

*2018 National IV-E Roundtable for Child Welfare Training & Education,
Portland State University
Portland, Oregon*

Views on Workplace Culture and Climate: Through the Lens of Retention and Title IV-E

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Berkeley Social Welfare

Overview & Objectives

Overview

- Study Background
- County Survey
- Findings
- Implications/Lessons Learned

Objectives

- Better understanding of how workplace culture/climate influences retention in PCW
- Differences in the influence of workplace culture/climate on IV-E and non IV-E workers
- Ways workplace culture/climate can be changed to improve retention

1993

CalSWEC Measuring Success

2015

PROGRAM GOALS

- Increase the number of professionally trained social workers in public social services
- Increase the number of professionally trained social workers who reflect the population being served
- Increase the number of counties that have MSW in their workforce

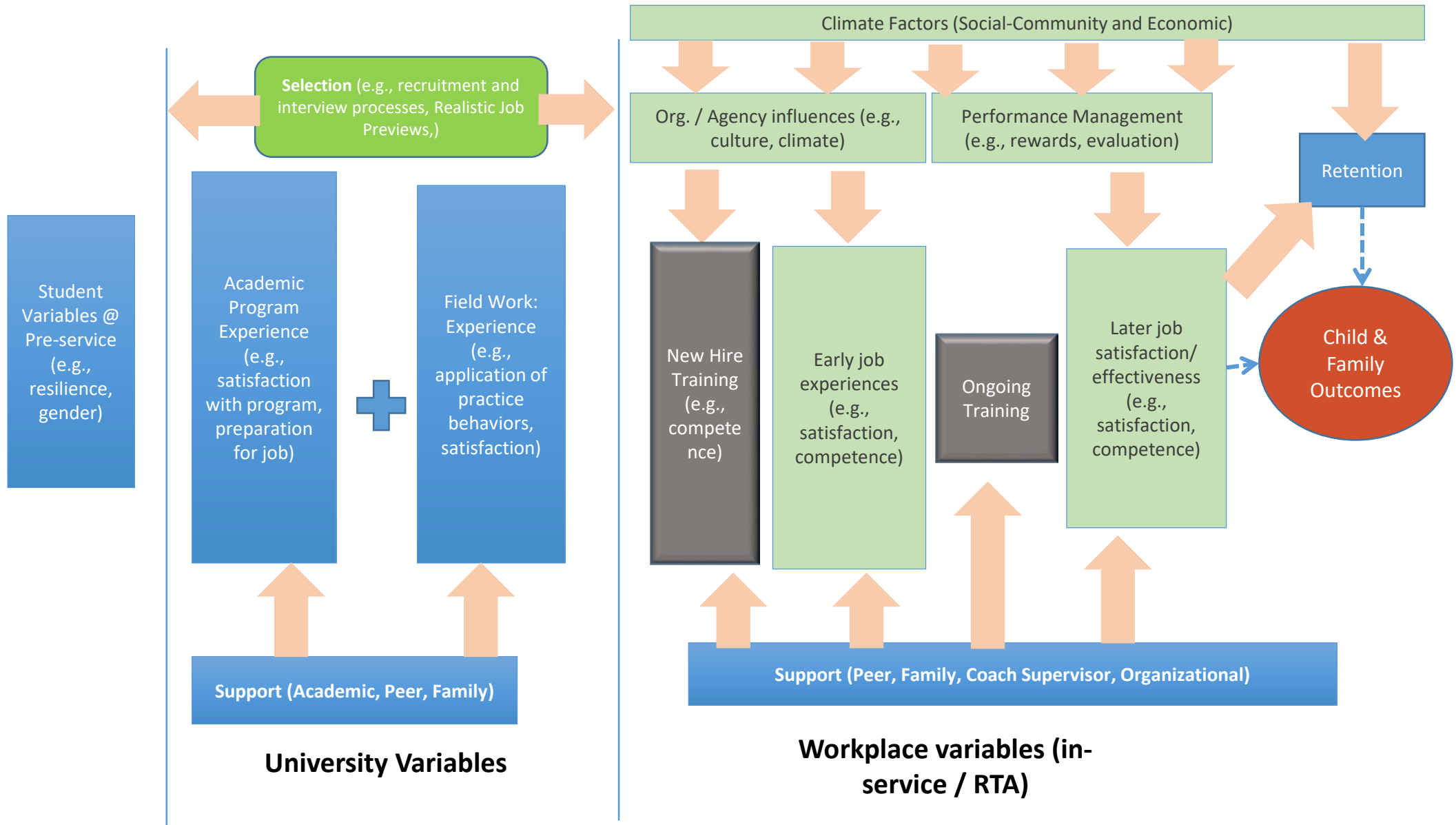
RESULTS

- 9,860 students have been supported
- The number of MSWs in public child welfare nearly doubled from 21% to 41%. (Data from the 2011 Workforce Study.)
- 67% of our graduates are non-Caucasian, 44% have second language
- The number of counties CalSWEC MSW's work in has gone from 38 to 55
- On average 95% are hired into public child welfare, mental health, or Tribal social services agencies
- Coordinate delivery and evaluation child welfare curriculum
- Over 35 research based curriculum development projects supported

Focus of current workforce study

- ❖ Develop a fuller picture of the county child welfare workforce by analyzing data at key points within CalSWEC's Ecological Model and how Title IV-E and non-Title IV-E workers differ
 - ❖ Can help inform education, curriculum, workforce development
- ❖ Dive deeper to understand the complex relationships between worker variables, training, agency / workplace factors and worker retention,
 - ❖ Critical since the since costs of retention so high
 - ❖ Improve retention measurement with actual administrative data
- ❖ Tell ***each county's story with data gathered from its workforce*** to help management understand their workforce and plan strategically to improve it
 - ❖ Can help improve partnerships of county and universities

CalSWEC's Ecological Model of Workforce Development



Process & Methods

Proposed & approved at
CalSWEC Board



Presented at
Child Welfare Directors
Association (CWDA)



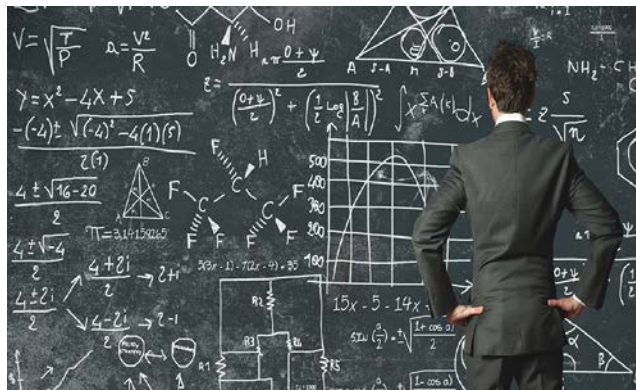
Voluntary participation
from Counties
(10 in Phase 1)



Data gathering (Jan
2014 – 2016)



Data analysis
1. Sharing customized
findings with counties
2. Deeper analysis on
consolidated data



Link to administrative data

Participating Counties Surveyed – 2014- Early 2016

Administrative Data Collected – End of 2016



- ❖ Contra Costa (36%)
- ❖ Madera (9%)
- ❖ Ventura (5%)
- ❖ Orange (45%)
- ❖ Napa (5%)
- ❖ Glen (2%)
- ❖ Siskiyou (3%)
- ❖ Lassen (1%)
- ❖ Yolo (5%)
- ❖ (N = 502)

Measures – Agency Culture & Climate – Survey of Organizational Functioning (TCU SOF)

Resources
Staffing
Training

Staff Attributes
Growth
Influence
Adaptability
Efficacy

Organizational Climate
Mission
Cohesion
Autonomy
Communication
Stress
Openness to Change

Job Attitudes
Burnout
Satisfaction
Director Leadership

Workplace Practices
Reflective Dialogue
Focus on Outcomes

Institute of Behavioral Research.
(2005). *TCU Survey of
Organizational Functioning (TCU
SOF)*. Fort Worth: Texas Christian
University, Institute of Behavioral
Research. Available at ibr.tcu.edu

Measures – Other Survey Factors

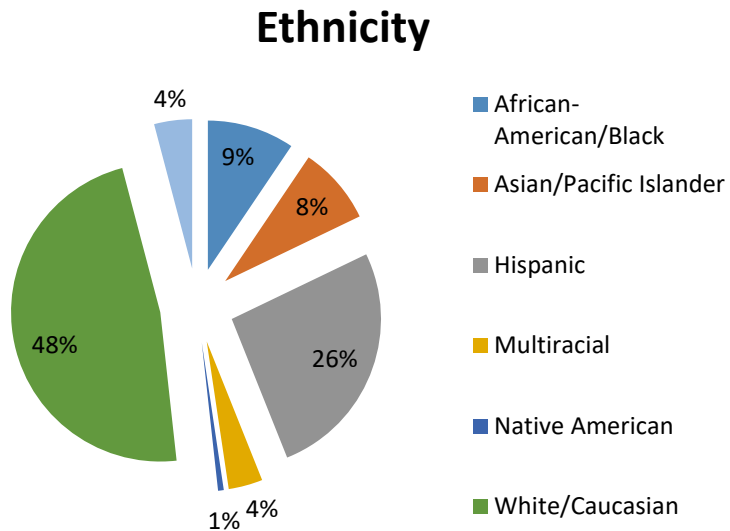
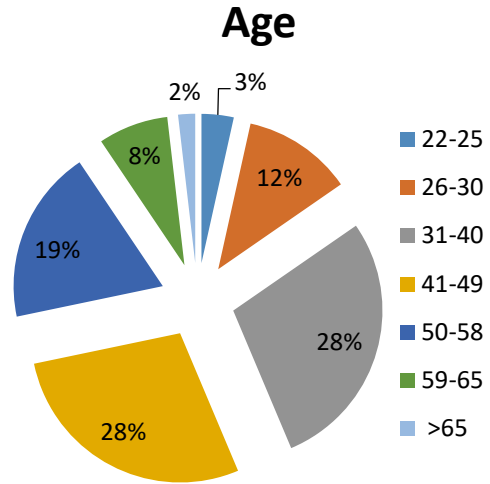
- ❖ Commitment to Child Welfare
- ❖ Commitment to Agency
- ❖ Satisfaction with Supervisor
- ❖ Satisfaction with Unit

- ❖ Field Education
- ❖ Common Core Training
- ❖ Demographics (age, race/ethnicity, etc.)
- ❖ Details of their job
- ❖ Title IV-E Status

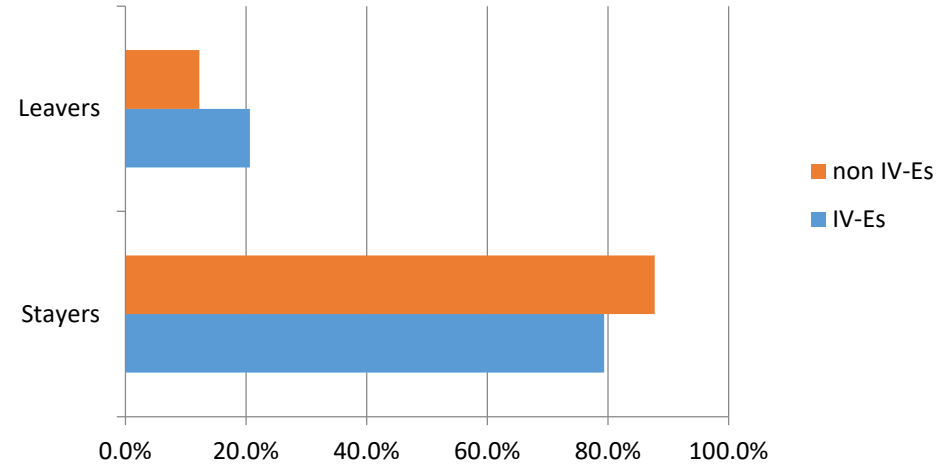
Pizzas/
Incentives

Participants (n=502)

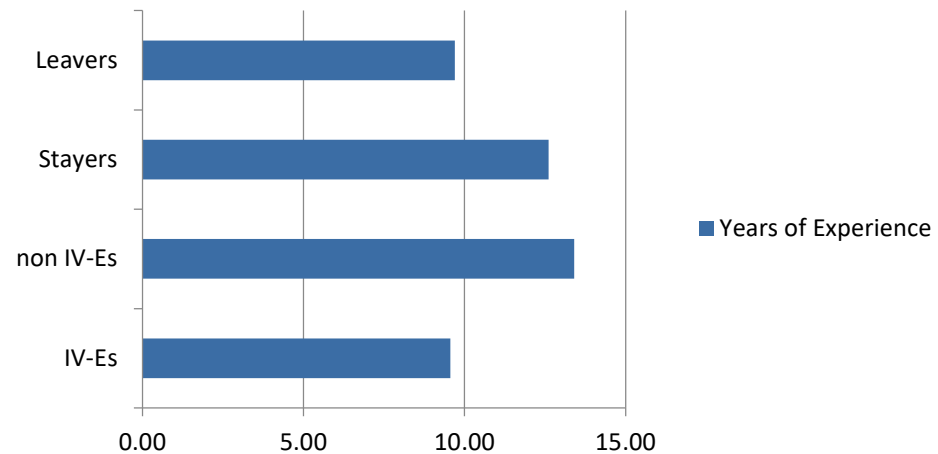
84%
Female



Retention



Years of Experience



Results

Differences between IV-Es & non IV-Es

IV-Es higher on:

- Commitment to Child Welfare
- Stress
- Burnout

IV-Es lower on:

- Supervisor Satisfaction*

Differences between Stayers & Leavers

• Stayers higher on:

- Job satisfaction
- Commitment to Agency
- Supervisor Satisfaction*
- Influence of Staff*
- Communication
- Change of Agency
- Leadership

* Significant Interaction

Interactions

- Several significant interactions between Title IV-E and retention status were found
- Title IV-Es who left the agency had significantly lower supervisor satisfaction and influence than Title IV-Es who stayed
- Title IV-Es who left the agency had significantly lower efficacy scores than non-Title IV-Es who left
- No such differences were found for non-Title IV-E stayers and leavers on these factors (supervision, influence, efficacy)

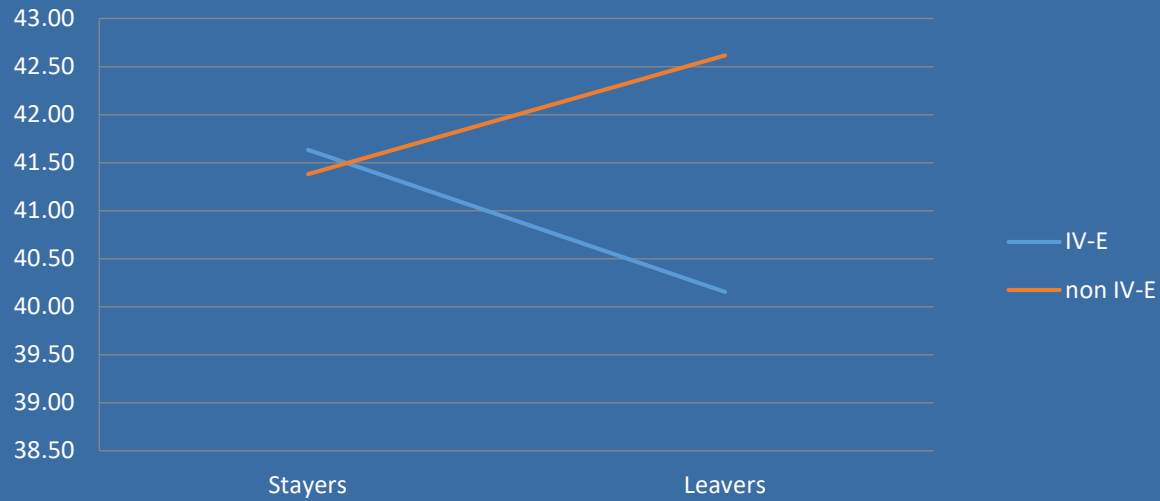
Supervision Satisfaction Scores



Influence within Agency Scores



Efficacy within Agency Scores



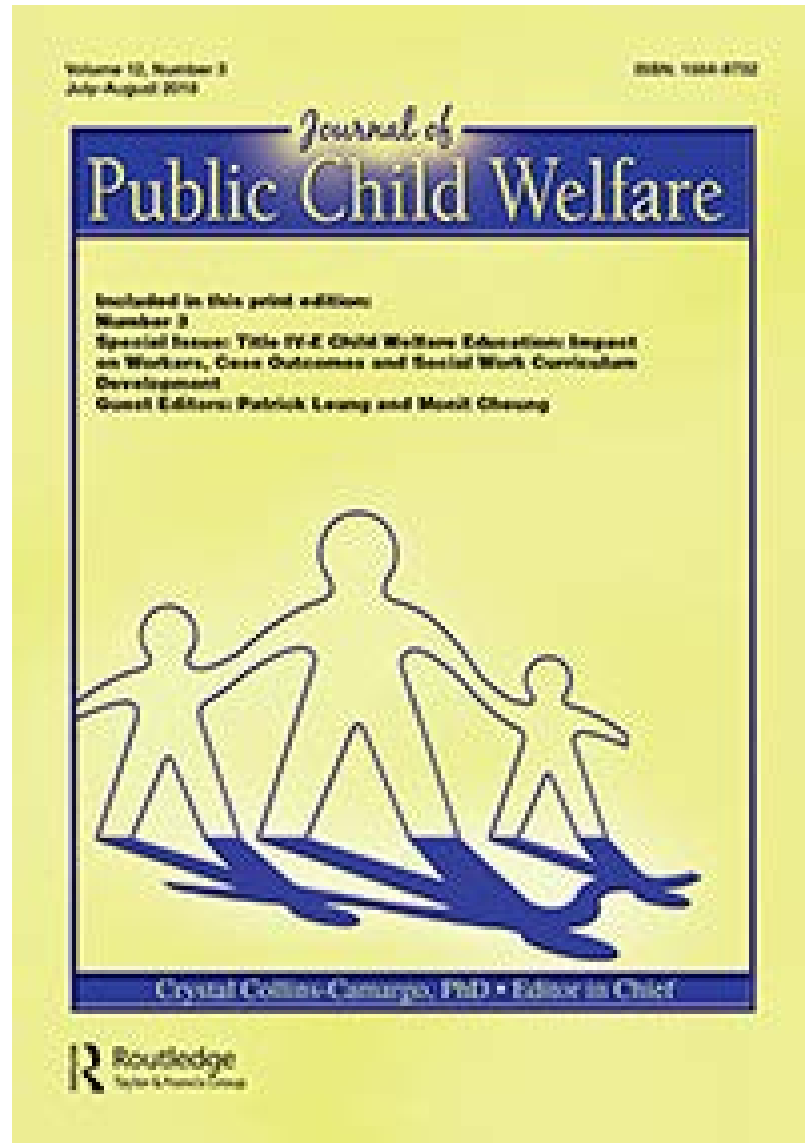
Conclusions

- Individual and Agency attitudinal factors do predict actual retention
- Title IV-Es more committed to child welfare, but more stressed and likely to leave
- Several factors that predicted retention across both IV-Es & non-IV-Es
 - Job satisfaction, Commitment to Agency, Communication, Leadership
- Interactions Finding:
 - Showed that role of supervisor satisfaction & influence predicted retention for IV-Es leavers but NOT for non-IV-Es leavers or stayers
 - Showed that role of lower efficacy predicted retention for IV-E leavers compared non-IV-Es leavers

Implications/Lessons Learned

- Need to work with County Agencies and get support from State
- Need to understand retention better
 - Why are they leaving? (covered in next presentation)
 - Where are they leaving to? (other agencies or leaving the field?)
- Need to tailor retention strategies to different types of workers
 - Title IV-E, younger workers
- Title IV-Es have specific needs and are more sensitive to the effects of poor culture and climate than non-IV-Es
 - Addressing the quality of supervision, making space for Title IV-Es to have influence and to be efficacious will likely stem their turnover

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Views on workplace culture and climate: through the lens of retention and Title IV-E participation

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ABSTRACT

Retention of public child welfare (PCW) workers is the focus of much scholarly research. Examinations of the topic have ranged from assessments of workers' background to job factors and attitudinal components about the workplace. Unlike most studies, the present study uses agency administrative data on retention. In it, 502 PCW workers responded to a point-in-time survey covering a wide range of topics including job satisfaction, commitment to child welfare, perceptions of culture and climate, Title IV-E status, and demographic variables. While Title IV-Es were more likely to leave the agency, several significant interactions between Title IV-E and retention status showed that Title IV-Es who left the agency had significantly lower supervisor satisfaction and influence than Title IV-Es who stayed; and lower efficacy scores than non-Title IV-Es who left. No such differences were found for non-Title IV-E stayers and leavers. Implications for these differences for county agencies and universities are discussed.

ARTICLE HISTORY

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Workforce issues;
organizations/systems;
policy issues

Introduction

High turnover plagues the public child welfare (PCW) system nationally (Cyphers, 2001; U.S. General Accounting Office [GAO], 2003). Turnover rates for child welfare workers have stayed depressingly constant between 20% and 40% for several decades despite many preventative initiatives (Willis, Chavkin, & Leung, 2016). High costs associated with PCW worker turnover include economic costs incurred in the recruitment and training of new workers, increased workload and decreased morale of workers, and negative client outcomes (DePanfilis & Zlotnik, 2008).

Reasons for turnover

Mor Barak, Nissly, and Levin (2001) identified three overarching groups of turnover antecedents including workers' demographic background (e.g., age), cognitive appraisals/reactions (e.g., stress), and organizational conditions (e.g., work

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Color versions of one or more of the figures in the article can be found online at www.tandfonline.com/wpcw.

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Ideas, Questions,
Suggestions?

Some Relevant Recent References

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Appendices: Scale Items

My expectations for this job were met.	Satisfaction
I have had opportunities to get ahead in this job.	
This job has been outstanding.	
This job has NOT helped me improve myself. (R)	
I have NOT been satisfied with this job. (R)	
I find enjoyment in my job.	Commitment to Child Welfare
Most days I am enthusiastic about my job.	
I am usually satisfied with client outcomes.	
By continuing to serve as a child welfare social worker, I feel I can make a difference in people's lives.	
I became a social worker because I knew it was meant to be.	
I believe that my work as a child welfare social worker is important to society.	Commitment to Agency
Social work is my calling.	
I am willing to go the extra mile for my clients.	
I am proud to tell others I am part of this county agency.	
This county agency is the best of all possible places to work.	
There is a good chance I will search for another job (outside this agency) within the next year. (R)	Satisfaction with Supervisor
I plan to leave this agency as soon as possible. (R)	
Under NO circumstances will I voluntarily leave this agency.	
I speak highly of this agency to my friends.	
Turnover at this agency is too high. (R)	
I plan to stay in this county agency as long as possible.	Staffing Agency
My supervisor gives me good advice on case-related problems.	
My supervisor is very knowledgeable about child welfare.	
I can/did rely on my supervisor when the going gets/got tough.	
My supervisor focuses on my strengths and positive characteristics.	
My supervisor helps me think about how to apply things I learn in training to my work with families.	Training
There are enough child welfare workers here to meet current client needs.	
A larger support staff is needed to help meet organizational needs. (R)	
My immediate supervisor listens to my work-related problems.	
Frequent staff turnover is a problem for this organization. (R)	
Social workers here are able to spend enough time with clients.	Training
Support staff here have the skills they need to do their jobs.	
Staff training and continuing education are priorities at this organization.	
I learned new skills or techniques at a professional conference in the past year.	
The budget here allows staff to attend professional conferences each year.	
This program holds regular in-service training.	Training
Additional on-the-job training would improve my performance on the job.	
Staff training provides tools and tips I can use in my job everyday.	
I have received sufficient training for my current role.	

This organization encourages and supports professional growth.	Growth
I read about new techniques and practice information each month.	
I have enough opportunities to keep my social work skills up-to-date.	
I regularly read professional journal articles or books on child welfare.	
I do a good job of regularly updating and improving my skills.	Personal Efficacy
I have the skills needed to be an effective child welfare worker.	
I consistently plan ahead and carry out my plans.	
I usually accomplish whatever I set my mind on.	
I am effective and confident in doing my job.	Influence
I frequently share my knowledge of child welfare work with other staff.	
Staff generally regard me as a valuable source of information.	
Other staff often ask my advice about organizational procedures.	
Other staff often ask for my opinions about child welfare practice and related issues.	Adaptability
I often influence the decisions of other staff here.	
I am viewed as a leader by other staff here.	
I am willing to try new ideas even if some staff members are reluctant.	
Learning and using new procedures are easy for me.	Mission
I am sometimes too cautious or slow to make changes. (R)	
I am able to adapt quickly when I have to shift focus.	
Some staff get confused about the main goals for this organization. (R)	
Staff understand how this organization fits as part of the child welfare system in my community.	Cohesion
My duties are clearly related to the goals of this organization.	
This organization operates with clear goals and objectives.	
Management here has a clear plan for this organization.	
Staff here all get along very well.	Cohesion
There is too much friction among staff members. (R)	
The staff here always work together as a team.	
Staff here are always quick to help one another when needed.	
Mutual trust and cooperation among staff in this organization are strong.	Cohesion
Everybody here does their fair share of work.	

Case planning decisions for clients here often have to be revised by a child welfare supervisor. (R)	Autonomy
Management here fully trusts your professional judgment.	
Child welfare workers here are given broad authority in treating their own clients.	
Child welfare workers here often try out different techniques to improve their effectiveness.	Communications
Staff members are given too many rules here. (R)	
Ideas and suggestions from staff get fair consideration by the organization's management.	
The formal and informal communication channels here work very well.	Personal Stress
Child welfare staff are always kept well informed.	
More open discussions about program issues are needed here. (R)	
Staff members always feel free to ask questions and express concerns in this program.	Burnout
I am under too many pressures to do my job effectively.	
Staff members often show signs of stress and strain.	
The heavy workload here reduces program effectiveness.	Org. Change Agility
Staff frustration is common here.	
I feel overwhelmed by paperwork.	
I feel like I am not making a difference.	Leadership
I feel that it is a real effort to come into work.	
Novel practice ideas by child welfare staff are discouraged. (R)	
It is easy to change procedures here to meet new conditions.	Focus on Outcomes
I frequently hear good staff ideas for improving practice.	
The general attitude here is to use new and changing technology.	
I am encouraged here to try new and different techniques.	Leadership
My organization's director(s): Inspires others with his/her plans for this facility for the future.	
My organization's director(s): Leads by example.	
My organization's director(s): Gets people to work together for the same goal.	
My organization's director(s): Treats each of us as individuals with different needs, abilities, and aspirations.	
My organization's director(s): Takes time to listen carefully to and discuss people's concerns.	
My organization's director(s): Encourages new ways of looking at how we do our jobs.	
My organization's director(s): Gives special recognition to others' work when it is very good.	
My organization's director(s): Provides well-defined performance goals and objectives.	
My organization's director(s): Emphasizes using new ideas, services, administrative techniques, etc., before most other programs do.	
When making important decisions, the program always focuses on what's best for client improvement.	Focus on Outcomes
Many social workers in this program feel responsible that all clients improve.	
Our workday is organized to maximize time with clients.	
Our agency's program sets high standards for client improvement.	
Our agency's program has well-defined expectations for all clients.	

In the past year, I have had frequent conversations with colleagues about what helps clients improve.	Reflective Dialogue
In the past year, I have had frequent conversations with my supervisor(s) about what helps clients improve.	
There are enough child welfare workers in my unit to meet current client needs.	Unit
A larger support staff is needed to help meet my unit's needs. (R)	
Frequent staff turnover is a problem for this unit. (R)	
Unit staff here all get along very well.	
There is too much friction among unit staff members. (R)	
Unit staff here always work together as a team.	
Mutual trust and cooperation among staff in this unit are strong.	Field Education
My field placement (s) was/were effective for preparing me for my first six months on the job.	
My field placement (s) connected me with the community that I currently serve.	
Overall, my education was effective in preparing me for my current job.	Common Core Training
My Common Core New Hire Training (s) was/were effective for preparing me for my first six months on the job.	
I was able to apply learning from the Common Core New Hire Training within my first 3 months on the job.	
Overall, the Common Core New Hire Training was effective in preparing me for my current job.	
When I started in my job in child welfare, I did NOT receive adequate preparation for my job. (R)	