid making assumptions based upon fears, and unnecessarily blaming others. Each person should make their perceptions explicit to avoid potential landmines.

Emotions: Unstated emotions can quickly overwhelm a negotiation and become more important than actual talk. To prevent this, be sure to recognize and understand both the other party's and your own emotions. Are you feeling angry, nervous, or fearful? Then try to find the true source of those emotions. Where are they coming from? Allow people to ventilate and discuss those emotions. Try to avoid outbursts; but if they do occur, do not react.

Communication: Joint communication facilitates the negotiation. The three problems of communication are: 1) negotiators may not be talking to each other; 2) the other party may be using selective listening and not hearing what is being said; and 3) the substance of what is being said is misunderstood by the listener. To avoid these problems, employ strategies such as actively listening, acknowledging statements, speaking to be understood, and using "I" messages.

* This material adapted from: Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. New York: Penguin Books.

Step 2: Focus on Interests, Not Positions

Determine the interests of each party. What is it that each person wants out of the situation? Why do they maintain his or her position? Why not change it? Interests motivate each party and could be the needs, desires, concerns, or fears of each party. To address this, specifically state your interests to the other party and ask about his or her interests. Try to reconcile your mutual interests rather than compromising on them.

Step 3: Invent Options for Mutual Gain

Four major obstacles typically inhibit the generation of creative and multiple options for devising a negotiated solution:

1. Premature judgment;
2. Searching for the single answer;
3. The assumption of a finite solution; and
4. Finding solutions that appeal to both parties.

To develop creative options, employ these strategies:

1. Separate the act of inventing options from the act of judging them.
2. Look at multiple options, rather than a single solution.
3. Search for mutual gains.
4. Invent ways of making the decision.

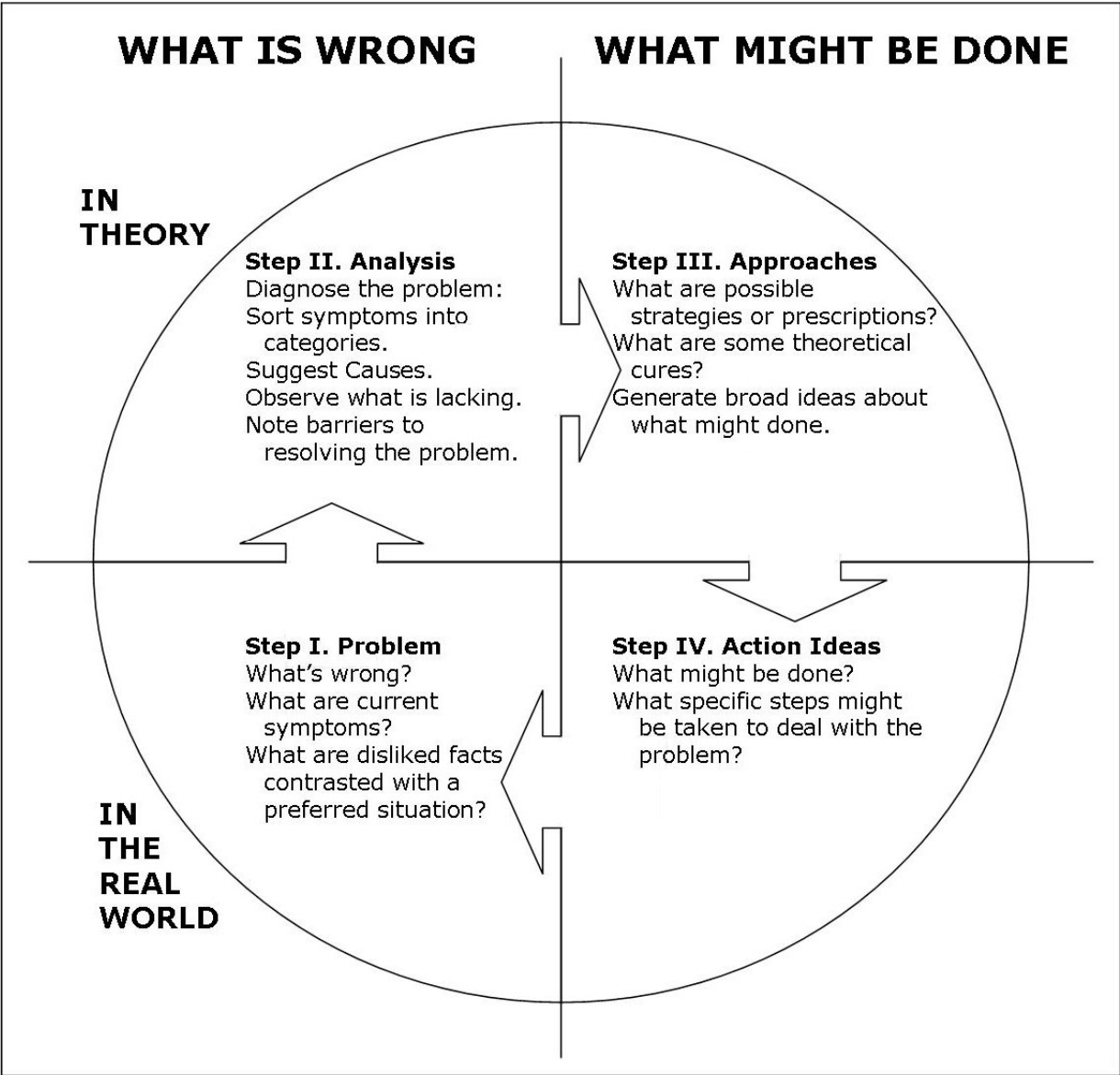
Step 4: Insist on Using Objective Criteria

Base the decision on standards of fairness, efficiency or some other objective criteria. When applying this step, attempt to:

1. Frame each issue as a joint search for objective criteria.
2. Use reason when judging standards.
3. Never yield to pressure, only to principle.

Ultimately, the goal of negotiation is to find your BATNA—your Best Alternative to a Negotiated Agreement. When comparing proposals, determine how close it is to this point. Use of this approach can lead to a win/win situation.

The Four Basic Steps in Inventing Options*



* Fisher, Ury, & Patton (1991).

Conflict Management Exercise & Observer Worksheet

Instructions for the Exercise

1. Read each scenario aloud.
2. Decide which mode of conflict management would be most appropriate and brainstorm some strategies for dealing with the situation.
3. Determine who will role-play the "supervisor" in each of the scenarios.
4. Conduct the role-play. The "supervisor" will intervene using the mode of conflict management and strategies the group suggested.
5. Allow about **10 minutes** for each role-play.
6. During the role-play, the "observer" will watch the interaction, using the "Observer Worksheet" as a guide. Then the "observer" will provide the "supervisor" with feedback regarding their use of the mode of conflict management, as well as their effectiveness in handling the situation.
7. Participants will switch roles and complete the same process for the two additional conflict situations.

Research on Rewarding and Recognizing Staff

Depending on the study:

- ❖ Child welfare workers feeling undervalued is one of the top five most problematic issues leading to turnover (Cyphers, 2001; Smith, 2001; Annie E. Casey Foundation, 2003).
- ❖ Although across-the-board programs often meet the needs of bureaucracies, they actually do little to help individual employees feel more valued and respected. In her naturalistic study of public child welfare workers, Reagh (1994), found that among a sample of workers who were currently employed in the field for five years or more, workers expressed a strong need to feel valued, rewarded, and appreciated.
- ❖ Money was cited as an important component of recognition, but was not the *only* method of recognition. It's not about money; it's about feeling genuinely and individually noticed, recognized, and appreciated for achievement (Arthur, 2001).
- ❖ According to Don Jacobson of GovLeaders.org, a 2002 OPM survey found that only 30% of respondents (consisting of government employees) agreed with the statement, "Our organization's awards program provides me with the incentive to do my best."
- ❖ Howard and Gould (2000) point out that it is critical for management to recognize workers' efforts, since clients often cannot or do not.

Types of Rewards

Rewards can be categorized into four areas:

Verbal: Using constructive feedback, not just praise, tell the worker what he or she has done right. Verbally recognize his or her extraordinary effort.

Tangible: The person who responds to this reward category needs some kind of trinket or more substantial gift to feel rewarded. It could be as simple as a certificate, or as substantive as a bonus, as well as anything in-between.

Task: An activity with or without the supervisor, such as a day off or going out to lunch.

Time: Providing the opportunity to debrief or ventilate about issues.

Three Simple Rules for Effective Rewards and Recognition*

1. Match the reward to the person.

Determine the personal preferences of the person who is receiving the reward or recognition.

2. Match the reward to the achievement.

Customize the reward to take into account the level of effort put forth by the person. The reward should also take into account the money available to spend on it, and the amount of time to plan and execute it.

3. Be timely and specific.

The reward should be given as soon after the event as possible. Rewards given weeks or months after the event or achievement do little to continuously motivate employees.

* Nelson, 1994.

Instant Recognition

Agencies can and should offer informal, spontaneous awards that flow from personalized, instant recognition from employees' own managers. Studies show that although this technique has the *highest motivational impact*, it is *used less than any other* (Nelson, 1994). Praise should be:

- ❖ Spontaneous
- ❖ Specific
- ❖ Purposeful
- ❖ Private and/or public (depending on the situation)
- ❖ In writing

CPS Exercise: Rewards and Recognition

True or False

1. Really, really, good perks will make an employee stay.
2. Rewards should be an expected or automatic part of a compensation package.
3. Reward and recognition programs should be tailored to the individual needs, differences, and personalities of people.
4. A good reward program should be predictable for employees.
5. A reward can be something as simple as noticing a person as you pass by and greeting him/her by name.
6. Provide opportunities just for staff at the line level to make suggestions.
7. If you cannot respond to staff's needs or wants, delay until you can.
8. When workers need extra support, because of either personal or professional challenges, help them access other resources when you cannot be of assistance.

Seven-Step Approach for Enhancing Staff Motivation and Improving Job Performance*

General Guidelines:

Use Appropriate Methods of Reinforcement

- Rewards should always be contingent upon performance—too much reinforcement is almost as bad as none at all.
- Find out what rewards are meaningful for individual workers and use these as reinforcers.
- Reinforce as soon as possible after the desired behavior.

Point Out Improvements in Performance, No Matter How Small

- This is particularly important when workers are beginning new tasks. In helping workers to improve their performance, frequent encouragement is useful. However, the frequency can be reduced as workers become more confident and proficient.

Use Long-Term as Well as Short-Term Reinforcement

- Sometimes rewards and incentives are so remote in time that their motivating impact is weakened. People who receive only short-term reinforcement and incentives lack a long-term perspective on their jobs. Thus, to be effective, you should use a complementary set of short- and long-term incentives and rewards.

Make Sure that Accomplishment is Adequately Reinforced

- Individual accomplishment often seems to get lost in child welfare agencies. Workers need to feel important regardless of their position in the agency.

* Adapted from Nadler, D. & Lawler, E. (1970). *Motivation: A diagnostic approach. Perspectives on Organizational Behavior*. NY: McGraw-Hill.

Step One: Figure Out What Outcomes Each Worker Values

It is important to determine what kinds of outcomes or rewards are important to your staff. You need to determine what "turns each worker on." There are a number of ways to find this out:

- Find out what workers find rewarding through some structured method of data collection, such as a questionnaire.
- Observe the worker's reactions to different situations and rewards.
- Ask workers what kinds of rewards they want, what are their career goals, etc.

Here we are emphasizing the diagnosis of needs.

Step Two: Determine What Kinds of Behavior You Want

Managers and supervisors frequently talk about "good performance" without really defining what good performance is. An important step in motivating is to define what performance is expected and what are adequate measures or indicators of performance. You must be able to define performance in specific terms so that workers clearly understand what is expected of them.

Step Three: Make Sure Desired Levels of Performance Are Achievable

Desired outcomes must be reachable. If workers feel that the level of performance required to get a reward is higher than they can reasonably achieve, then their motivation to perform will be fairly low.

Step Four: Link Desired Outcomes to Desired Performance

The next step is to directly and clearly link the outcomes desired by staff to the specific performance expectations. Linking rewards can be initiated by your verbal communication with your staff. However, it is extremely important that workers see a clear example of the reward process working in a fairly short period of time. The linking must be done in concrete public acts, in addition to the statement of intent. Remember, it is people's perceptions that determine their motivation, not reality. So, you need to check on the adequacy of the internal and external reward system. The best way to do this is to ask.

Step Five: Analyze the Situation for Conflicting Expectations/Rewards

Workers now expect certain rewards for achievement of outcomes. You need to look at the entire work situation to see if other factors, (e.g. the unit, other managers,) have set up conflicting expectations in the minds of staff. Motivation will only be high when people see a number of rewards associated with good performance and few negative outcomes. Again, you can gather this data by asking your workers. If there are major conflicts, you need to make adjustments in your own reward system, or influence the other sources of rewards or negative reinforcement.

Step Six: Make Sure Changes in Outcomes Are Large Enough

In examining the motivational system, it is important to make sure that the rewards are commensurate with the outcomes.

Step Seven: Check the System for Equity

For a motivational system to work it has to be a fair one—one that has equity (not equality). Good performers should see that they get more desired rewards than do poor performers, and others in the system should see it as well. All are not rewarded equally. A system of equality is guaranteed to produce low motivation.

Reward Plan

Part 1:

Think through each step for one worker; if there's time, develop a reward plan for two other workers.

Steps:	Worker 1:	Worker 2:	Worker 3:
Step One: Figure Out What Outcomes Each Worker Value			
Step Two: Determine What Kinds of Behavior You Want			
Step Three: Make Sure Desired Levels of Performance Are Achievable			
Step Four: Link Desired Outcomes to Desired Performance			
Step Five: Analyze the Situation for Conflicting Expectations/ Reward			
Step Six: Make Sure Changes in Outcomes Are Large Enough			
Step Seven: Check the System for Equity			

1. Age is a very high price to pay for maturity.
2. Artificial intelligence is no match for natural stupidity.
3. Not one shred of evidence supports the notion that life is serious.
4. If you look like your passport picture, you probably need the trip.
5. Bills travel through the mail at twice the speed of checks.
6. Junk is something you've kept for years and throw away three weeks before you need it.
7. Experience is a wonderful thing. It enables you to recognize a mistake when you've made it.
8. Someone who thinks logically provides a nice contrast to the real world.

Jonas, P. (2004). *Secrets of connecting leadership and learning with humor*. Lanham, MD: Scarecrow Education.