

MDCWI
Michigan Direct Care Workforce Initiative
Management and Supervision Committee

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Committee Products:

Management and Supervision Training Curriculum Directory
Management and Supervision Literature Review

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Michigan Direct Care Workforce Initiative
Supervisory and Management Curriculum Directory & Literature Review Introduction

In 2002, BEAM currently a Wholly Owned Subsidiary of MPRO, Michigan's Health Care Quality Improvement Organization, received a grant from the Michigan Office of Services to the Aging (OSA) to form a statewide coalition of long term care stakeholders to focus on strategies for retaining and adding direct care workers to care for Michigan's elders. The Michigan Direct Care Workforce Initiative (MDCWI) was formed to promote a committed direct care workforce by creating a culture of retention, dignity and independence, including economic self-sufficiency for direct care workers, certified nurses assistants, home health aides and personal assistants. The MDCWI members agree that there are myriad of variables affecting elders, direct care workers and the long-term care system. BEAM provided funding for Michigan State University researchers to conduct a study of Michigan direct care workers; *Voices from the Front: Recruitment and Retention of Direct Care Workers In Long Term Care Across Michigan* (April 22, 2004). The purpose of the research was twofold: to examine factors associated with entry into direct care work, and to examine factors related to retention of workers in long term care environments.

The results of the research provided MDCWI with data that showed why direct care workers leave their jobs, and what factors keep them there. "Voices From the Front..." survey results revealed that 25% of direct care workers who left their jobs did so because they were dissatisfied with their supervisors. This empirically-based finding provided infrastructure to the coalition and its development of a committee to positively influence factors that adversely effect direct care workers and long-term care. The management and supervision committee responded to the need for the development of a supervision and management training curriculum directory and a literature review to assist organizations with tools to assist them in resolving decreasing retention rates and their adverse effects on services.

The **management and supervisory literature review** is comprised of evidence-based journal articles pertaining to issues affecting supervisors and frontline staff. The articles include case studies about supervisory styles, job coaching, career ladders, team building and conflict resolution. The **management and supervision curriculum training directory** learner objectives include: conflict resolution, team building, coaching, developing managerial leadership and promoting an organizational culture that values frontline staff. In summary, the two products are resources that long term care organizations can use to improve the retention and recruitment of quality long term care workers.

Respectfully submitted by: Elizabeth Janks, Developmental Disabilities Institute
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Training Curriculums for Direct Support Professional Managers and Supervisors

Bell, C.R. (2002). *Managers as mentors: Building partnerships for learning* (2nd ed.). San Francisco, CA: Berrett-Koehler Publishers.

Bethesda Lutheran Homes and Services, Inc. (1990). *Respecting Others*. Watertown, WI: Bethesda Lutheran Homes and Services, Inc. www.blhs.org

- ◆ Defines respect and why it is important to respect others
- ◆ Identifies disrespecting/respecting behaviors, and how people feel when they are being disrespected/respected

Bernstein, G.S. (1999). *Human Services? ... That Must Be So Rewarding: A Practical Guide for Professional Development* (2nd Ed.). Baltimore, MD: Brookes Publishing Co., Inc.

- ◆ Self-analysis exercises on issues such as work-related values and conflicts, personal goals and limits, respect for consumers, and stress management.

Cohen, A. (2000, March). *Focus on the front line: Perceptions of workforce issues among direct support workers and their supervisors. A staff report*. Boston, MA: Governor's Commission on Mental Retardation.

Colorado Training and Technical Assistance (CTAT), A Division of Denver Options. (1995). *The Potato Video: A Look at Misguided Effort*. www.disabilitytraining.com

- ◆ Explains how attitudes about "difference" drive interactions and services for people with disabilities

Covey, S.R. (2004). *Leading by Example* [VHS]. Encino, CA: Business Training Media, Inc. <http://steven Covey.com/>

- ◆ How to be a more effective model for your team
- ◆ How to set lasting examples that motivate others to perform at a higher level

Dakota, Inc. (1993). *Training Manual and Coaching Manual*. Eagan, MN: Dakota, Inc. The College of Education & Human Development.

Developmental Disabilities Institute. (2002, March). *Empowering Teams for the 21st Century: A Training for Direct Support Professional Supervisors*. Detroit, MI: Developmental Disabilities Institute at Wayne State University.

- ◆ Team Building
- ◆ Multi-tasking and Stress Reduction
- ◆ Communication

EduServ, Inc. *"So Now You're a Manager": An Overview of the Management Skills for Care Givers*. Retrieved September 8, 2005 from <http://www.eduservinc.com/homestudy.html>

- ◆ Discuss methods for managing and initiating change in the workplace.
- ◆ Name at least two fundamental items of managing for success.
- ◆ Identify effective time management skills.
- ◆ List characteristics essential to "people management."

Harper, A., & Harper, B. (1993). *Skill-Building for Self-Directed Team Members*. New York, NY: MW Corporation.

- ◆ Build skills in communication, customer service, group dynamics, problem solving, leadership/membership, managing conflict and decision-making.
- ◆ Helps to increase one's awareness in that what he/she does and thinks makes a difference.
- ◆ Explains the role of a Team Leader
- ◆ How to measure your team and the stages of SDWT Development

Hewitt, A., Larson, S., Lakin, C. (1997, May). *A Guide to High Quality Direct Service Personnel Training Resources* (2nd ed.). Minneapolis, MN: The University of Minnesota, Institute on Community Integration, Research and Training Center on Community Living.

- ◆ Communication
- ◆ Selecting and coaching a new team member

Hewitt, A., Larson, S., Sauer, J., Anderson, L., & O'Neill, S. (2001). *Partnerships for success: Retraining incumbent community support human service workers by upgrading their skills and strengthening partnerships among workforce centers, educational programs, and private businesses. The University of Minnesota subcontract final paper*. Minneapolis, MN: The University of Minnesota, Institute on Community Integration, Research and Training Center on Community Living.

Husilid, M.A. (1995). The Impact of Human Resource Management Practices on Turnover, Productivity, and Corporate Financial Performance. *Academy of Management Journal*, 38(3), 635-672.

Janks, E. (2000, June). *Pathways to Leadership: Personal Assistant Training*. [Trainer Manual]. Detroit, MI: Wayne State University, Developmental Disabilities Institute.

- ◆ Communicate freely about both problems and successes
- ◆ Set standards for job performance
- ◆ Taking responsibility for managing conflict

Jaskulski, T., & Ebenstein, W. (Eds.). (1996). *Opportunities for excellence: Supporting the frontline workforce*. Washington, DC: President's Committee on Mental Retardation.

Lankau, M.J., & Scandura, T.A. (2002). An investigation of personal learning in mentoring relationships: Content, antecedents, and consequences. *Academy of Management Journal*, 45(4), 779-790.

LaPointe, L. (2002). *The New Supervisor: Strategies for Supporting and Managing Frontline Staff*. Long Term Care Management Series, Albuquerque, NM: Hartman Publishing
www.thetoolbox.org/book.htm

- ◆ Recognizing values and beliefs related to frontline staff
- ◆ Separating and refining the roles of manager, supervisor and leader
- ◆ Reinforcing strengths of staff
- ◆ Resolving to keep staff who make a difference in clients' lives

Larson, S.A., Hewitt, A., & Anderson, L. (1999). Staff recruitment challenges and interventions in agencies supporting people with developmental disabilities. *Mental Retardation*, 37, 36-46.

Larson, S. A., & Hewitt, A. S. (2004). *Staff Recruitment, Retention, and Training Strategies*. Baltimore, MD: Brookes Publishing Co., Inc. <http://rtc.umn.edu/wddsp/index.html>

- ◆ Includes a list of specific competencies that supervisors and managers must focus on developing
- ◆ Explains practical strategies and the research data that inform each strategy as well as provides step-by-step instructions on turning the strategies into a workable intervention plan and evaluate the plan's effectiveness

Larson, S.A., & Miller, H. (2002, July). *Supervisors of direct support professionals*. Paper presented at the 2002 Reinventing Quality conference, Chicago, IL.

Larson, S.A., Sauer, J., Hewitt, A., O'Neil, S., & Sedlezky, L. (1998). *SOS training and technical assistance project for direct support professionals, trainers and frontline supervisors*. Minneapolis, MN: University of Minnesota, Institute on Community Integration, Research and Training Center on Community Living.

Lawson, K. (1997). *Improving Workplace Performance Through Coaching*. West Des Moines, IA: American Media Publishing.

- ◆ Planning and Preparation
- ◆ Developing Solutions
- ◆ Action Planning and Follow-up

McGwin, K. (1993). *Gentle Supervision III: Coaching and Correcting Staff*. Watertown, WI: Bethesda Lutheran Homes and Services, Inc. www.blhs.org

- ◆ Describes coaching, and how it differs from other means used to supervise
- ◆ Lists reasons why supervisors fail to coach or correct
- ◆ Lists some failures of supervisors
- ◆ Lists reasons for the difficulties presented in supervising

National Seminars Group. (2005). *Management & Leadership Skills for First-Time Supervisor & Managers*. Presented by Rockhurst University Continuing Education Center, Inc. www.NationalSeminarsTraining.com.

- ◆ A comprehensive two-day workshop developed for professionals who have recently made the transition into a supervisory role
- ◆ Discover "how to's" for dealing with difficult and non-performing employees
- ◆ Build coaching and team-building skills
- ◆ Overcome typical roadblocks and potential pitfalls new managers face

New Horizons Computer Learning Centers, Inc. *Managerial Leadership* online course Retrieved May 23, 2005 from, http://www.newhorizons.com/NHCourseCatalog/CatalogSearch.aspx?Core_PK=200001019

- ◆ How to develop skills to effectively motivate, empower, and lead people.

O'Neil, Susan, Hewitt, A., Sauer, J., Larson, S. (2001). *Removing the Revolving Door: Strategies to Address Recruitment and Retention Challenges*. Minneapolis, MN: The University of Minnesota, Institute on Community Integration, Research and Training Center on Community Living. <http://rtc.umn.edu/wddsp/dol.html>

- ◆ Replacing authoritarian supervision strategies with progressive training and development opportunities
- ◆ Team Building and Conflict Management
- ◆ Participatory Management and Supervisory Skills
- ◆ Recognition and Employee Motivation

Orelove, F.P., & Garner, H.G. (Eds.). (1998). *Teamwork: Parents and Professionals Speak for Themselves*. Washington, DC: CWLA Press

Paraprofessional Healthcare Institute. (2005, July). *Coaching Supervision: Introductory Skills for Supervisors in Home and Residential Care*. Bronx, NY: Paraprofessional Healthcare Institute. www.paraprofessional.org

- ◆ Introduces the supervisors of direct-care workers to the skills they need to effectively help workers solve problems and improve work performance
- ◆ Explains the Four key skills: Active Listening; Self-Management; Self-Awareness, and Presenting the Problem.

Paraprofessional Healthcare Institute. (2002, November). *Creating a Culture of Retention: A Coaching Approach to Paraprofessional Supervision*. Bronx, NY: Paraprofessional Healthcare Institute. www.paraprofessional.org

- ◆ How coaching works
- ◆ Implementing a coaching approach

Paraprofessional Healthcare Institute. (2003, May). *Introducing Peer Mentoring in Long-Term Care Settings*. Workforce Settings, No. 2. www.paraprofessional.org

- ◆ Identifies the benefits of mentoring programs
- ◆ Defines the peer mentor's role
- ◆ Outlines elements that long-term care organizations need to consider when developing their own peer mentor programs

Paraprofessional Healthcare Institute. (2005, May). *Relational Skills Curriculum: The 4P Modules*. Bronx, NY: Paraprofessional Healthcare Institute. www.paraprofessional.org

- ◆ The “4P” approach to problem solving and communication
- ◆ Each P is a building block, and is a skill that is learned throughout practice and understanding
- ◆ Paraphrase, Pull Back, Present Options, Pass It On

Paraprofessional Healthcare Institute. (2004, January). *Supervision as a Tool for Building Relationships: A Curriculum for Home Care Agencies That Support Consumers with Disabilities*. Bronx, NY: Paraprofessional Healthcare Institute. www.paraprofessional.org

- ◆ Explain intermediary approaches to supervision
- ◆ Applying communication skills in problem-solving situations with consumers and workers

Paraprofessional Healthcare Institute. (2005, March). *Supervision: A Tool for Building Quality Support Relationships. A Seminar for Supervisors of Direct-Care Workers Supporting Consumers with Disabilities*. Bronx, NY: Paraprofessional Healthcare Institute.

www.paraprofessional.org

- ◆ Heightening supervisor's awareness of the needs of the consumer and the worker
- ◆ Developing quality support relationship
- ◆ Mediating between workers and consumers

Paraprofessional Healthcare Institute and Institute for the Future of Aging Services. (2005, January). *The Role of Training in Improving the Recruitment and Retention Workers in Long-Term Care*. Workforce Strategies, No.3. www.paraprofessional.org

- ◆ Key questions when implementing effective direct care training programs
- ◆ Impact of training on retention and quality of care

Quick, T.L. (1992). *Successful Team Building*. New York, NY: AMACOM

Reid, D. H., & Parsons, M.B, (2004). *Positive Behavior Support Training Curriculum*. (Rotholz, D.A, Braswell, B.A, Morris, L., Ed.) Washington, DC: AAMR Publications. www.aamr.org/Bookstore/

- ◆ Behavioral support strategies

Russell, S. (1999). *Management development*. Alexandria, VA: American Society for Training and Development.

Shelton, L. *Creating Teamwork*. [Audio Tape Seminar]. Retrieved September 8, 2005 from <http://www.leeshelton.com/teamproducts.htm>

- ◆ How to find and master your natural leadership style
- ◆ Awards and rewards: What you must know to make them work
- ◆ The three personal characteristics of most winning leaders

Siddiqui, H. *Stress Management: It's All About Awareness, Attitude, and Action at Work*. [Trainer Manual]. Detroit, MI: Wayne State University, Developmental Disabilities Institute.

Taylor, M., Sauer, J., Hewitt, A., O'Neill, S., & Larson, S. (2001). *The peer empowerment program (PEP): A complete toolkit for planning and implementing mentoring programs within community based human service organizations* (Program coordinator, facilitator, and learner guides). Minneapolis, MN: The University of Minnesota, Institute on Community Integration, Research and Training Center on Community Living.

West, D. (1992). *How to Get People to Work Together*. Watertown, WI: Bethesda Lutheran Homes and Services, Inc. www.blhs.org

- ◆ Explains when conflict can be good and healthy and when it can become destructive.
- ◆ Lists techniques of effective communication and conflict resolution

Management and Supervision Literature Review

- Alpert, A., & Auyer, J. (October 2003). Evaluating the BLS 1988-2000 employment projections. *Monthly Labor Review*, p. 13-33.
- Bednash, G., Fagin, C., & Meqey, M. (2003). Geriatric content in nursing programs: A wake-up call. *Nursing Outlook*, 51, 149-150.
- Brannon, D., Zinn, J.S., Mor, V., & Davis, J. (2002). An exploration of job, organizational, and environmental factors associated with high and low nursing assistant turnover. *The Gerontologist*, 42 (2), 159-168.
- Caring. (February 2004). Home care aide training requirements revisited (editorial). *Caring Magazine*, p. 66.
- Catholic Health Association of the United States. (2003). *Finding and Keeping Direct Care Staff*. Retrieved September 19, 2005 from www.paraprofessional.org
- Center for Medicaid and Medicare. (October 1, 1999). *Code of Federal Regulations, Part 484: Conditions of Participation*. U.S. Government Printing Office. Retrieved September 21, 2005 from <http://frwebgate.access.gpo.gov>
- Clark, M.J., Hagglund, K.J., Stout, B.J. (2004). Job experiences of personal assistants employed in consumer-directed personal assistance services programs. *Rehabilitation Nursing*, 29 (5), 174-179.
- Coleman, B. (2000). *Assuring the Quality of Home Care: The Challenge of Involving the Consumer*. American Association of Retired Persons, Public Policy Institute. Available at <http://research.aarp.org>
- Erickson, J.I., Duffy, M.E., Gibbons, M.P., Fitzmaurice, J., Ditomassi, M., & Jones, D. (2004). Development and psychometric evaluation of the professional practice environment (PPE) scale. *Journal of Nursing Scholarship*, third quarter, p. 279-285.
- Fazzone, P.A., Barloon, L.F., McConnell, S.J., & Chitty, J.A. (2000). Personal safety, violence and home health. *Public Health Nursing*, 17 (1), p. 43-52.
- Hays, B.J., & Willborn, E.H. (1996). Characteristics of clients who receive home health aide service. *Public Health Nursing*, 13 (1), 58-64.

- Home Care Aide Association of America. (n.d.). *Position Paper: National Uniformity for Paraprofessional Title, Qualifications, and Supervision*. Retrieved May 25, 2005 from www.nahc.org/HCA/posppr.html
- Institute for Healthcare Improvement. (2004). *Transforming Care at the Bedside*. Available at www.ihl.org
- IOM. (2001). *Improving the quality of long-term care*. Washington, DC: National Academy Press/Institute of Medicine.
- Janks, E., LeRoy, B., & Lasker, R. (2004). *A hand for their hands: A report on the empowerment education training initiative for Direct Support Professionals*. Detroit, MI: Developmental Disabilities Institute, Wayne State University.
- Janks, E. (2002). *Empowering Your Team: Supervisors Effective Strategies*. Detroit, MI: Developmental Disabilities Institute, Wayne State University.
- McConnell, C.R. (1995). Delegation versus empowerment: What, how and is there a difference? *The Health Care Supervisor*, 14(1), 69-79.
- Mezey, M., & Fulmer, T. (2003). Shaping the quality of health care for the elderly: Are nursing students prepared? *Nursing and Health Care Perspectives*, 20(3), 118-120.
- Mickus, M., Luz, C.C., & Hogan, A. (2004). *Voices from the front: Recruitment and retention of direct care workers in long term care across Michigan*. East Lansing, MI: Michigan State University.
- Paraprofessional Healthcare Institute. (January 2005). *Workforce Strategies No. 3: The Role of Training in Improving the Recruitment and Retention of Direct-Care Workers in Long-Term Care*. Available at www.paraprofessional.org or www.futureofaging.org
- Remsburg, R.E., Palmer, M.H., Langford, A.M., & Mendelson, G.F. (1999). Staff compliance with and ratings of effectiveness of a prompted voiding program in a long-term care facility. *Journal of Wound, Ostomy and Continence Nursing*, 26 (5), p. 261-269.
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- U.S. Department of Health and Human Services. (February 2004). Nursing Aides, Home Health Aides, and related Health Care Occupations: National and Local Workforce Shortages and Associated Data Needs. Retrieved September 20, 2005 from <http://bhpr.hrsa.gov/healthworkforce>
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