Welcome to our 2020 Virtual Executive Seminar!

"Building a Better Workforce"

Each morning of April 21, April 28 and May 5, 2020

The Problem by the Numbers:
NYS Turnover and Vacancy rates

▸ **126 behavioral health community provider agencies responded to the survey. A total of 14,449 full and part-time behavioral health positions were identified by respondents.**

Area	Turnover Rate	Vacancy Rate
Statewide	34%	14%
Central New York	28%	12%
Hudson River Region	32%	14%
Long Island	41%	20%
New York City	42%	20%
Western New York	25%	11%

Source: **Mental Health Association in New York State Inc.**

The National Problem in Substance Use Disorder (SUD) and Mental Health

▸ **Many SUD treatment facilities are in a constant state of recruitment with average turnover rates upward of 18 to 20 percent.[1]**

▸ **Another study found turnover rates of 33% for clinical staff and 23% for supervisors[2]**

▸ **According to a panel at a recent health summit sponsored by Crain's Detroit Business, the statewide annual turnover rate for direct care workers in the mental health field is 37 percent. <u>That is correct – 37 percent.</u>[3]**

[1] SAMHSA's Vital Signs: Taking the Pulse of the Addiction Treatment Profession Report
[2]How serious of a problem is staff turnover in substance abuse treatment? A longitudinal study of actual turnover. *Eby LT, Burk H, Maher CP J Substance Abuse Treat. 2010 Oct; 39(3):264-71.*
[3]Turning Around Turnover in Behavioral Health

McSILVER INSTITUTE FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

The Problem in Context

▸ **The community mental health industry is operating in a dynamic business environment**

▸ **Related industries are competing for behavioral health care providers, such as:**

  ◦ Schools

  ◦ Hospitals

  ◦ Primary care settings.

▸ **At the same time, fewer individuals are entering the profession. Retaining top talent will be more important than ever in the years ahead. (Jobs to Careers, 2013)**

The Impact of Turnover and Vacancy Rates

Direct Costs	Less Tangible Costs
• **Hiring** • **Training**	***These costs cannot be quantified. The costs may be hidden:*** • **Lost Opportunity:** incoming calls not answered, appointments not scheduled and lost patient revenue • **Morale Costs:** Employees continuously having to cover the workload of departed employees can quickly lead to burnout and more turnover. Another vicious cycle. • **"Warm Body Syndrome":** Inexperienced and "not good match" for the organization • **Negative public perception:** Reflecting poorly on the overall quality of the organization

McSILVER INSTITUTE FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

The Vicious Cycle

4 Employee Retention Strategies in Healthcare. (2016, January 27). Retrieved from https://www.ceu360.com/2016/01/27/4-employee-retention-strategies-healthcare/

The Solution

What keeps staff engaged and committed to the work?

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Herzberg's Two-Factor Theory

Dissatisfaction and demotivation	Not dissatisfied but not motivated	Positive satisfaction and motivation

Hygiene Factors		Motivators	
Dissatisfaction	No Dissatisfaction	No Satisfaction	Satisfaction

Salary	Achievement
Supervision	Recognition
Regulations	Responsibility
Interpersonal relations	Advancement
Working conditions	The Work Itself

McSILVER INSTITUTE FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

What's a program to do?

Herzberg's Two-Factor Theory

Main Takeaway:

The factors leading to job satisfaction are **separate** and **distinct** from those that lead to dissatisfaction

Core Needs of Professionals to Enhance Satisfaction, Motivation, and Health

Achievement and Competence

Experience of positive outcomes
- Ongoing training and education
- Direct feedback and support to improve practices

Recognition

For quality performance

Autonomy

Sense of control and creativity
- Perspective, concerns, needs, and challenges are actively elicited and respected
- Encouraged to be responsibly creative and flexible
- Work/life balance conversations are initiated

Core Needs of Professionals to Enhance Satisfaction, Motivation, and Health

Relatedness

Feeling connected to others
- Numerous opportunities to formally and informally interact with counterparts with shared lived experiences

Responsibility

Ensuring a match between responsibilities and professional level

Task Satisfaction

Reinforcement associated with the work itself (refers to the day to day activities, tasks, routines, and roles)

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Core Needs of Professionals to Enhance Satisfaction, Motivation, and Health

Social Climate

Trust, productive conflict, cooperative support, commitment to the work

Work/Life Balance

What about Evidence Based Practices? Does it help or hurt staff retention?

▸ Greater staff retention when the evidence-based practice was implemented *along with ongoing fidelity monitoring presented to staff as supportive consultation.*

▸ The consultation/coaching model promotes professional development and contributes to positive organizational outcomes.

▸ Supportive coaching models may be preferable to checklists or less engaging methods of fidelity monitoring.

Aarons, G. A., Sommerfeld, D. H., Hecht, D. B., Silovsky, J. F., & Chaffin, M. J. (2009). The impact of evidence-based practice implementation and fidelity monitoring on staff turnover: evidence for a protective effect. *Journal of consulting and clinical psychology*, 77(2), 270–280. https://doi.org/10.1037/a0013223

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Retention Factors:
Organizational Culture and Climate Matter

▸ In behavioral health programs, high turnover has been attributed to factors such as the high stress environment, lack of support, and low pay.

▸ A study in child and adolescent mental health agencies found that **poor organizational culture and climate** both contribute to lower job satisfaction and organizational commitment which, in turn, lead to higher staff turnover. Another study reported similar results in youth social service settings.

Organizational Culture and Climate and Mental Health Provider Attitudes Toward Evidence-Based Practices. *Aarons GA, Sawitzky AC Psychol Serv. 2006 Feb; 3(1):61-72.*
Glisson C, James LR. The cross-level effects of culture and climate in human service teams. Journal of Organizational Behavior. 2002;23:767–794

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Retention Factors: Organizational Culture

Two broad dimensions of organizational culture have been identified in mental health services organizations: constructive culture and defensive culture

Constructive Culture	Defensive Culture
Constructive cultures are characterized by organizational norms of supportiveness and individualism that encourage positive interactions with others and approaches to tasks that will enable staff to meet their higher-order satisfaction needs.	Defensive cultures, on the other hand, are characterized by norms of conformity and submissiveness that encourage or implicitly require interaction with others in ways that are self-protective and will not threaten perceived personal security

Glisson C, James LR. The cross-level effects of culture and climate in human service teams. Journal of Organizational Behavior. 2002;23:767–794

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Retention Factors:
Constructive Organizational Culture

- ▸ Constructive culture is an important predictor of work attitudes

- ▸ Work groups with constructive cultures have more positive work attitudes. More positive organizational climates also predict more positive work attitudes

- ▸ Constructive cultures focus on norms of positive participation and support for responsible staff autonomy and professional development

Glisson C, James LR. The cross-level effects of culture and climate in human service teams. Journal of Organizational Behavior. 2002;23:767–794.

Morris A, Bloom JR. Contextual factors affecting job satisfaction and organizational commitment in community mental health centers undergoing system changes in the financing of care. *Ment Health Serv Res. 2002 Jun; 4(2):71-83*

McSILVER INSTITUTE FOR POVERTY POLICY AND RESEARCH

NYU SILVER SCHOOL OF SOCIAL WORK

Organizational Culture During Times of Change and Crisis

What Staff Want:	What Staff Don't Want but Might Get:
• **Empathy:** Acknowledge that people have emotional responses to change • **Information** that is clear and reliable • **Ideas:** Leadership is thoughtful • **Involvement:** Loss of control/autonomy is strongly related to burnout symptoms. Engage others in problem identification and problem solving • **Practical support, resources, tools, time**	• **Non-Involvement:** Failure to include those affected by change and responsible to implement change. • **Autocratic Behavior** • **Cheerleading without support** • **Minimizing the impact** • **Avoidance of very uncomfortable conversations**

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Organizational Culture: The Importance of Leadership and Supervision

▸ Effective leadership can play a key role in the success of culture change initiatives

▸ One area for executive leadership to consider involves investing in and supporting "First-Level Leadership". First-level leaders are those who supervise others.

Priestland A, Hanig R. Developing first-level leaders. Harvard Business Review. 2005;83:112–120.

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

The Critical Role of Leaders and Supervisors

"Employees don't quit because they don't like their jobs, they quit because they can't work with their managers or leaders"

▸ The Center for Advanced Human Resource Studies, at Cornell University estimates that 80% of turnover is driven by the environment a manager creates for an employee (compared to 20% resulting from issues with company culture)

Quality of Supervision and Turnover

Results show that person-oriented leadership behavior affects turnover intentions through job satisfaction and organizational commitment more than task-oriented leadership behavior

Mathieu C., Fabi B., Lacouriere R., Raymond L. The role of supervisory behavior, job satisfaction and organizational commitment on employee turnover. (2016) Journal of Management & Organization Volume 22, Issue 1 pp.113-129

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

The Power of Being Part of a High Performance Team

▸ **Prior researchers have suggested a number of possible changes in organizational practices that may help decrease or prevent burnout, including:**

- Increasing social support for employees
- Teaching communication and social skills to supervisors.

Halbesleben JRB, Buckley MR. Burnout in organizational life. Journal of Management. 2004;30(6):859–879.

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

The 5 Dysfunctions

Inattention to **Results**

Avoidance of **Accountability**

Lack of **Commitment**

Fear of **Conflict**

Absence of **Trust**

1. Absence of Trust

- **We want to be invulnerable**

- **Therefore, we do not expose our weaknesses**

- **Thus, we are not honest**

- **It is impossible to build trust without honesty**

- **In many cases, we are almost conditioned to "keep our guard up"**

- **In our society exposing weakness is frowned upon**

How do you know if your team members trust each other and trust leadership?

What you would observe: team members who…

- Admit weakness and mistakes
- Ask for help
- Accept questions and input about their areas of responsibility
- Give one another the benefit of the doubt before arriving to a negative conclusion
- Take risks in offering feedback and assistance
- Appreciate and tap into one another's skills and experiences
- Focus time and energy on important issues, not politics
- Offer and accept apologies without hesitation
- Look forward to meetings and other opportunities to work as a group

McSILVER INSTITUTE FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Reflection: Absence of Trust

Ask yourself:

- Do our team members genuinely apologize when they act or say things that is hurtful or damaging to the team?

- Do our team members openly admit when they make a mistake; need clarification when something is unclear; express their disagreements; avoid sarcasm or harsh criticism?

- Do we get to know each other as people? (i.e. share our personal lives, interests, family/work stresses, talents; important personal events etc.)

The Fragility of Trust

▸ If one member of the team, especially if it's the supervisor, is unwilling or unable to be vulnerable, it can "infect" the entire team.

▸ This is the time for the very uncomfortable conversation with that person.

▸ If the supervisor doesn't trust the team, this will become a serious organizational problem.

How Do You Promote Trust?

Simple answer, the leader goes first!

2. Fear of Conflict
Difficulty in the Storming Stage

If trust is not present, people will not engage one another

- Artificial harmony
- Important decisions will not be made
- People become angry

Conflict can be good

- If it is ideologically based
- If it avoids personality-focused, mean-spirited attacks
- Teams generally avoid this to spare one another's feelings

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Productive Conflict

▸ **Productive ideological conflict about ideas not mean-spirited interpersonal conflict.**

▸ **With trust, conflict is about identifying the truth about an issue, decision, goal, root problems, strengths, what's practical, etc.**

▸ **Conflict is expressed differently across cultures including organizational cultures.**

Commitment is about buying in to the mission, aims and values of an organization

▸ **When people don't weigh in,**

▸ **When people don't express their true beliefs and disagreements,**

▸ **When people don't have trust,**

▸ **When people feel compelled to go along and hold back**

They don't buy-in
Worse yet, they passively commit

The Consensus Seeking Pitfall

▸ **Consensus is impossible in many situations**

▸ **Consensus unproductively delays decision making**

▸ **People can support a direction or decision they disagree with if they get a chance to be heard**

The leader breaks the tie

Lack of Commitment

"Always remember the distinction between contribution and commitment. Take the matter of bacon and eggs. The chicken makes a contribution. The pig makes a commitment."

John Mack Carter

Reflection:
Lack of Commitment

▸ **Ask yourself:**

- Do we know what each member of the team is working on and how they contribute to our collective efforts to promote quality?

- Do team members leave meetings feeling confident that each team member is completely committed to the purpose and goals of creating a quality organization even in the presence of initial disagreements and conflicting perspectives?

- Team members end meetings with next step tasks that are clear and action oriented. No one leaves with nothing to do.

- Does the supervisor model commitment by organizing meetings, setting an agenda, promoting action and moving the team to resolve differences and taking action towards a specific goal?

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | **SILVER SCHOOL OF SOCIAL WORK**

Avoidance of Accountability: The Most Common Dysfunction

▸ **Team leaders do this to avoid uncomfortable situations**

▸ **If the team leader doesn't hold people accountable, the team members won't**

▸ **This is really difficult in peer-to-peer situations.**

▸ **When there is little commitment and no buy-in, team members will not hold each other accountable**

▸ **You need team members willing to call their peers on performance or behaviors that might hurt the team**

▸ **The closer the team members, the greater the danger**

Avoidance of Accountability

Ask yourself:

- Do the team members respectfully hold each other accountable for contributing during meetings and following through with action steps?

- Are the team members deeply concerned about letting down their peers?

- Do team members often volunteer to work on areas that are key to achieving our aims?

- Do you, as a supervisor, hold people accountable for their behavior?

Inattention to Results

Ask yourself:

- Do our team members willingly make sacrifices for the good of the project?

- Do we have a way of knowing how we are doing?

- Are we able to keep track of critically important outcomes?

- Do we keep track of our accomplishments and areas that have not been successful?

- Do we regularly review our goals and progress in a way that is specific and measurable?

- Do we express dissatisfaction with data that falls short of our expectations and goals?

- Do team members discuss areas of performance they are concerned about?

Inattention to Results

- **If the team leader doesn't attend to results/outcomes, it communicates that results don't matter, and…**
  - it becomes difficult to hold people accountable for behavior that detracts from the goals and aims of the organization

The Importance of Supportive vs Control Oriented Supervision

Control Oriented Supervision	Supportive Oriented Supervision
A control approach to supervision focuses on finding faults with individuals	**A supportive approach builds safety and trust where supervisees develop a sense of professional identity**
• Supervisor is like a policeman • Episodic problem-solving • Little or no follow-up • Punitive actions intended	• Focus on improving performance and building relationships • More like a teacher, coach, mentor • Safety and trust, where supervisees can develop their sense of professional identity • Use local data to monitor performance and solve problems • Follow up regularly

Reflective Supervision:
Exploration of the Parallel Process

▸ **Attention to all of the relationships:**

- Between practitioner and supervisor
- Supervisor and executive leadership
- Practitioner and parent
- Parent and child/youth.

▸ **Professional and personal development within one's discipline by attending to the emotional content of the work and how reactions to the content affect the work**

▸ **Greater emphasis on the supervisor's ability to:**

- listen and wait
- allowing the supervisee to discover solutions, concepts and perceptions on his/her own without interruption from the supervisor.

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

What is a Leader to do?

Every unhappy workforce is unhappy in its own way

- **[Determine your turnover rate using this tool](#)**
- **If you have a high turnover rate, find out why**
  - Before you can begin to create successful retention strategies, you must first troubleshoot for unresolved issues in your organization.

Recruitment Strategies

The onboarding process

‣ **Job preview videos (what the job is really like)**

‣ **Check ins (30-60-90 day)**

‣ **Pairing new employees with a seasoned "mentor"**

‣ **Introducing full caseloads gradually over time**

‣ **Establishing a robust internship program that also serves as a recruitment tool**

Strategies:
Keep in touch with employee concerns

► **Identify retention issues by departments, programs, positions in the organization**

Focus Groups

Town Hall Meetings

Internal Surveys

Retreats

Exit Interview

Diagnosing the problem

Every unhappy workforce is unhappy in its own way. Identify retention issues by departments, programs, positions in the organization.

Ask your employees to answer a quick 10-question survey; keep the survey anonymous. The answers to these questions will help you discern any current underlying problem areas.

Diagnosing the problem (continued)

- ❏ Do you agree with the mission of this organization?
- ❏ Does your supervisor inspire you?
- ❏ Do you feel teamwork is practiced among your co-workers?
- ❏ Are your co-workers held accountable for the work they produce?
- ❏ Do you feel valued for the work that you do?
- ❏ Are the amount of work and the pace of work you are required to perform reasonable?
- ❏ Do you feel information is shared openly and communication is encouraged?
- ❏ Do you receive the training you need to perform your job well?
- ❏ Do you have the tools you need to perform your job efficiently?
- ❏ Do you have adequate opportunities for professional growth and development?

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Other strategies

Communicate

▸ If you want to increase employee job satisfaction, you need to have effective communication throughout your organization.
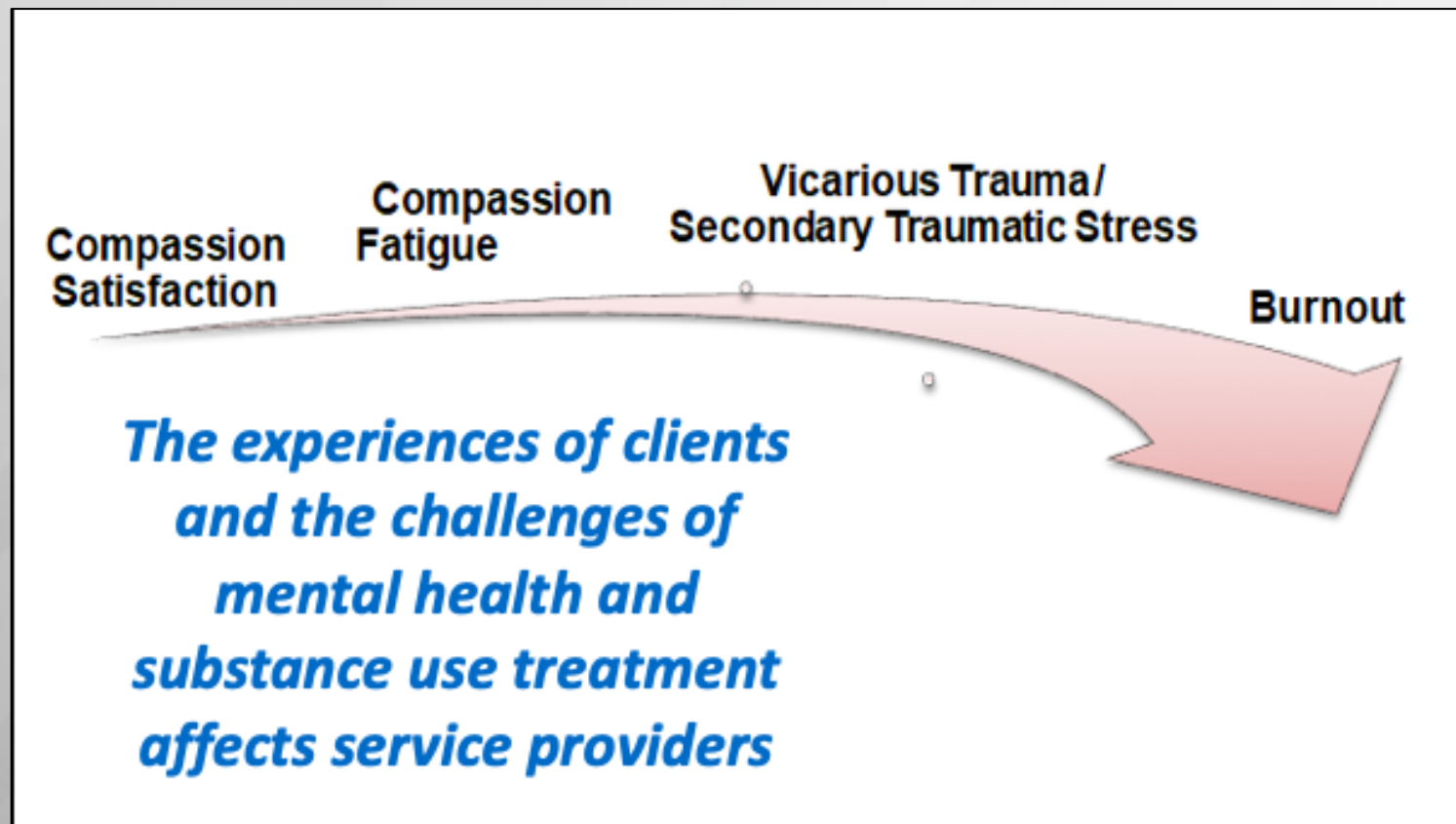
Provide unique opportunities your employees will not receive from your competitors.

▸ The best way to decrease your turnover rate is to offer your employees unique opportunities for career growth and development

4 Employee Retention Strategies in Healthcare. (2016, January 27). Retrieved from https://www.ceu360.com/2016/01/27/4-employee-retention-strategies-healthcare/

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Other Strategies: Look for and Address Signs of Worker Distress

The spectrum of a behavioral healthcare provider experience

Compassion Satisfaction

Compassion Fatigue

Vicarious Trauma/ Secondary Traumatic Stress

Burnout

The experiences of clients and the challenges of mental health and substance use treatment affects service providers

Compassion Fatigue

"affects those who do their work well"

(Figley, 1995)

▸ **Shift in hope and optimism about the value of the work**

▸ **Deep physical, emotional and spiritual exhaustion**

▸ **Compassion fatigued practitioners continue to give themselves fully to their clients, finding it difficult to maintain a healthy balance of empathy and objectivity.**

▸ **Can be a typical response to work overload; can ebb and flow depending on demands**

Figley, C.R. (Ed.). (1995) Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized. New York: Brunner/Mazel.

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

Vicarious Trauma

▸ **Vicarious Trauma: secondary exposure to extremely stressful events (exposure to others' trauma or reexperiencing the client's trauma)**

▸ **Symptoms are rapid in onset and specific to a particular event:**

- Feeling afraid

- Difficulty sleeping

- Images of upsetting event

- Avoidance of the client and reminders of the event

Figley, C.R. (Ed.). (1995) Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized. New York: Brunner/Mazel.
Stamm, 2012)

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | **SILVER SCHOOL OF SOCIAL WORK**

Burnout

▸ **Feelings of hopelessness**

▸ **Feelings of being emotionally exhausted and overextended by the work.**

▸ **Feelings of depersonalization which result in negative, cynical attitudes toward clients.**

▸ **Diminished personal accomplishment, reflecting a sense of lowered competence and a lack of successful achievement in work with clients.**

▸ **Associated with high workloads and non-supportive work environment**

(Maslach & Jackson, 1986; Stamm, 2012)

Burnout

▸ **High turnover settings are characterized by high levels of stress and burnout**

▸ **Conversely, high turnover can negatively impact attitudes, cognitions, and morale of remaining workers.**

▸ **The effects of turnover on remaining staff include:**

- Reduced staff morale

- Ineffectiveness of staff

- Reduced productivity

- Weaker work teams

- Increased costs of training new employees

Bingley P, Westergaard-Nielsen N. Personnel policy and profit. Journal of Business Research. 2004;57(5):557–563.

What Affects Burnout?

Research on the correlates and antecedents of burnout suggest that a number of organizational-environmental variables are related to burnout, including:

- excessive workload
- time pressure
- role conflict
- role ambiguity
- an absence of job resources (especially supervisory and coworker social support),
- limited job feedback

- limited participation in decision-making in matters affecting the employee,
- a lack of autonomy
- unfairness or inequity in the workplace
- insufficient rewards (including social recognition)

Maslach C, Schaufeli WB, Leiter MP Annu. Job Burnout. *Rev Psychol. 2001; 52:397-422.*
Paris M Jr, Hoge MA. Burnout in the Mental Health Workforce: A Review. *J Behav Health Serv Res. 2010 Oct; 37(4):519-28.*

McSILVER INSTITUTE FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK

In What Ways is Your Workforce Distressed?
The Professional Quality of Life Scale (ProQOL)

▸ **The ProQOL is a 30 item self-report measure of the positive and negative aspects of caring**

- The ProQOL is free and available at www.proqol.org

▸ **The ProQOL measures Compassion Satisfaction and Compassion Fatigue**

▸ **Compassion Fatigue has two subscales**

- Burnout

- Secondary Trauma

Stamm (2009)

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH

NYU | SILVER SCHOOL OF SOCIAL WORK