

Focus Group Data Analysis Recruitment Questions 1-10

2/02/2008

Table of Contents

1. Methodology	3
2. Findings	4
2.1 Question 1: Spend a few moments to reflect on your own recruitment. (0-1 Year)	4
2.2 Question 2: What influenced your decision to go into Child Welfare? (0-1 Year, 1-2 Year)	5
2.3 Question 3: Based on your own experiences, what recommendations do you have for DHW related to recruitment? (0-1 Year, 1-2 Year)	7
2.4 Question 4: What is it about the job, both positive and challenging, that you would emphasize in recruiting new staff? (2-5 Year, 5+ Year)	9
2.5 Question 5: In what ways can you, as a co-worker, help recruit new staff? (2-5 Year, 5+ Year)	11
2.6 Question 6: How might attention to diversity be a factor in successful recruitment efforts? (2-5 Year)	12
2.7 Question 7: Take a few moments to reflect on your recruitment to your supervisory position. What influenced your decision to become a supervisor with Child Welfare? (Supervisors)	13
2.8 Question 8: Based on your own experiences, what recommendations do you have for the Department related to recruitment of supervisors? (Supervisors)	14
2.9 Question 9: As a supervisor, in what ways do you currently recruit new (and qualified) employees?	15
2.10 Question 10: In an ideal world, how would you recruit new employees?	16
3. Appendixes: Complete Response Data	17
3.1 Question 1 Appendix	17
3.2 Question 2 Appendix	20
3.3 Question 3 Appendix	24
3.4 Question 4 Appendix	28
3.5 Question 7 Appendix	32
3.6 Question 8 Appendix	34
3.7 Question 9 Appendix	36
3.8 Question 10 Appendix	38

1. METHODOLOGY

The goal of this presentation is to provide Department of Health and Welfare Program Managers with rapid first-glance information about any obvious themes or clear trends in the responses. I first looked at the responses to questions specifically pertaining to the subject of retention, and developed a categorization system for the responses to each question by each focus group. These categories were submitted for review prior to moving forward.

I then set up comparisons between pairs of focus groups that were asked identical questions. After categorizing the responses, the categorizations themselves were submitted for review. Upon completion of that review process, I looked for any clearly noticeable features of those responses, such as if responses overwhelmingly favored one them or another.

For the purposes of fulfilling the Program Manager's requests for a preliminary first glance at the focus group data, I created some visual representations of the breakdown of responses for each question and between groups. I looked at both the percentages of responses that we determined to fall into each category between groups as well as the total percentages of responses for the combined groups who were asked identical questions.

Limitations

There are several limitations to use and interpretation of this focus group data that should be noted. First, the focus group data is not generalizable, meaning that a qualitative sample of focus group participants will not insure that the findings will accurately reflect the broader context of child welfare workers. Any recommendations made on the basis of this data or its interpretation should reflect that understanding. Second, the subjectivity of focus group data should be clearly understood. For example, a room for of 25 participants could all very vocally agree with one person who said that "x" was important – a facilitator may still only write that down one time, not twenty five times. The responses presented here heavily reflect the facilitators who captured the data, and it is unclear what weight each response should actually be given.

Recommendations

While these findings are not generalizable, they may give valuable insight into general themes of importance to child welfare workers, and lay the ground work for developing a more robust quantitative study. A survey could be constructed with both scaled questions and questions with nominal categories in addition to key demographic information about respondents (ex: years in service, region, educational level, gender, ethnicity, etc.)

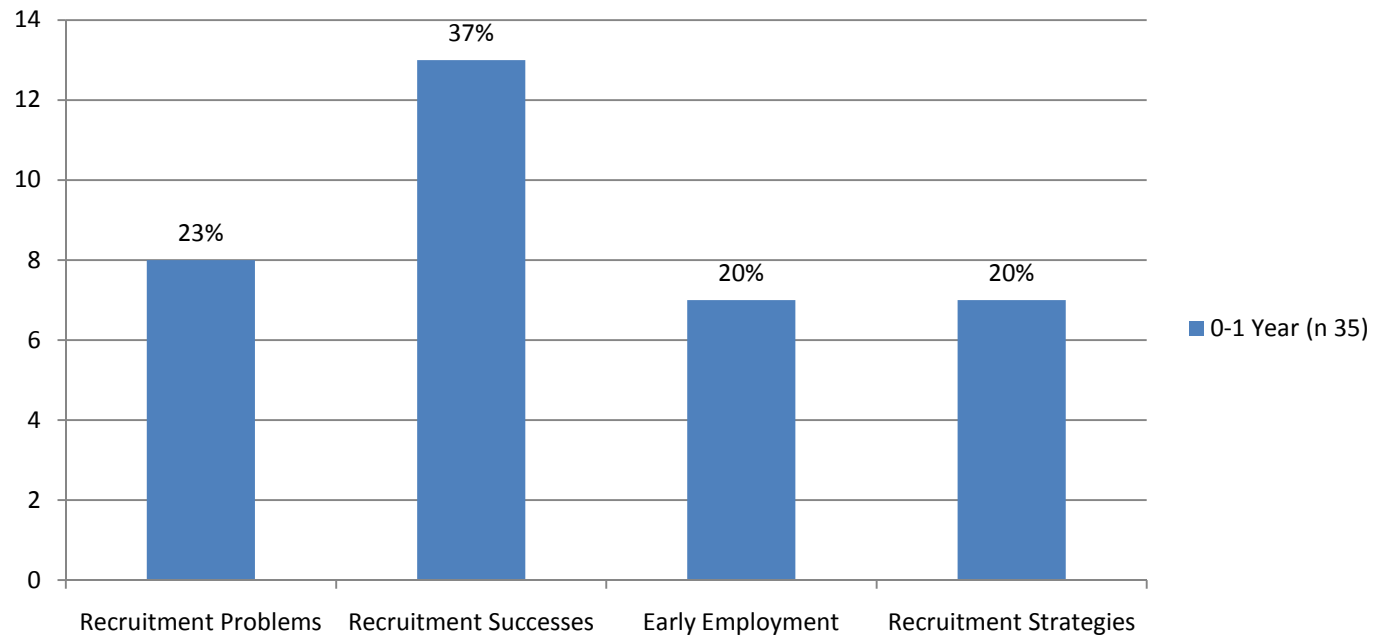
This instrument could be administered at another Child Welfare Conference. With a modest sample size, the data could be analyzed using statistical analysis, and patterns could be reported that would potentially have greater reliability and validity. This would also allow one to look for trends by region, by educational level, or any of the other demographic variables captured. Input of the data could conceivably be done by a Graduate Assistant or Social Work intern working through the Child Welfare Center, thus reducing overhead for the Department and keeping the costs of a future study low. Likewise, running the statistical analysis might also be tasked to a resource in connection with the University / Child Welfare Center.

2. FINDINGS

2.1 Question 1: Spend a few moments to reflect on your own recruitment. (0-1 Year)

Category Descriptions

- 1. Recruitment Problems - answers indicating problems or confusion during the recruitment / hiring process
- 2. Recruitment Successes - answers indicating positive experiences during the recruitment / hiring process
- 3. Early Employment - answers discussing challenges in early employment experiences
- 4. Recruitment Strategies - answers discussing ideas for improving recruitment efforts



2.2 Question 2: What influenced your decision to go into Child Welfare? (0-1 Year, 1-2 Year)

Category Descriptions

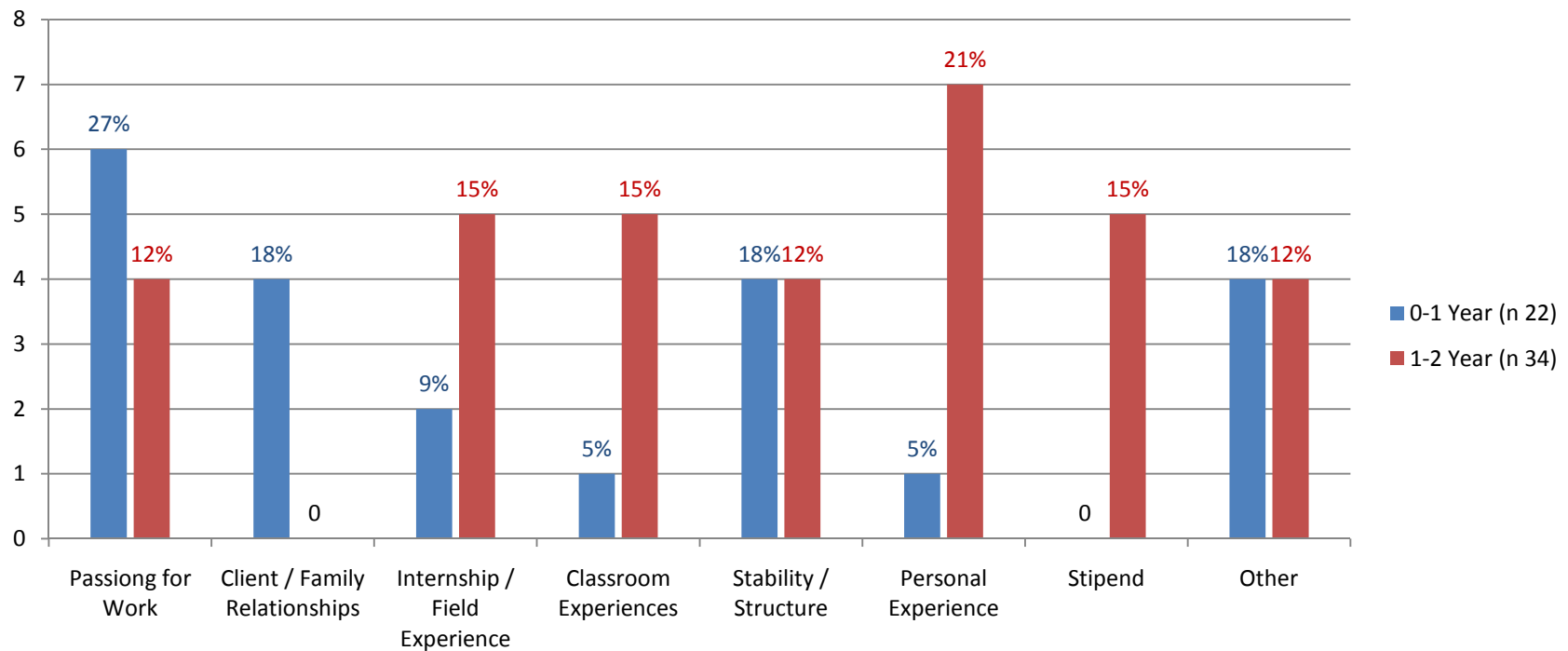
Positive Outcomes - positive outcomes in client/worker relationships were identified as key

Personal Investment - personal commitment/passion for the work and desire to grow as key

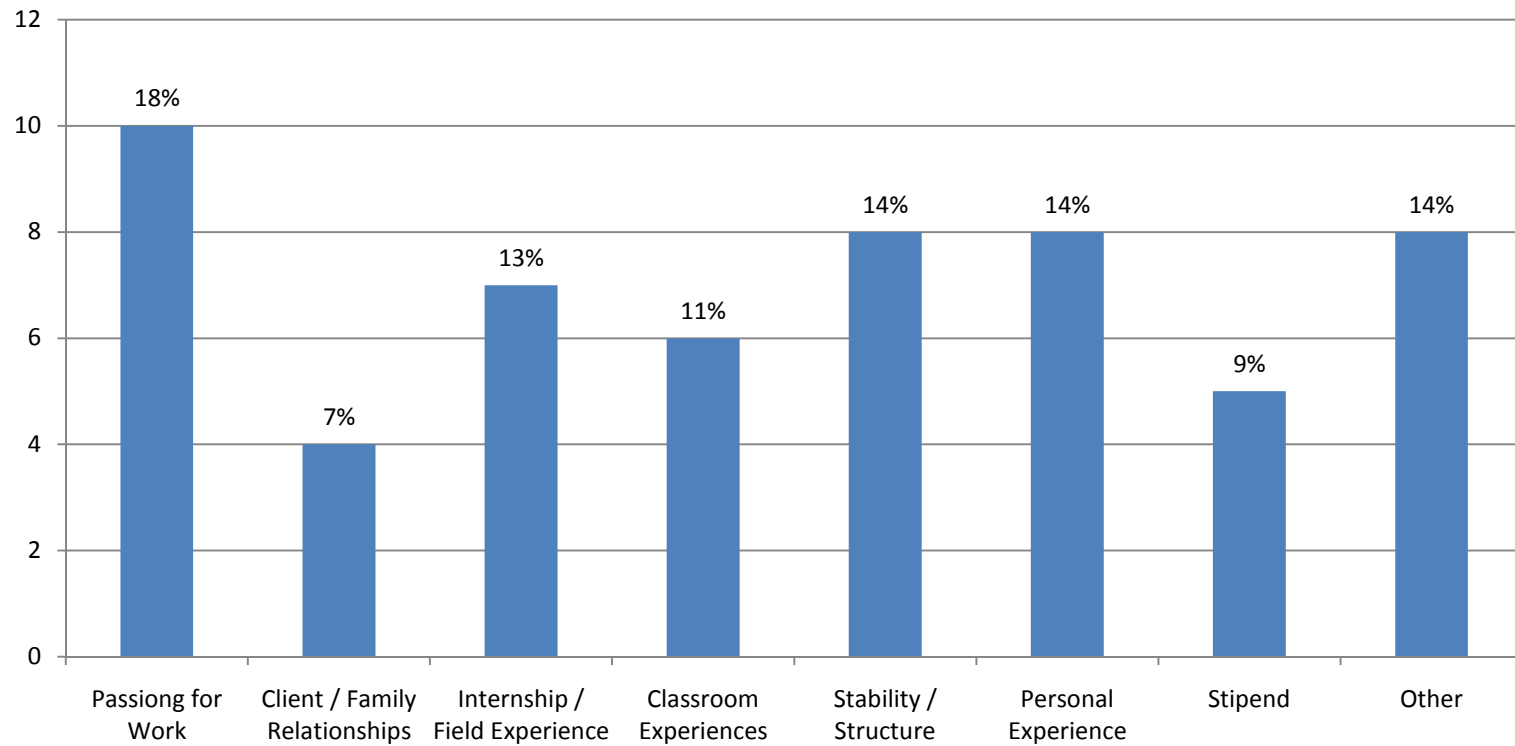
Professional Relationships - relationships (of support, work assistance, mentoring, stress management, etc.) were key

Benefits/Compensation - wages or supplemental compensation / benefits accessible through work with DHW

Recognition - personal acknowledgement for individual contribution - from clients, peers or management



Combined (n 56)

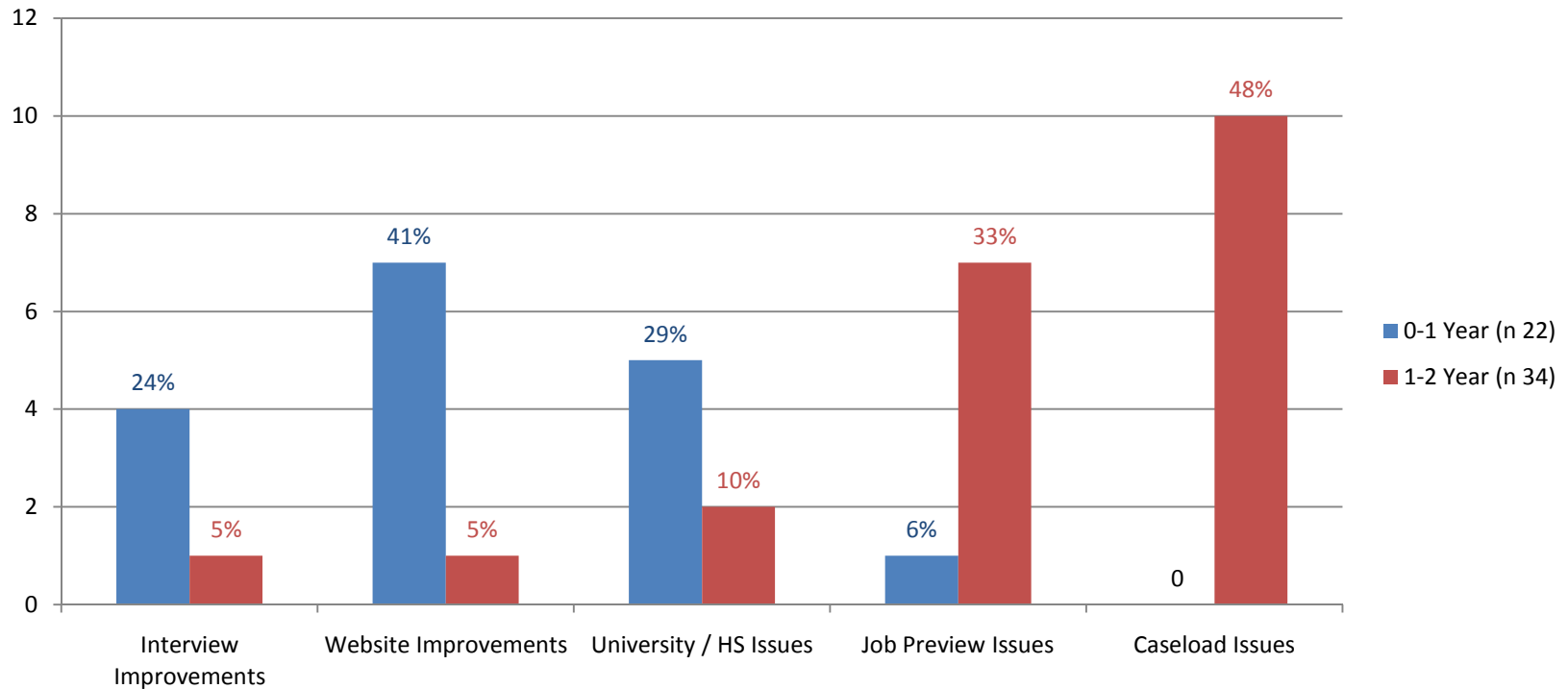


Comments

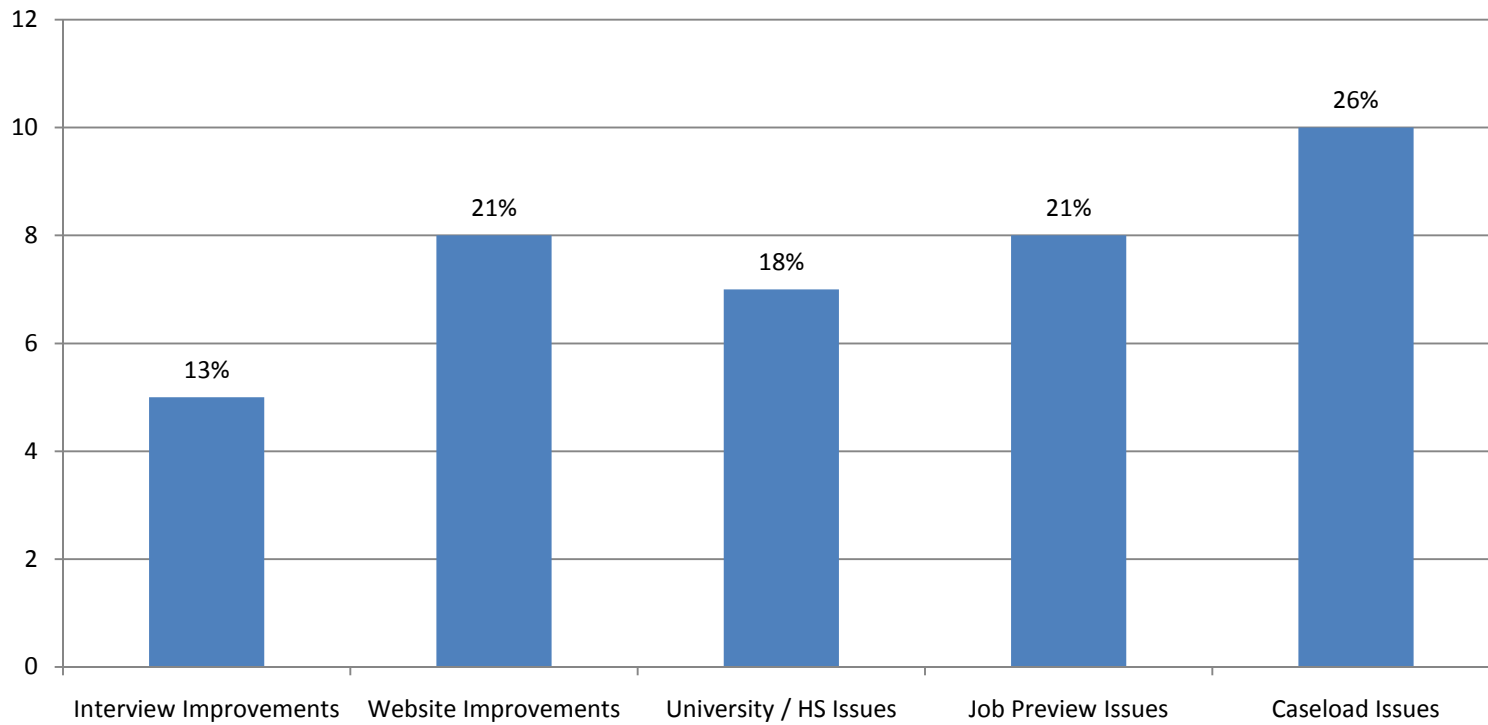
2.3 Question 3: Based on your own experiences, what recommendations do you have for DHW related to recruitment? (0-1 Year, 1-2 Year)

Category Descriptions

- 1. Interview Improvements - answers requesting changes to the interview process for hiring
- 2. Website Improvements - answers suggesting website, technology improvements
- 3. University / High school issues - answers relating to school partnerships or campus recruitment strategies
- 4. Job Preview Issues - answers relating to improved opportunities to experience job prior to hire
- 5. Caseload issues - answers discussing approaches to initial caseload and preparation of potential hires



Combined (n 38)

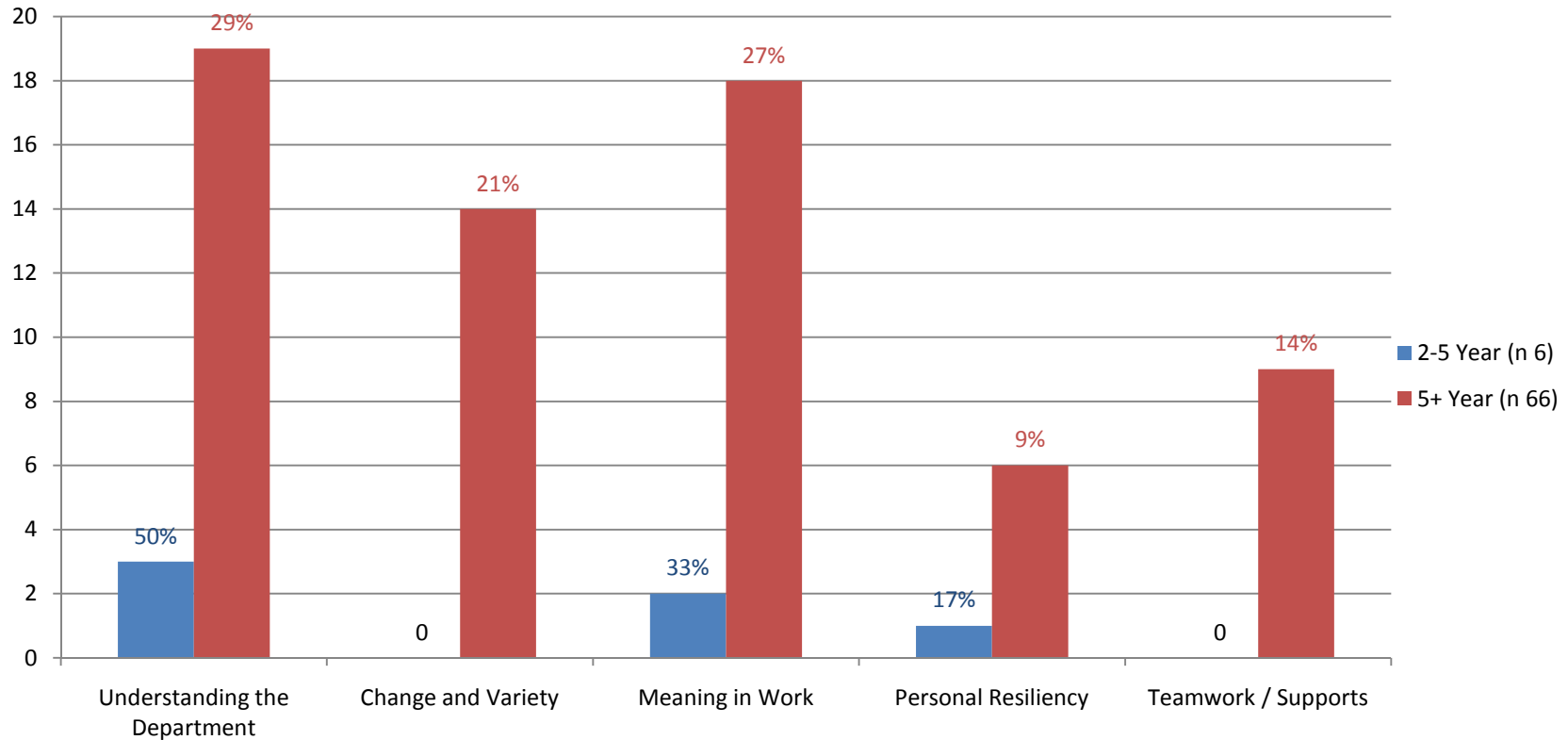


Comments

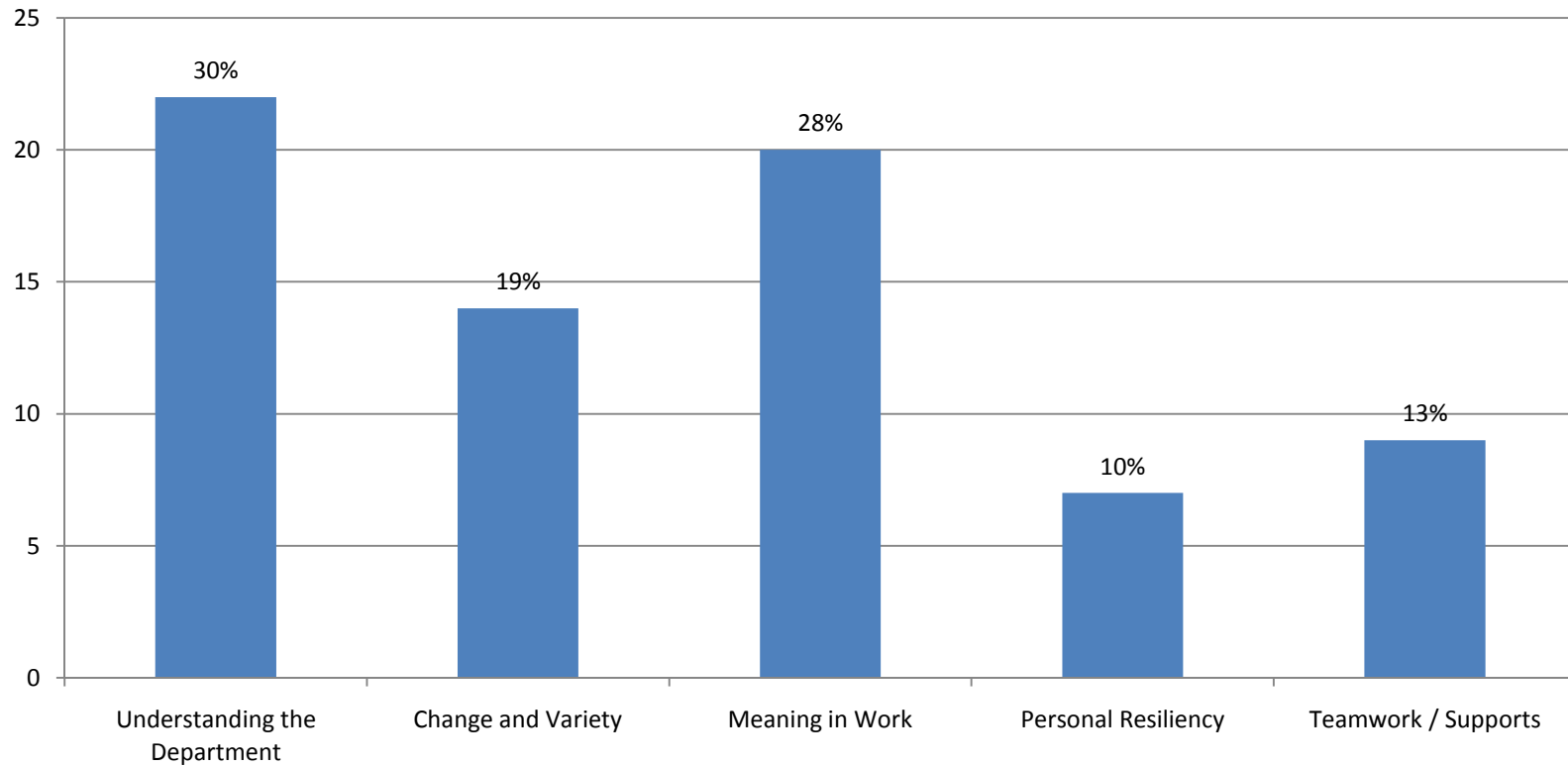
2.4 Question 4: What is it about the job, both positive and challenging, that you would emphasize in recruiting new staff? (2-5 Year, 5+ Year)

Category Descriptions

1. Understanding of Department - answers emphasizing need to better prepare new works for working in Health and Welfare
2. Change and Variety - answers stressing the importance of describing the constant change and pace of the job
3. Meaning in work - answers stressing the meaning and value to be found in child welfare work
4. Personal Resiliency - answers stressing the need for personal strength and resiliency
5. Team work / Supports - answers stressing that understanding the team dimension of the job is key



Combined (n 72)



2.5 Question 5: In what ways can you, as a co-worker, help recruit new staff? (2-5 Year, 5+ Year)

In what ways can you, as a co-worker, help recruit new staff?	
<p style="text-align: center;"><u>2-5 year Group</u></p> <p>Not Answered</p>	<p style="text-align: center;"><u>5+ year Group</u></p> <p>Working with students Recruitment of community partners-police Helping community partners with families Career day at high school to explain social worker job field Explained SW field at the "baby week " to students Prevention work Reframe things positively to encourage SW field DHW spin more positively Be a positive role model in the community</p>

2.6 Question 6: How might attention to diversity be a factor in successful recruitment efforts? (2-5 Year)

How might attention to diversity be a factor in successful recruitment efforts?

2-5 year Group

- Spanish speaking is a plus
- Life experience of workers coming into the field
- Consider needs of refugee families when recruiting staff

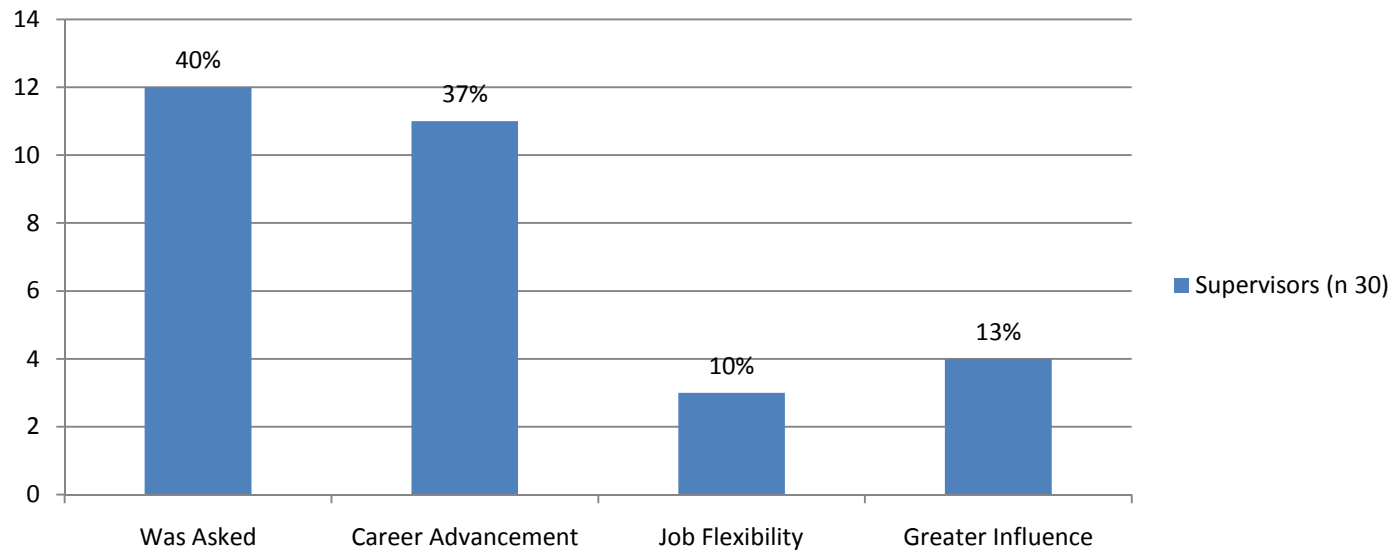
- People can change – again using life experiences that could be used positively by the social worker

- Look at standards of practice to fit other cultures – not just our culture (for example, multiple parents are ok with some cultures but our standard does not reflect the same)

2.7 Question 7: Take a few moments to reflect on your recruitment to your supervisory position. What influenced your decision to become a supervisor with Child Welfare? (Supervisors)

Category Descriptions

- 1. Was asked - answers indicating that supervisors, management or coworkers encouragement was key in decision
- 2. Career Advancement - answers indicating that desire for career growth opportunity was key factor
- 3. Increased Flexibility - answers indicating that desire for increased job flexibility was key factor
- 4. Greater Influence - answers indicating that desire to have a greater influence on department policy was key factor

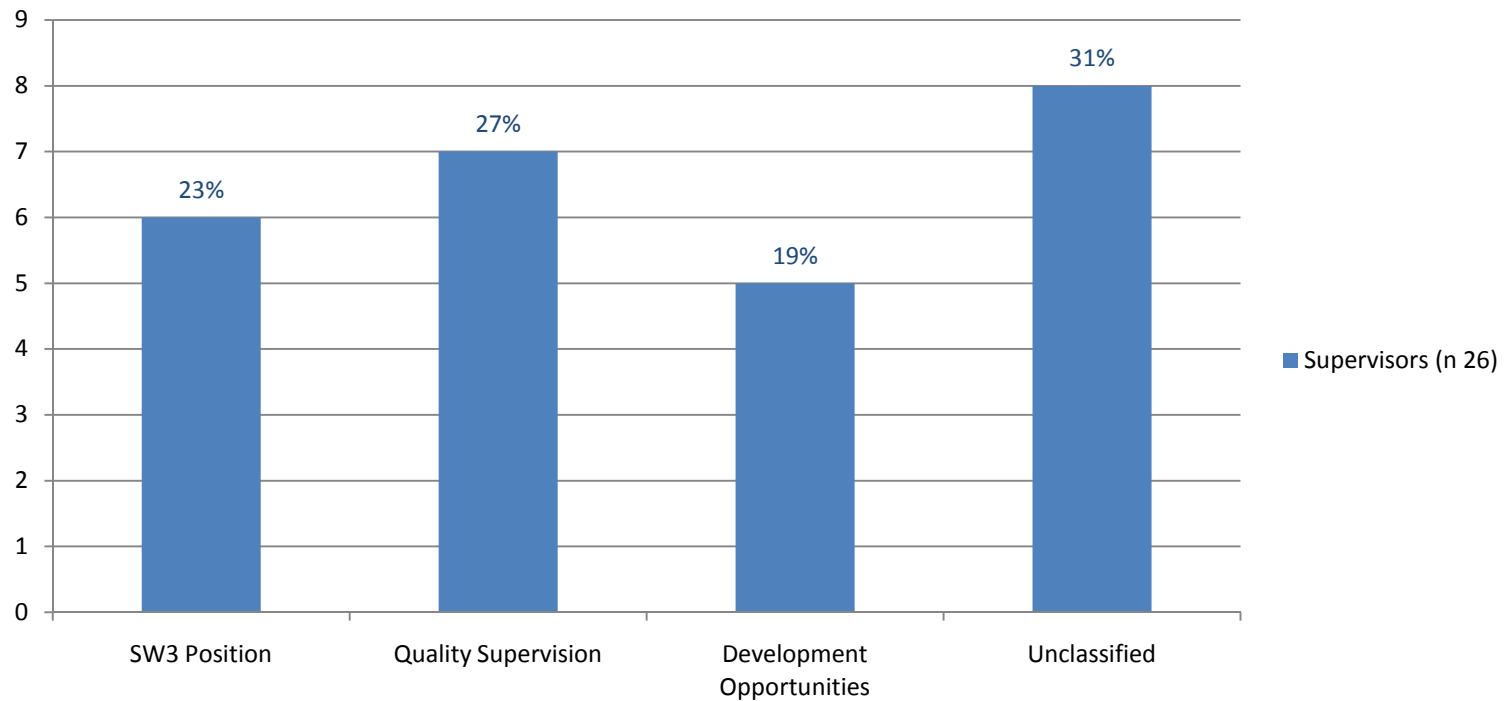


Comments

2.8 Question 8: Based on your own experiences, what recommendations do you have for the Department related to recruitment of supervisors? (Supervisors)

Category Descriptions

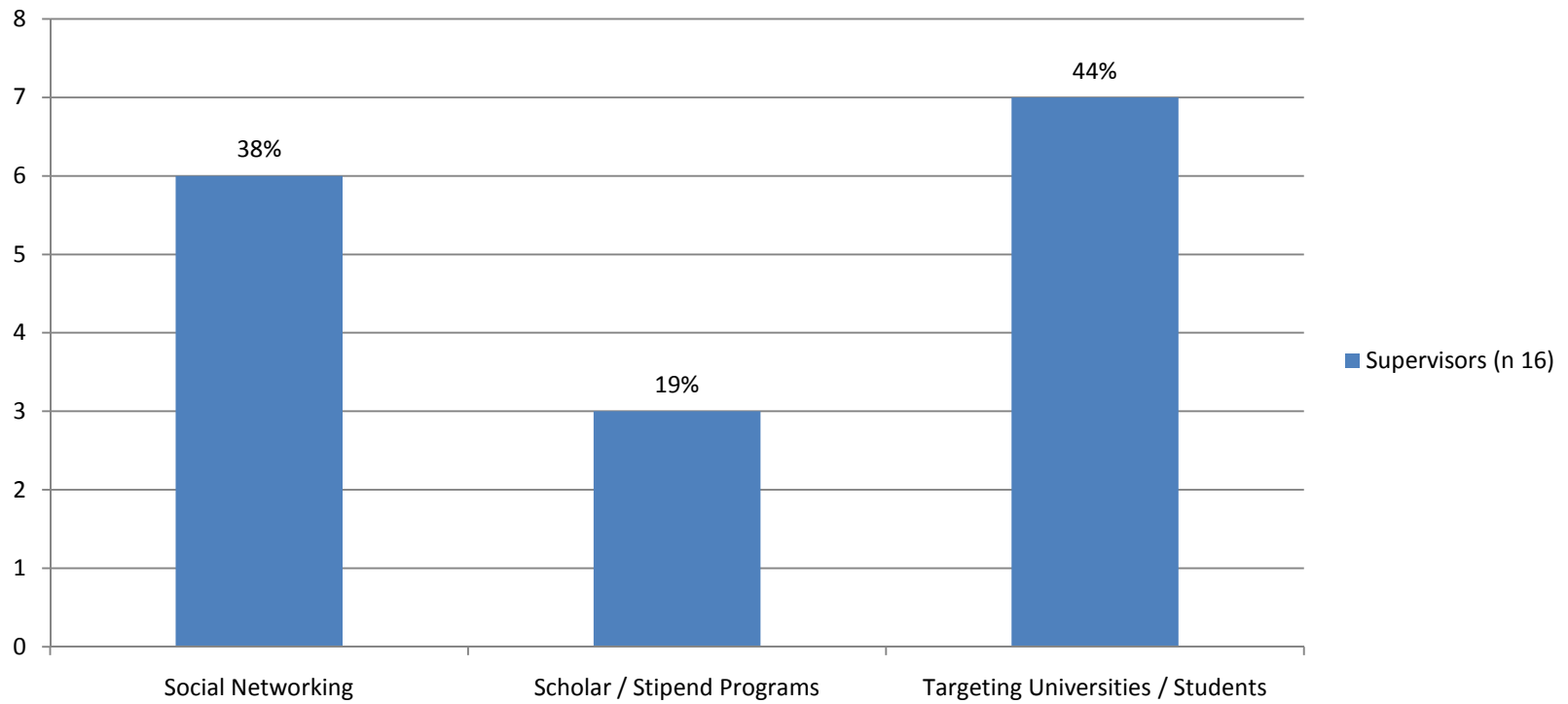
- 1. SW 3 Position - answers discussing changes to or successes with the SW 3 position
- 2. Quality Supervision - answers emphasizing the quality of supervision in recruitment process
- 3. Development Opportunities - answers emphasizing increased development opportunities as part of recruitment
- 4. Unclassified - answers not otherwise classified



2.9 Question 9: As a supervisor, in what ways do you currently recruit new (and qualified) employees?

Category Descriptions

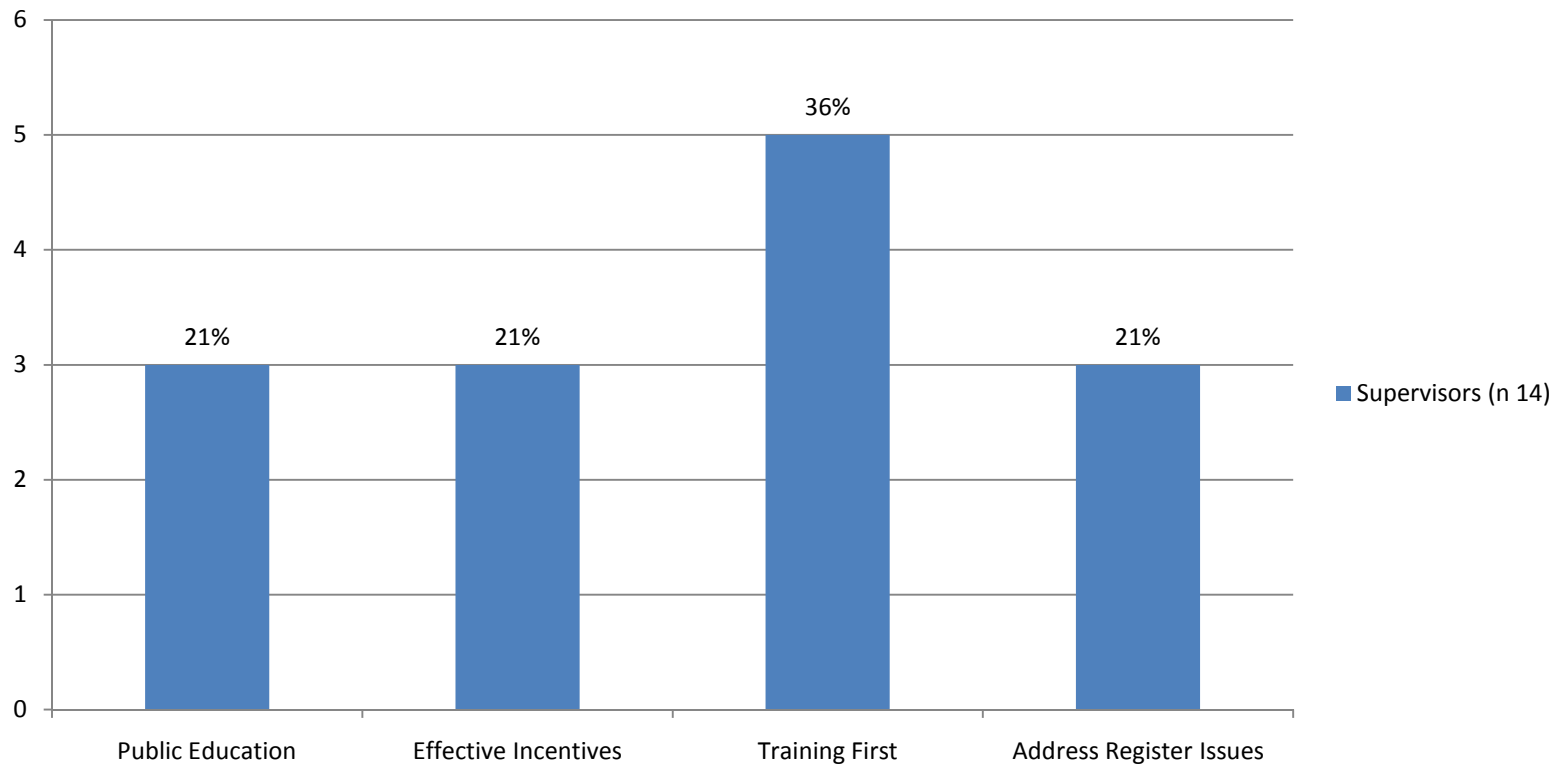
- 1. Social networking - using personal and professional relationships as resources in recruiting
- 2. Scholar / Stipend program - using established programs as recruiting tools
- 3. Target Universities / Students - focusing on universities and students on campus with recruiting efforts



2.10 Question 10: In an ideal world, how would you recruit new employees?

Category Descriptions

1. Public education - increase public relations/education to address negative stereotypes of child welfare in the public
2. Effective Incentives - improve and increase effective incentive programs
3. Training first - focus on improving training and preparation methods for prospective recruits prior to hire
4. Address Register Issues - address issues with the register process



3. APPENDIXES: COMPLETE RESPONSE DATA

3.1 Question 1 Appendix

Spend a few moments to reflect on your own recruitment.

Recruitment Problems

0-1 Year

- Register is confusing. Am I a SW 1 or 2?
- Thought I would have a job as 4E, took me a year to get hired
- Applied online, new 4E was not recruited for certain jobs
- Took more than one week to find out that they hired me (more than a month in several cases)
- Letters not sent out like I was told or expected
- 4E- get hired, register process (could not get on), no one to call
- “Sucky” There is inconsistency between different levels of management with implementing rules. Re: stipend.

4E student may not interview well but student and DHW has invested, so please check with the other region and team where we interned, to know more about us and our work, not just interview

8

Recruitment Successes

0-1Year

- Received excellent support to get 4E application/interview done
- Good HW application is online
- Got interview, I wanted it, quick process
- Got on register, hired in 3 weeks, easy.
- Private sector experience; Not happy with it
- Prefer the public sector
- Applied for everything I qualified for

- Life experience-inspired a worker to be the best
- Self recruited
- Self directed
- Knew someone in house
- Having state experience great for career
- Was able to work with worker who was leaving, which was a big plus

13

Early Employment

0-1 Year

- Walk in, full caseload, but no desk, phone, still a “temp” and do not have authority or training to do certain things
- When hired set someone up for success not failure.
- Having support in office when there could be a personality issue between supervisor and a worker, like a mentor
- Messages- Balance between being told to be an independent worker and being “baby sat”
- But they changed my job, “I like it, but they should have been honest.”
- Hired, letter, date, PSR pay to SW did not change. Took worker tons of effort to ask for correct pay. Also compounded by SW 1, 2, 3 ladder timing. This makes official start date later and 4E, “time pay back” is pushed back Happened to 2 people
- Can work as a temp for awhile before pulled off register. Pay and time for stipend gets mixed up.

7

Recruitment Strategies

0-1 Year

- Stipend
- Practicum
- Need to advertise 4E more so we know earlier in our school career to plan

Focus Group Data Analysis

Author: Andrew Yoder

andrew.yoder@live.com

- Talk about 4E in earlier classes, make sure advisors know
- Would have been helpful for BYU to have 4E program
- My internship supervisor put me with a risk worker even though I was in FC, so I could have that experience, helped me get hired. Also that person was leaving and I knew their job.
- Word of mouth

7

3.2 Question 2 Appendix

What influenced your decision to go into Child Welfare?

Passion for Work	
<p><u>0-1 Year Group</u></p> <ul style="list-style-type: none"> • There is a huge need, love the work but red tapes impeding her. "Hurry up and wait" • Want to help kids • Change happens more at the state level standard of practice, policy • Be the voice of children • Improve the quality of life for children • Make a difference by speaking for children 	<p><u>1-2 Year Group</u></p> <ul style="list-style-type: none"> • Challenges • To make difference in lives of children • To make difference in lives of children • To make difference in lives of children (<i>Note: these were three separate answers recorded</i>)
6	4

Client/Family Relationships	
<p><u>0-1 Year</u></p> <ul style="list-style-type: none"> • Empowering parents • Endorses a family center focus • The ability to work with the whole family, defined by the family (8 of 8 people agreed with this) <p>Influence the community with each family</p>	<p><u>1-2 Year</u></p>

4	0
---	---

Internship / Prior Field Experience

<u>0-1 Year</u> <ul style="list-style-type: none"> • Internship is a great experience (supervision, comrade) • Training Programs 	<u>1-2 Year</u> <ul style="list-style-type: none"> • Practicum • Previous experience in health care • Worked in early intervention • Child welfare internship • CASA during undergraduate work
2	5

Classroom Experiences

<u>0-1 Year</u> <ul style="list-style-type: none"> • Professor talked about learning opportunities in child welfare 	<u>1-2 Year</u> <ul style="list-style-type: none"> • Child welfare presentations • MSW class work • Class from Art Dobson • High School teacher who talked at child welfare • Schooled whole life for this job
1	5

Stability / Structure

<u>0-1 Year</u>	<u>1-2 Year</u>
-----------------	-----------------

<ul style="list-style-type: none"> • Was at a private but billable system that made the work and money unstable. • The need for support staff • Structure • Guidelines 	<ul style="list-style-type: none"> • Variety of Child welfare offered • Security • Wanted stable job with benefits • State website with many job choices
4	4

Personal Experience	
<u>0-1 Year</u> <ul style="list-style-type: none"> • Other SW talked about it <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<u>1-2 Year</u> <ul style="list-style-type: none"> • Parents are foster parents • Became a foster parent • Son with medical complications, SW support at hospital • Experience with sibling in Child Welfare system • SW's who helped adopt child • Husband told me to • Experience
1	7

Stipend	
<u>0-1 Year</u> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<u>1-2 Year</u> <ul style="list-style-type: none"> • Stipend • Stipend • Stipend • Stipend

	<ul style="list-style-type: none"> • Stipend (<i>Note: these were unique captured responses</i>) <input type="checkbox"/>
0	5

Unclassified	
<u>0-1 Years</u> <ul style="list-style-type: none"> • From contractor, worker when contract pulled • Knowing about DHW work, need to try it • Fell into it, liked the interview and thought, "ok" • Self Development 	<u>1-2 Years</u> <ul style="list-style-type: none"> • Geographic location • Prior researching for jobs • desire to do rural SW Fascinated with people's lives
4	4

3.3 Question 3 Appendix

Based on your own experiences, what recommendations do you have for DHW related to recruitment?

Clear Role Definition	
<p><u>0-1 Years</u></p> <ul style="list-style-type: none"> • Make best practice attainable • Extra work to all workers, every worker should see their kids each month rather than another worker seeing them. This is hard on the foster parents and is also expensive. • Assigned worker in focus can be different than who is seeing the child. 	<p><u>1-2 Years</u></p> <ul style="list-style-type: none"> • creeping or overtaking job scope • Consistency in the job • more staff input-defined roles of resources • Regional planning on goals (so all on the same path) - includes work groups, clarified what is important, all work on same goals & increase communication
3	4

Work Environment	
<p><u>0-1 Years</u></p> <ul style="list-style-type: none"> • Clerical • Well functioning system • Increase for foster parents 	<p><u>1-2 Years</u></p> <ul style="list-style-type: none"> • Have "time" to work on things un-interrupted (<i>Facilitators note: some indicate they do not have time to do things without being bothered and a need for some down time when they are not answering calls, questions, etc.</i>) • Work environment - cubicles and noise - hard to work, even work at home has so much noise, impacts concentration

3	2
---	---

Manageable Workload

<p><u>0-1 Years</u></p> <ul style="list-style-type: none"> • Manageable caseload and work load is different (20 cases with one issue is different than 20 cases with big issues) • Elimination of Busywork - this keeps me from seeing the kids • More workers needed 	<p><u>1-2 Years</u></p> <ul style="list-style-type: none"> • Ability to not get bogged down - too high case loads (<i>Facilitator notes: turnover is causing some of the high case loads, down time due to replacing persons that have left</i>) • Caseload - much shorter for experienced workers than it is for new workers • Reduced paperwork - get support staff • Fill positions faster (causes burnout when short) (<i>Facilitator's note: concern that there are vacancies all the time and they are always short</i>) • Hired ahead, pool - to fill vacancies earlier • Retain staff better • Big consequences for other children if you don't do a good job • More MSW support on critical areas/crisis intervention, etc. • Need committed colleagues
3	9

Quality Supervision

<p><u>0-1 Years</u></p> <ul style="list-style-type: none"> • Let supervisors supervise, not have a caseload 	<p><u>1-2 Years</u></p> <ul style="list-style-type: none"> • Support - Boss and co-workers (also listed under Other as the only response to mention co-worker support)
--	--

<ul style="list-style-type: none"> • Need time with supervisor • Clear and open communication about the big picture • Positive feedback - general feedback • Positive environment related to system support • Listening and responding to workers • Ongoing feedback for your successes as well as areas to improve • Discrimination [Compiler's note: I believe that should be "Dissemination"] of information needs to be better for line staff 	<ul style="list-style-type: none"> • More honesty (policies, federal vs. state rules) <i>(Facilitator's note: one staff mentioned that there were instances that they weren't getting the straight answer from their supervisor/program manager - they were told that a certain decision was being made according to only particular policy. The staff found out that the policy cited did not apply and the sup/program manager used this citation of erroneous policy as a buffer so that wouldn't have to deal with it.)</i> • Train supervisors - individual work with social worker, more attention to development (or even mental health) • Supervisor help (resources) and check on staff when traumatic incidents <i>(Facilitator note: it would be helpful to debrief when trauma occurs, and they wanted the supervisor to help in this process)</i> • Weekly staff meetings - than includes self and other care, safe place • I want to be like Virgie - "Above average" - wonderful, knowledgeable, lives what comes out of her mouth
8	6

Professional Development	
0-1 Years	1-2 Years

<ul style="list-style-type: none"> • Confidence you can grow and become more competent • Ongoing training • Opportunities to recharge 	<ul style="list-style-type: none"> • Support in future education (now can't do both school and high case load) • If advance (degree) a place for using those skills • If school need support of all, not just boss • Feeling room for advancement • Value of experience • You have to do what you want to see others do - doing the learning • Self-care - individuals, teams, offices, regions, state
3	7

Benefits / Compensation	
<u>0-1 Years</u>	<u>1-2 Years</u> <ul style="list-style-type: none"> • Build in pay with courses taken - shows we are valued • If in stipend or classes that case(s) or other work duties supported • Incentives (\$\$\$) for longevity back in (have in schools but not in our agencies <i>(Facilitators note: this is like the system DHW used to have with pay increments at 5-10-15 years and they indicated that school system use this and it would be good retention feature)</i>)
0	3

3.4 Question 4 Appendix

What is it about the job, both positive and challenging, that you would emphasize in recruiting new staff?

Understanding of Department	
<p><u>2-5 Years</u></p> <ul style="list-style-type: none"> • Emphasize tangible benefits in comparison or better than private, i.e. free training, state cars, ceu's time compensation • Job security – people are always needed for these jobs • Emphasize the <u>positives</u> through PR – combat negatives in media and perceptions of community 	<p><u>5+ Years</u></p> <ul style="list-style-type: none"> • Benefits-insurance • Compensation good in rural areas. • Some flexibility-schedule • Dept has made good strides in salaries • Consistent benefits-health insurance • Persi-Health care-Long term benefits • Career ladder • Job security • Clinical hours-support for career goals • CEU training opportunity • System challenge -not the clients • New workers need more orientation to the agency workings and the job. • Leadership and supervision a challenge <ul style="list-style-type: none"> • Turn over demand on others <ul style="list-style-type: none"> • Lack of resources • Recruiting new employees <ul style="list-style-type: none"> • Too much computer paper. • Overcoming community perceptions • Try to avoid gov. agency politics
3	19

Change and Variety	
<u>2-5 Years</u>	<u>5+ Years</u> <ul style="list-style-type: none"> • Never the same day twice-not boring • Different everyday-not boring • Opportunities to be creative • Get experience with a diverse group-systems and people. • Variety on the job • Exciting-changing-always something to do • Variety in work-always learning • Flexibility-design your own day • Diverse partners-meet others • Very diverse-exciting –impactful <ul style="list-style-type: none"> • Continual change-need to be flexible. • Constant change, i.e. policy-need more stability for the work. • Not enough family resources-access timely • Break up work 1 case or family at a time.
0	14

Meaning in Work	
<u>2-5 Years</u> <ul style="list-style-type: none"> • Emphasize the <u>purpose</u> of the job • It's rewarding to see families make progress 	<u>5+ Years</u> <ul style="list-style-type: none"> • Rewards not monetary-match up families, work with families • Wonderful families • Make a difference in families lives/child • Working with resource families • Rewarding in connections with families

	<ul style="list-style-type: none"> • Rewards very meaningful-not a widget maker • Our work has meaning-compared to other fields. Make a community contribution. <ul style="list-style-type: none"> • Make a difference for children <ul style="list-style-type: none"> • Decisions always result in someone not being happy. • Outlets <ul style="list-style-type: none"> • It's the toughest job-volume, complexity, challenging, can take this skill set anywhere • Changes of benefits diminishing needs to be recognized. • Having enough foster parents • Codex limiting 24 hour placement time –too restrictive-it's a barrier • Juggle attending to children, finding foster home at same time-barrier • Court time frames, today locate fathers- too difficult process <ul style="list-style-type: none"> • Wanted to have a job why I'm here-great purpose • Love legal aspects
2	18

Personal Resiliency

<p><u>2-5 Years</u></p> <ul style="list-style-type: none"> • You need to have a tough outer-shell 	<p><u>5+ Years</u></p> <ul style="list-style-type: none"> • Learn about yourself • Individuals with challenges in their lives make good cw workers • Resilient individuals
--	---

	<ul style="list-style-type: none"> • This field can suck you dry • Boundaries • Demanding, stress requires organization
1	6

Teamwork / Supports	
<u>2-5 Years</u>	<u>5+ Years</u>
	<ul style="list-style-type: none"> • Enjoy meeting and working with people. • Team & individual work • Alliances with partners-collaboration. • Teamwork • Support system • Teamwork support-internal and external <p>Get experience with a diverse group-systems and people.</p> <ul style="list-style-type: none"> • New worker learning academy, focus team support • Implementing decisions
0	9

3.5 Question 7 Appendix

Take a few moments to reflect on your recruitment to your supervisory position. What influenced your decision to become a supervisor with Child Welfare?

Was Asked

Supervisors

- Management identified me as a lead worker
- Received encouragement from community partners to become a supervisor
- “Groomed” – internship
- Asked to; didn’t want others to apply to be “my” supervisor
- Encouraged by others
- CMH Clinician – Consult – asked by Program Manager
- Promotion - \$, not necessarily more money for some
- Encouraged by current supervisor; experienced in training new staff through lead work
- Based on direct supervisor who would be supervisor while supervising
- Supervisor encouragement
- Mentored to have supervisory skills
- Supported by team

12

Career Advancement

Supervisors

- Leadership opportunities
- Tired of doing line-work, Supervisor next step (wanted to stay)
- Career Ladder
- Provided challenge, opportunity and change
- Desired professional progression
- Professional growth

Received poor supervision by previous supervisors – belief that they could bring to the table a better understanding of Child Welfare

Received strong supervision and mentoring from previous supervisor

Informal lead with co-workers

Moved from lead worker duties into supervision

Awareness of skills required

11

Increased Flexibility

Supervisor

Supervisor role fit with family needs/schedule

Supervisor role fit with family needs/schedule/health

Provided flexibility for home life

3

Greater Influence

Supervision

Desire to have more influence in system (frustrated)

Opportunity to be heard and influence regional management

Dept's use of FCP (direction of practice and values of Dept)

Regional requirements/needs

4

3.6 Question 8 Appendix

Based on your own experiences, what recommendations do you have for the Department related to recruitment of supervisors?

SW3 Position
<u>Supervisors</u> Provide supervisory training to new SW 3 positions SW 3 position – provides leadership opportunity Continue SW 3 process – refinement needed; years of experience does not equal competence needed to be a supervisor SW 3 – doesn't always target good candidates with good skills Career Ladder – i.e. SW 3 good start Career Ladder
6

Quality Supervision
<u>Supervisors</u> Ensure supervisors have "line" experience within Region Do not reward supervisor position based on longevity **Skills and Competence (Clear criteria) Supervisors need to be willing to give up control – give worker opportunity to lead Need to further clarify the needed competencies to be a supervisor or SW 3 Better use of delegation Hire off of promotional register – supervisor need experience in field Attitudes
7

Greater Development Opportunities

Supervisor

Encourage support among peers statewide – facilitate focus groups etc
Need to provide opportunity for those workers that are not SW 3s t experience leadership development
Leadership trainings
Statewide conferences – allows cross flow of information, ideas, standards and mediation techniques
Identify workers with potential; groom skills and encourage them
Informal leadership abilities recognized
Performance feedback
Engagement

5

Unclassified

Supervision

Provide monetary incentives

8

3.7 Question 9 Appendix

As a supervisor, in what ways do you currently recruit new (and qualified) employees?

Social Networking	
<u>Supervisors</u> Networking / friendships (of new employees) Networking Network (ask everyone – “professional contacts about potential candidates) Community Partners Staff networking Look for talent in other departments and Regions Look for talent in other departments and Regions Interview twice (team & panel) – “behavioral interview” conversation, body language - goodness of fit with staff Register	6

Scholar / Stipend Program	
<u>Supervisors</u> Use IV-E Scholar/Stipend students IV-E Scholars/Stipend students **Need** INCENTIVES for hard to place offices	3

Target Students / Universities	
<u>Supervisors</u>	

Focus Group Data Analysis

Author: Andrew Yoder

andrew.yoder@live.com

Targeted advertizing at universities

Students / Interns

Watch the students/interns

Use college instructors as referencies (gives more info on performance)

Go to BSU & Utah to recruit

University job fairs/presentations

Job fairs (marginal)

7

3.8 Question 10 Appendix

In an ideal world, how would you recruit new employees?

Public Education
<u>Supervisors</u> <ul style="list-style-type: none">• Outreach to community and other agencies• Market and educate regarding changes Help develop a positive media image – remove/reduce the negative image of a CW SW
3

Effective Incentives
<u>Supervisors</u> <ul style="list-style-type: none">• Pay is better, but could use more Effective incentives University course work – reach potential workers early through shadowing and paid internships
3

Training First
<u>Supervisors</u> <ul style="list-style-type: none">• More practicum students “try them on”• Cultural competence – (assistance in passing test) Training first – then workload Train FOCUS

- ****Concern – Students passing their licensing tests****

5

Address Register Issues

Supervisors

Register would be more user friendly

- Get rid of register – be allowed to hire the “best” candidate
- PAR process streamline
- Need help to troubleshoot

3