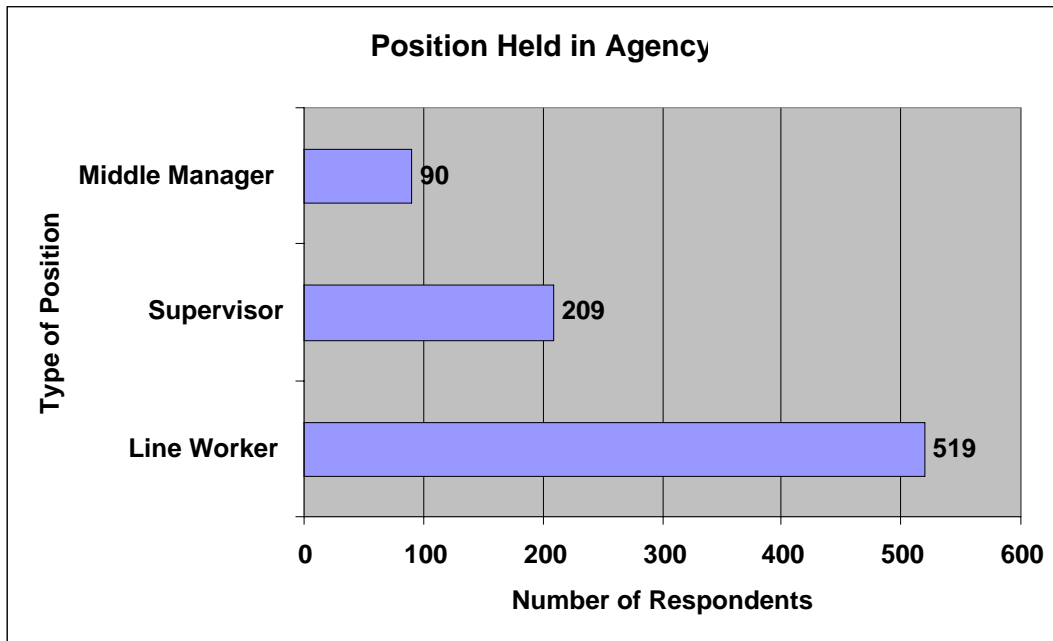
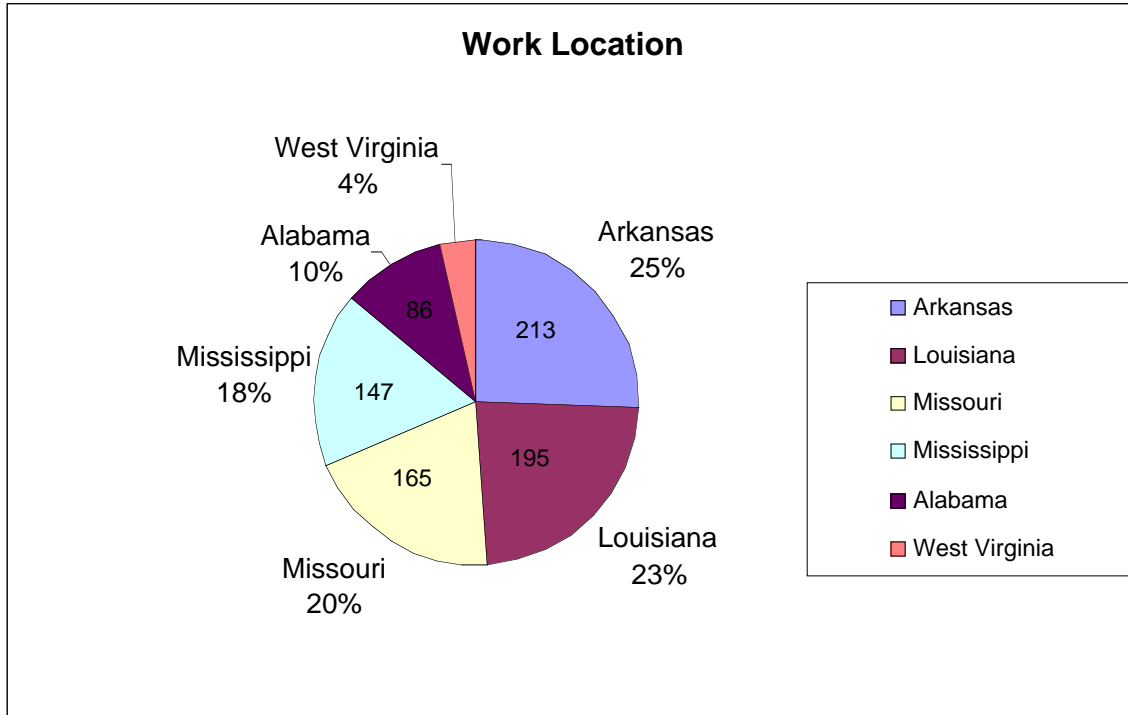


Appendix D: University of Kentucky Child Protection Supervision Survey Results

Figures 1, 2 and 3: Respondent State, Position in Public Child Welfare Agency and Area of Employment



Employment Setting

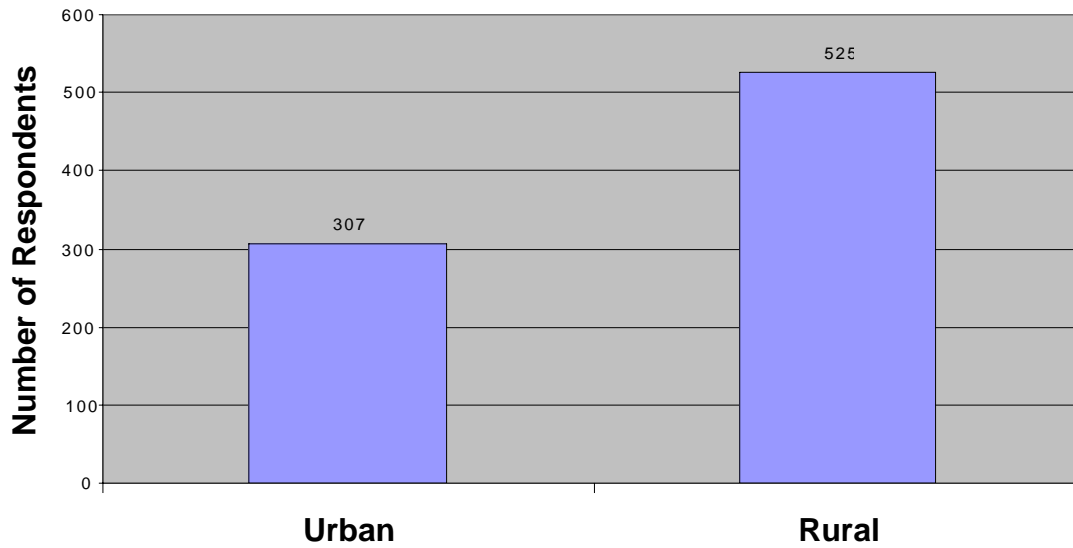


Table 1: Respondent Years of Experience in Child Welfare by Position

Years of Experience		Position			Total
		Worker	Supervisor	Mid. Mgr.	
<1 year	Count	66	1		67
	%	13%	1%		8%
1 -<3 years	Count	119	8	5	132
	%	24%	4%	6%	17%
3 - <7 years	Count	130	35	6	171
	%	26%	17%	7%	21%
7 - <15 years	Count	116	72	21	209
	%	23%	35%	24%	26%
≥15 years	Count	74	89	57	220
	%	15%	43%	64%	28%
Total	Count	505	205	89	799

Figure 4: Number of Years Experience as a Supervisor

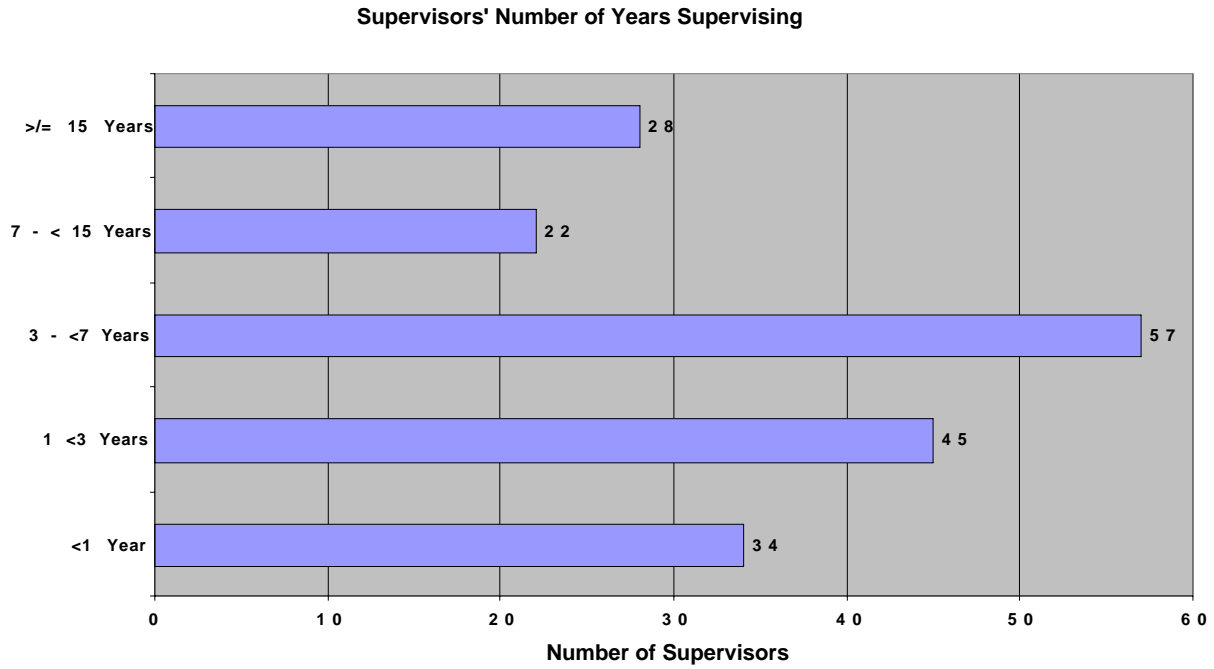


Table 2: Number of Staff Supervised by Supervisors

Number of Staff Supervised	Frequency	Percent	Cumulative Percent
0 – 3	22	11%	11%
4 – 6	97	46%	57%
7 - 9	62	30%	87%
10 – 15	21	10%	97%
> 15	6	3%	100%
Total	208	99.5%	

Figure 5: What Should be the Primary Responsibility of Supervisors?

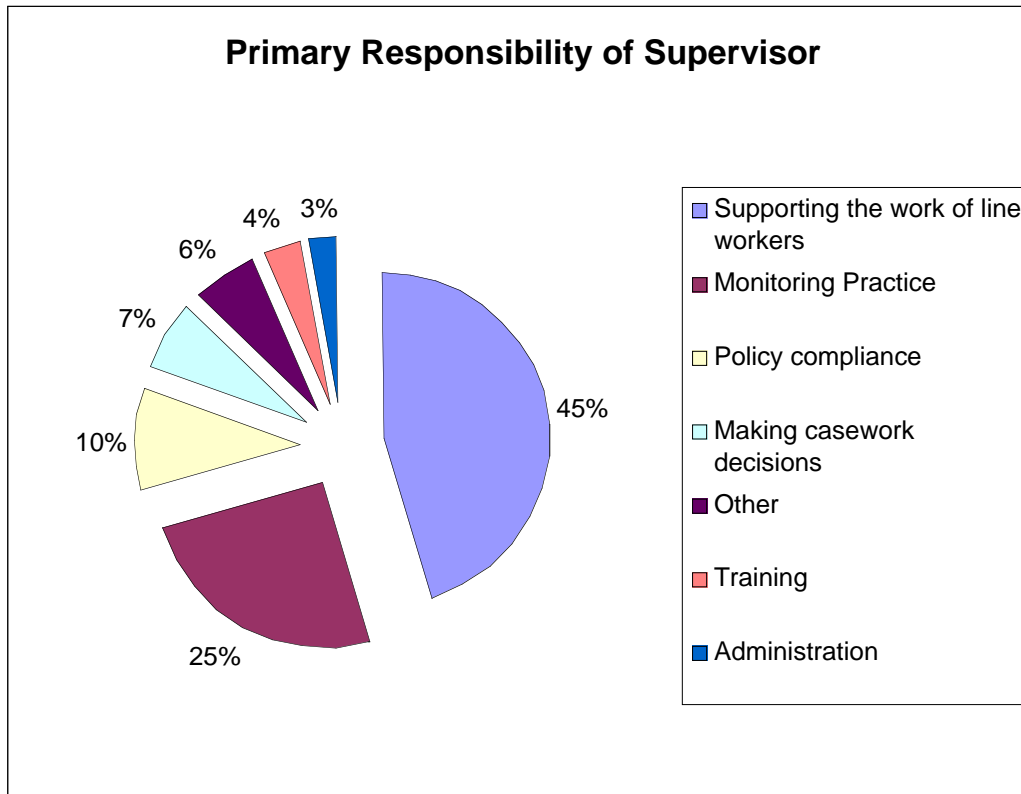


Table 3: Respondent’s View of the Primary Responsibility of Supervisors by Position¹

Primary Responsibility		Position			
		Workers	Supervisors	Middle Mgrs.	Total
Monitoring practice	Frequency	106	70	28	175
	Percent	21%	34%	31%	
Training	Frequency	21	2	5	23
	Percent	4%	1%	6%	
Administration	Frequency	15	3	6	18
	Percent	3%	1%	7%	
Policy compliance	Frequency	42	26	8	68
	Percent	8%	12%	9%	
Supporting work of line workers	Frequency	259	79	35	334
	Percent	50%	38%	39%	
Making casework decisions	Frequency	45	12	1	57
	Percent	9%	6%	1%	
Other	Frequency	26	17	7	43
	Percent	5%	8%	7%	
Total	Frequency	514	209	90	718

¹Statistically significant difference, $p \leq .01$

Figure 6: How Important Do You Believe Supervision is to the Provision of Effective Casework?

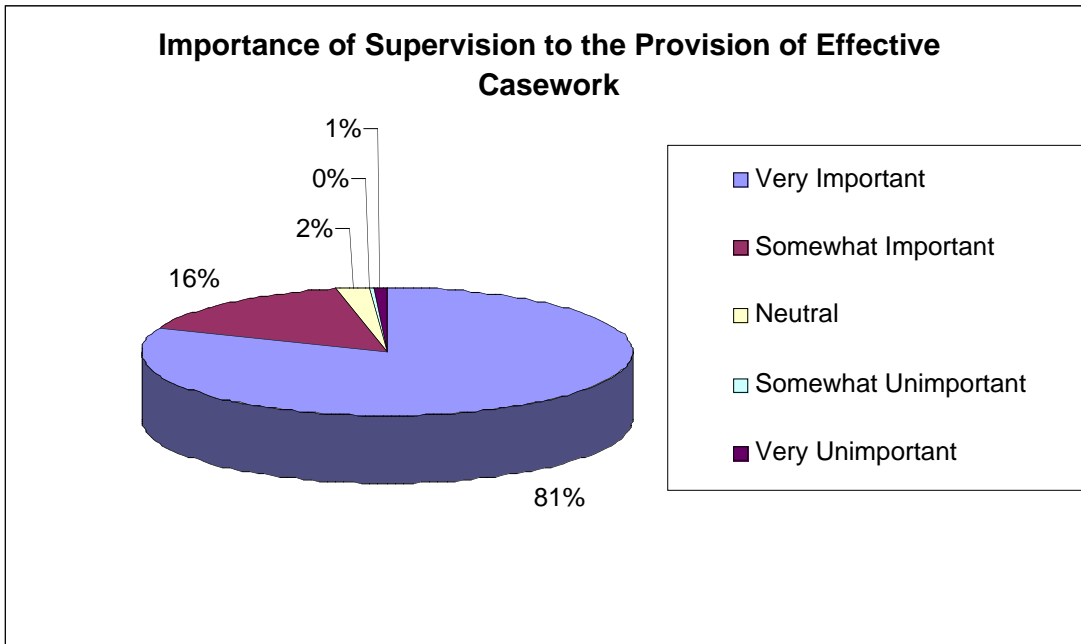


Figure 7: Where Do You Most Often Turn When You Need Support/Advice/Guidance on Work-related Issues?

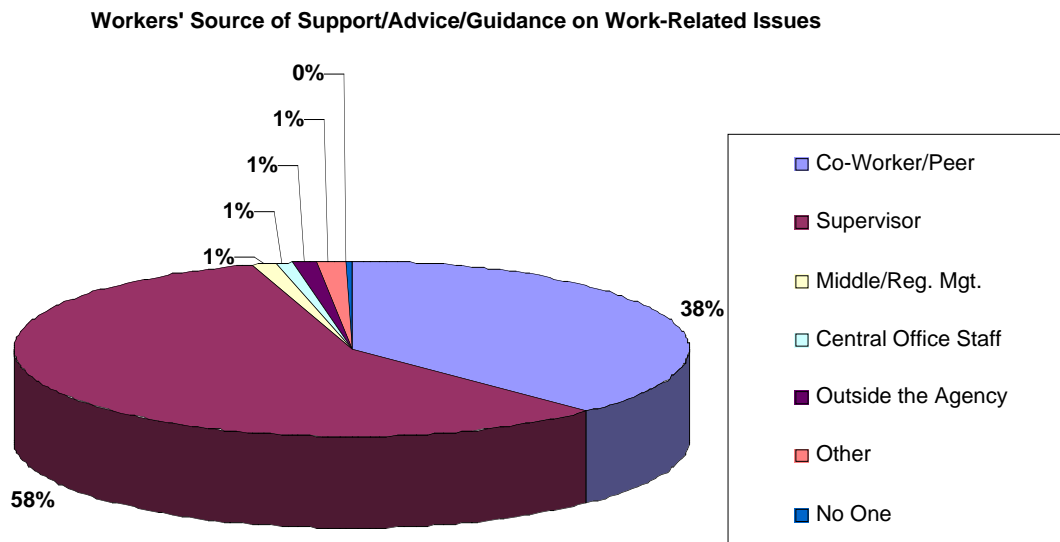


Table 4: Source Of Support/Advice/Guidance on Work-Related Issues by Position

	Source of Guidance					Total
	Co-worker /peer	Supervisor	Middle/ Regional management	Central office staff	Outside agency, Other, No one	
Worker	195	295	7	3	15	515
	37.9%	57.3%	1.4%	.6%	2.9%	100.0%
Supervisor	56	85	56	6	6	209
	26.8%	40.7%	26.8%	2.9%	2.9%	100.0%
Middle Mgr.	19	19	30	17	5	90
	21.1%	21.1%	33.3%	18.9%	5.6%	100.0%
Total	270	399	93	26	26	814

Table 5: Source of Support/Advice/Guidance on Work-Related Issues by Years of Experience in Child Welfare

Source of Support		Years of Experience in Child Welfare					Total
		<1	1 - <3	3 - <7	7 - <15	≥15	
Co-worker / Peer	frequency	30	50	53	66	69	268
	%	45%	38%	30%	31%	31%	33%
Supervisor	frequency	36	73	105	101	84	367
	%	54%	55%	59%	48%	38%	49%
Middle/ Regional Mgt.	frequency	1	7	12	31	42	62
	%	2%	5%	7%	15%	19%	12%
Central/state Office Staff	frequency		2	1	5	17	9
	%		2%	1%	2%	7%	3%
Outside the Agency	frequency		1	1	3	4	7
	%		1%	1%	2%	2%	1%
Other	frequency			4	3	7	11
	%			2%	2%	3%	2%
No One	frequency			1	1	1	3
	%			1%	1%	1%	.4%
Total	frequency	67	122	164	186	162	701

Table 6: Importance of Aspects of Child Welfare Supervision to Enhancing the Worker’s Provision of Effective Child Protection Services

Aspect of Child Welfare Supervision	Very Important		Somewhat Important		Neutral		Very Unimportant/ Somewhat Unimportant	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Classroom training	227	27%	427	51%	118	14%	59	7%
On-the-job training	758	91%	45	5%	11	1%	13	2%
Case review	490	59%	263	32%	52	6%	22	3%
Case consultation	594	71%	188	23%	32	4%	15	2%
Case decision-making	596	71%	175	21%	35	4%	17	2%
Mentoring	111	13%	391	47%	111	13%	26	3%
Exploring ethical issues	358	43%	309	37%	124	15%	36	4%
Promoting self-reflective practice	301	36%	319	38%	160	19%	43	5%
Modeling good practice	630	75%	166	20%	17	2%	14	2%
Promoting workers identification of important casework questions	495	59%	266	32%	49	6%	18	2%
Assuring culturally competent practices	390	47%	307	37%	103	13%	27	3%
Addressing issues of worker safety	551	66%	202	24%	56	7%	20	2%
Policy clarification	557	67%	212	25%	37	4%	16	2%
Monitoring and addressing worker well-being	524	63%	245	29%	47	6%	15	2%
Developing relationships with community service partners	524	63%	244	29%	42	5%	20	2%
Developing community resources	545	65%	208	25%	53	6%	30	4%
Performance evaluation	341	41%	382	46%	79	9%	34	4%
Providing ongoing feedback	578	69%	208	25%	35	4%	15	2%
Administrative duties (i.e., approving Travel /timesheets, reporting requirements)	288	34%	345	41%	145	17%	58	7%
Facilitating staff/management communication	474	57%	277	33%	62	7%	23	3%
Resolving office conflict	443	53%	286	34%	76	9%	31	4%
Handling client/community complaints	441	53%	314	38%	55	7%	26	3%

Table 7: Importance of Aspects of Supervision from Table 6 with Statistically Significant Differences by Position

Aspect of Supervision		Very Important	Somewhat Important	Neutral	Very/ Somewhat Unimportant
On-the-job training¹					
	Worker	457 (89%)	39 (8%)	11 (2%)	8 (2%)
	Supervisor	202 (98%)	4 (2%)		1 (1%)
	Middle Mgr.	85 (96%)	2 (2%)		2 (2%)
Case Review¹					
	Worker	284 (55%)	173 (34%)	43 (8%)	16 (3%)
	Supervisor	137 (67%)	63 (31%)	5 (2%)	1 (1%)
	Middle Mgr.	58 (64%)	27 (30%)	2 (2%)	3 (3%)
Case Consultation¹					
	Worker	339 (66%)	138 (27%)	29 (6%)	9 (2)
	Supervisor	175 (84%)	31 (15%)	1 (1%)	2 (1%)
	Middle Mgr.	68 (76%)	19 (21%)	1 (1%)	2 (2%)
Case Decision-making¹					
	Worker	351 (68%)	120 (23%)	31 (6%)	12 (2%)
	Supervisor	167 (81%)	37 (18%)	1 (1%)	1 (1%)
	Middle Mgr.	67 (76%)	17 (19%)	2 (2%)	2 (2%)
Mentoring¹					
	Worker	232 (45%)	173 (34%)	87(17%)	22 (4%)
	Supervisor	105 (51%)	85 (41%)	16 (8%)	2 (1%)
	Middle Mgr.	48 (53%)	34 (38%)	7 (8%)	1 (1%)
Modeling Good Practice¹					
	Worker	379 (72%)	121 (24%)	15 (3%)	8 (2%)
	Supervisor	171 (82%)	33 (16%)	2 (1%)	2 (1%)
	Middle Mgr.	79 (88%)	9 (10 %)		2 (2%)
Identification of Imp. Casework Quest.²					
	Worker	290 (56%)	171 (33%)	41 (8%)	13 (3%)
	Supervisor	139 (67%)	63 (30%)	4 (2%)	2 (1%)
	Middle Mgr.	56 (62%)	29 (32%)	3 (3%)	2 (2%)
Assuring Culturally Competent Practice¹					
	Worker	228(44%)	182 (36%)	84(16%)	19 (4%)
	Supervisor	104 (50%)	88 (42%)	11 (5%)	5 (2%)
	Middle Mgr.	48 (53 %)	33 (37%)	7 (8%)	2 (2%)
Performance Evaluation¹					
	Worker	200 (39%)	240(46%)	58(11%)	21 (4%)
	Supervisor	84 (40%)	105 (50%)	16 (8%)	4 (2%)
	Middle Mgr.	45 (50%)	33 (37%)	4 (4%)	8 (9%)
Providing On-going Feedback¹					
	Worker	328 (63%)	150 (29%)	31 (6%)	10 (2%)
	Supervisor	167 (80%)	38 (18%)	2 (1%)	2 (1%)
	Middle Mgr.	70 (78%)	16 (18%)	2 (2%)	2 (2%)

Administrative Duties²					
	Worker	193 (37%)	205 (40%)	88(17%)	33 (6%)
	Supervisor	57 (27%)	103 (49%)	36(17%)	13 (6%)
	Middle Mgr.	24 (27%)	35 (39%)	20(22%)	11 (12%)

¹ p ≤ .01 ² p ≤ .05

Table 8: Importance of Aspects of Supervision from Table 6 with Statistically Significant Differences by Area of Employment: Developing Community Resources²

Area of Employment		Very Important	Somewhat Important	Neutral	Very/ Somewhat Unimportant	Total
Urban	Count	196	68	29	14	307
	%	64%	22%	9%	5%	100%
Rural	Count	346	139	24	16	525
	%	66%	27%	5%	3%	100%
Total		542	207	53	30	832

² p ≤ .05

**Note: The following table and others of its type are based on questions in which respondents were asked to select which items from a list are not available at an adequate level or effectively provided. In the interest of space only data regarding the number and percentage of respondents selecting each item, and not those who did not select each, are provided here.*

Table 9: Items From Table 6 Respondents Indicated Were Not Available at an Adequate Level or Not Effectively Provided in Child Welfare Supervision in Their Agency by Years of Experience in Child Welfare

Aspect of Child Welfare Supervision	<1 year	1 - <3 years	3 - <7 years	7 or more years	Total Respondents Selecting Item
Classroom training	10 15%	29 22%	46 26%	94 22%	179 22%
On-the-job training	15 22%	28 14%	48 27%	116 27%	207 25%
Case review	6 9%	18 13%	20 11%	50 12%	94 12%
Case consultation	7 10%	21 16%	27 15%	64 15%	119 15%
Case decision-making	5 8%	15 11%	18 10%	51 12%	89 11%

Mentoring	17 25%	47 35%	63 36%	167 38%	294 36%
Exploring ethical issues¹	9 13%	25 19%	41 23%	132 30%	207 25%
Promoting self-reflective practice¹	6 9%	16 12%	48 27%	135 31%	205 25%
Modeling good practice	9 13%	24 18%	44 25%	91 21%	168 21%
Promoting workers identification of imp. casework questions²	9 13%	19 14%	45 25%	93 21%	166 20%
Assuring culturally competent practices	9 13%	22 16%	42 24%	90 21%	163 20%
Addressing issues of worker safety¹	7 10%	36 27%	62 35%	123 28%	228 28%
Policy clarification	13 19%	31 23%	53 30%	109 25%	206 25%
Monitoring and addressing worker well-being¹	16 24%	33 24%	74 42%	173 40%	296 36%
Developing relationships with community service partners	11 16%	26 19%	42 24%	79 18%	158 19%
Developing community resources¹	13 19%	25 19%	61 35%	115 26%	214 26%
Performance evaluation	3 5%	14 10%	18 10%	43 10%	78 10%
Providing ongoing feedback	9 13%	22 16%	39 22%	94 22%	164 20%
Administrative duties (i.e., approving Travel /timesheets, reporting requirements)	3 5%	2 2%	14 8%	21 5%	40 5%
Facilitating staff/management communication¹	6 9%	13 10%	40 23%	112 26%	171 21%
Resolving office conflict²	10 15%	23 17%	46 26%	113 26%	192 24%
Handling client/community complaints	4 6%	7 5%	21 12%	48 11%	80 10%

¹Statistically significant difference by years of experience in child welfare $p \leq .01$

² Statistically significant difference by years of experience in child welfare $p \leq .05$

Table 10: Items From Table 6 Respondents Indicated Were Not Available at an Adequate Level or Not Effectively Provided in Child Welfare Supervision in Their Agency by Position

Aspect of Child Welfare Supervision	Worker	Supervisor	Middle Manager	Total Respondents Selecting Item
Classroom training	104 20%	51 24%	22 24%	177 22%
On-the-job training ¹	141 27%	36 17%	31 34%	208 25%
Case review	57 11%	22 11%	17 19%	96 12%
Case consultation	78 15%	27 13%	17 19%	122 15%
Case decision-making	61 12%	14 7%	13 14%	88 11%
Mentoring	184 36%	73 35%	43 48%	300 37%
Exploring ethical issues ¹	104 20%	65 31%	37 41%	206 25%
Promoting self-reflective practice ¹	109 21%	58 28%	38 42%	205 25%
Modeling good practice	117 23%	33 16%	18 20%	168 21%
Promoting workers identification of important casework questions	114 22%	33 16%	19 21%	166 20%
Assuring culturally competent practices	91 18%	47 23%	23 26%	161 20%
Addressing issues of worker safety	144 28%	66 32%	19 21%	229 28%
Policy clarification	133 26%	53 25%	20 22%	206 25%
Monitoring and addressing worker well-being	178 34%	85 41%	38 42%	301 37%
Developing relationships with community service partners ¹	114 22%	32 15%	9 10%	155 19%
Developing community resources	139 27%	51 24%	23 25%	213 26%
Performance evaluation	52 10%	18 8%	10 11%	80 10%
Providing ongoing feedback ²	115 22%	28 13%	20 22%	163 20%
Administrative duties (i.e., approving Travel /timesheets, reporting requirements)	31 6%	5 2%	4 4%	40 5%

Facilitating staff/mgt. communication	101 20%	48 23%	23 26%	172 21%
Resolving office conflict	127 25%	41 20%	23 26%	191 23%
Handling client/community complaints	59 11%	14 7%	9 10%	82 10%

¹Statistically significant difference by position $p \leq .01$

²Statistically significant difference by position $p \leq .05$

Table 11: Items From Table 6 Respondents Indicated Were Not Available at an Adequate Level or Not Effectively Provided in Child Welfare Supervision in Their Agency With Statistically Significant Differences by Area of Employment*

Area of Employment		Urban	Rural	Total
Promoting self-reflective practice				
	Count	89	118	207
	%	29%	23%	
Identification of important casework questions				
	Count	73	95	168
	%	24%	18%	

* $p \leq .05$

Table 12: Items From Table 6 Respondents Indicated Were Not Available at an Adequate Level or Not Effectively Provided to Child Welfare Supervisors in Their Agency by Years of Experience in Child Welfare

Aspect of Child Welfare Supervision	<1 year	1 - <3 years	3 - <7 years	7 or more years	Total Respondents Selecting Item
Classroom training¹	8 12%	31 23%	50 28%	133 31%	222 27%
On-the-job training¹	10 15%	30 22%	50 28%	150 34%	240 29%
Case review	5 7%	19 14%	24 14%	73 17%	121 15%
Case consultation	5 8%	22 16%	28 16%	84 19%	139 17%
Case decision-making	6 9%	15 11%	25 14%	65 15%	111 14%
Mentoring¹	12 18%	51 38%	67 38%	179 41%	309 38%

Policy clarification	14 21%	34 25%	52 29%	129 30%	229 28%
Providing on-going feedback²	7 10%	19 14%	43 24%	99 23%	168 21%
Facilitating staff/management communication¹	8 12%	21 16%	39 22%	117 27%	185 23%

¹Statistically significant difference by years of experience in child welfare $p \leq .01$

²Statistically significant difference by years of experience in child welfare $p \leq .05$

Table 13: Items From Table 6 Respondents Indicated Were Not Available at an Adequate Level or Not Effectively Provided to *Child Welfare Supervisors* by Position

Aspect of Child Welfare Supervision	Worker	Supervisor	Middle Mgr.	Total Respondents Selecting Item
Classroom training¹	120 23%	66 32%	37 41%	223 27%
On-the-job training²	137 26%	72 34%	35 39%	244 30%
Case review²	67 13%	32 15%	21 23%	120 15%
Case decision-making	79 15%	41 20%	19 21%	139 17%
Case consultation	69 13%	24 12%	18 20%	111 14%
Mentoring¹	179 35%	82 40%	49 54%	310 38%
Policy Clarification	133 26%	71 34%	24 27%	228 28%
Providing on-going feedback	108 21%	38 18%	22 24%	168 21%
Facilitating staff/mgt. Communication	108 21%	49 23%	26 29%	183 23%

¹Statistically significant difference by position $p \leq .01$

²Statistically significant difference by position $p \leq .05$

Table 14: Items From Table 6 Respondents Indicated Were Not Available at an Adequate Level or Not Effectively Provided to *child welfare supervisors* with Statistically Significant Differences by Area of Employment*

Area of Employment		Urban	Rural	Total
Facilitation of staff / mgt. communication				
	Count	84	101	185
	%	27%	19%	

* $p \leq .01$

Table 15: Importance of Supervisory Skills or Characteristics Regarding the Extent to Which Public Child Welfare Supervisors Really Need Each in Order to Succeed in Enhancing the Worker's Ability to Provide Effective Services

Supervisory Skill or Characteristic	Very Important		Somewhat Important		Neutral		Very Unimportant/ Somewhat Unimportant	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Initial training in child welfare supervision	625	75%	159	19%	33	4%	9	1%
Continuing education / In-service training	553	66%	234	28%	32	4%	6	1%
Casework supervision skills / techniques	634	76%	167	20%	17	2%	7	1%
Critical thinking skills	636	76%	148	18%	32	4%	9	1%
Mentoring	447	54	271	32%	89	11%	16	2%
Child welfare direct service experience	633	76%	150	18%	26	3%	17	2%
Leadership skills	628	75%	176	21%	15	2%	8	1%
Interpersonal skills	668	80%	136	16%	17	2%	6	1%
Communication skills	723	87%	84	10%	10	1%	6	1%
Cultural competence	459	55%	265	32%	81	10%	15	2%
A process for peer support / consultation	469	56%	278	33%	60	7%	15	2%
Social Work degree	286	34%	231	28%	175	21%	133	16%
Advanced Social Work degree	190	23%	232	28%	190	23%	158	22%

Table 16: Importance of Supervisory Skills or Characteristics from Table 15 with Statistically Significant Differences by Position

Supervisory Skill or Characteristic	Very Important	Somewhat Important	Neutral	Very/ Somewhat Unimportant
Casework Supervision Skills²				
Worker	379 (74%)	116 (23%)	14 (3%)	4 (1%)
Supervisor	171 (82%)	35 (17%)	1 (1%)	1 (1%)
Middle Mgr.	73 (83%)	12 (14%)	1 (1%)	2 (2%)
Child Welfare Direct Service Experience¹				
Worker	405 (79%)	81 (16%)	16 (3%)	11 (2%)
Supervisor	160 (77%)	43 (21%)	4 (2%)	1 (1%)
Middle Mgr.	57 (63%)	23 (26%)	5 (6%)	5 (6%)
Peer Support/Consultation²				
Worker	302 (59%)	154 (30%)	44 (8%)	11 (2%)
Supervisor	115 (56%)	81 (39%)	7 (3%)	3 (2%)
Middle Mgr.	44 (49%)	38 (42%)	7 (8%)	1 (1%)

¹p ≤ .01 ²p ≤ .05

Table 17: Items From Table 15 Respondents Indicated Were Not Available at an Adequate Level or Not Effectively Provided to *Child Welfare Supervisors* With Statistically Significant Differences by Area of Employment*

Area of Employment		Very Important	Somewhat Important	Neutral	Very/ Somewhat Unimportant	Total
Critical Thinking Skills						
Urban	Count	250	40	9	3	302
	%	83%	13%	3%	1%	100%
Rural	Count	383	108	23	6	520
	%	74%	21%	4%	1%	100%
Total	Count	633	148	32	9	822
Social Work Degree						
Urban	Count	90	82	74	57	303
	%	30%	27%	24%	19%	100%
Rural	Count	195	149	100	75	519
	%	38%	29%	19%	15%	100%
Total	Count	285	231	174	132	

*p ≤ .05

Table 18: Items From Table 15 Respondents Indicated Were Not Available at an Adequate Level or Not Effectively Provided to *Child Welfare Supervisors* by Position (N=266)

Aspect of Child Welfare Supervision	Worker	Supervisor	Middle Mgr.	Total Respondents Selecting Item
Initial training in child welfare supervision¹	22 13%	17 28%	10 29%	49 18%
Continuing education / In-service training¹	22 13%	19 31%	15 44%	56 21%
Casework supervision skills / techniques²	23 13%	14 23%	11 32%	48 18%
Critical thinking skills¹	23 13%	14 23%	12 35%	49 18%
Mentoring	33 19%	13 21%	5 15%	51 19%
Child welfare direct service experience	10 6%	6 10%	2 6%	18 7%
Leadership skills¹	20 12%	14 23%	11 32%	45 17%
Interpersonal skills	22 13%	9 15%	7 21%	38 14%

Communication skills²	16 9%	8 13%	9 27%	33 12%
Cultural competence	20 12%	12 20%	4 12%	36 14%
A process for peer support / consultation	37 21%	19 31%	10 29%	66 24%
Social Work degree	7 4%	1 2%	4 12%	12 4%
Advanced Social Work degree	10 6%	4 7%	5 15%	19 7%

¹Statistically significant difference by position $p \leq .01$

²Statistically significant difference by position $p \leq .05$

Table 19: Items From Table 15 Respondents Indicated Were Not Available at an Adequate Level or Not Effectively Provided to *Child Welfare Supervisors* by Years of Experience in Child Welfare (N=266)

Supervisory Skill or Characteristic	<1 year	1 - <3 years	3 - <7 years	7 or more years	Total Respondents Selecting Item
Initial training in child welfare supervision	1 8%	6 13%	14 22%	28 20%	49 18%
Continuing education / In-service training	1 8%	8 17%	16 25%	30 21%	55 21%
Casework supervision skills / techniques	-	6 13%	14 22%	27 19%	47 18%
Critical thinking skills²	-	4 9%	16 25%	30 21%	50 19%
Mentoring	-	10 21%	16 25%	25 18%	51 19%
Child welfare direct service experience	1 8%	4 9%	6 9%	7 5%	18 7%
Leadership skills	-	4 9%	15 23%	26 18%	45 17%
Interpersonal skills	1 8%	5 11%	12 19%	20 14%	38 14%
Communication skills	-	3 6%	12 19%	19 13%	34 13%
Cultural competence	-	5 11%	8 13%	23 16%	36 14%
A process for peer support / consultation	2 15%	7 15%	18 28%	38 27%	65 24%
Social Work degree	1 8%	-	5 8%	7 5%	13 5%
Advanced Social Work degree	1 8%	1 2%	8 13%	10 7%	20 8%

²Statistically significant difference by position $p \leq .05$

Table 20: Items From Table 15 Respondents Indicated Were Not Available at an Adequate Level or Not Effectively Provided to *Child Welfare Supervisors* by Area of Employment (N=266)²

Area of Employment		Urban	Rural	Total
Process of peer support/consultation				
	Count	25	41	66
	%	33%	21%	24%
Advanced social work degree				
	Count	10	10	20
	%	13%	5%	7%

²p ≤ .05

Table 21: Words Workers Selected as Accurately Describing Their Supervisor (N=514):

Description	Frequency	Percentage
Accessible	376	73%
Competent	389	76%
Ethical	313	61%
Fair	359	70%
Flexible	353	69%
Inconsistent	106	21%
Inept	24	5%
Knowledgeable	392	76%
Organized	253	49%
Respectful	360	70%
Responsive	340	66%
Rigid	60	12%
Supportive	379	74%
Thorough	236	46%
Trustworthy	317	62%
Unreliable	56	11%

University of Kentucky Child Protection Supervision Survey Summary of Open-ended Responses

Other Aspects of Supervision that have Significant Potential to Enhance Workers' Ability to Serve

Several (158*) responses mentioned various ways for supervisors to create a good work environment and increase agency morale. They suggested the following means of doing this:

- Providing positive reinforcement, rewards, incentives, validation for good performance to encourage and empower workers and to increase workers' confidence (27)
- Being available/accessible to caseworkers – having an “open-door” policy (23)
- Fostering a sense of community and teamwork within the agency – creating a partnership of trusting relationships, mutual respect and open communication and abolishing the “us and them” mentality between workers and supervisors (17)
- Not micromanaging – allowing/encouraging workers to make independent decisions and supporting those decisions, particularly when a problem arises (13)
- Providing encouragement, stress management and a support system to help prevent burnout among workers (9)
- Managing caseload assignments – ensuring fair and effective distribution of caseloads (based on difficulty, not just quantity, of cases) (8)
- Supporting, protecting and encouraging workers in the office and in the field with difficult cases, particularly when they are blamed for something that goes wrong (7)
- Being a sounding board for workers – active listening (5)
- Showing a genuine interest in workers' personal needs/problems and being available to assist in meeting those needs and resolving those problems (5)
- Fairness – treating workers equally/fairly (3)
- Protecting and supporting workers in conflicts with upper administration and facilitating a link between workers and upper management (3)
- Having scheduled, consistent conferences between workers and supervisors regarding caseload questions and safety issues (2)
- Conducting frequent, regular unit meetings for group supervision (2)
- Developing a motivated work group for consistent service delivery (2)
- Ensuring that workers can take vacation time or mental health days, to help prevent burnout, without having to worry about their jobs (2)
- Enhancing and promoting the workers' well-being/best interests (2)
- Creating a work environment that is friendly, while still maintaining supervisory role (2)
- Increasing workers' salaries (2)
- Ensuring lower caseloads and agency protocols for “best practice” (2)
- Advocating for and providing tools and resources for workers (2)
- Visiting the “front line” periodically to be reminded of why the job is done and to experience what workers go through (2)
- Support/peer support (2)
- Creating excellent client/worker/supervisor rapport (1)
- Being courteous/respectful to workers (1)
- Treating clients and workers in a professional manner (1)
- Having agency equipment that works (1)
- Limiting/decreasing paperwork for workers (1)

- Assisting workers in obtaining information needed for service provision (1)
- Providing adequate clerical support of line staff (1)
- Encouraging promotional/job advancement (1)
- Being fair to all workers in job promotions (1)
- Supporting workers with on-the-spot decision-making in court (1)
- Respecting privacy/confidentiality of workers' personal lives (1)
- Assisting workers with cases when the office is short-staffed (1)
- Being supportive of the agency and its decisions (1)
- Being realistic, when setting objectives, about availability of staff to meet demands (1)
- Encouraging staff to remain with the agency (1)
- Communicating with workers while workers are in the field (1)

Several (36*) responses mentioned various aspects of training and mentoring workers:

- Being informative – training workers to know policy/procedure and make good decisions (5)
- Providing critical feedback to workers through case reviews and performance appraisals (3)
- Supporting workers with hard cases (i.e., going out in the field with them if necessary) (2)
- Modeling appropriate practice (i.e., conducting family meetings with workers to demonstrate methods for engaging families) (2)
- Assisting workers in providing direct care (2)
- Providing training for workers as needed (2)
- Helping workers prioritize and practice time management to prevent burnout (2)
- Making sure workers are getting their jobs/mandated services done (2)
- Doing field visits with new workers (1)
- Educating workers about changes in the field of child protection (1)
- Increasing face-to-face contact and mentoring of new workers (1)
- Encouraging workers to “think out of the box” and develop new resources to specifically address individual needs of families and children (1)
- Constantly asking “Why?” What are the underlying reasons for clients' behaviors? (1)
- Coaching the staff (1)
- Training workers in marriage counseling (1)
- Reminding staff of why they are doing the job (1)
- Having experienced workers accompany new workers in the field (1)
- Explaining controversial decisions to workers (1)
- Providing corrective measure to staff and foster parents (1)
- Providing worker accountability (1)
- Encouraging out-of-agency learning opportunities (1)
- Using combination of group and individual supervision to maximize professional growth (1)
- Instilling and promoting self-confidence in workers (1)
- Reviewing narratives for content and outcomes (1)
- Teaching workers to work as a team (1)

Several (44*) responses mentioned intrinsic characteristics, skills and knowledge of supervisors that have significant potential to enhance workers' ability to serve:

- Remembering the overall mission of the agency – really caring about children and families – making sure they are number one – understanding that they are not “subhuman” and should be treated with dignity and respect (7)
- Experience “in the trenches/on the front line” doing casework/direct practice (6)
- Knowledge of current policies, procedures and laws to help provide timely services (5)

- Having knowledge of workers' current cases (3)
- Qualified leadership, supervision and upper management skills (2)
- Ability to relate with workers of all personality types – having people skills (2)
- Being unbiased/consistent in dealing with office problems and workers' opinions/beliefs (2)
- Competency (2)
- Trustworthiness and respectability (2)
- Positive behavior, attitude and body language in the office and in public – believing people can change (2)
- Attitude of supervisor (1)
- Supervisor's personality (1)
- A calm demeanor (1)
- Efficiency (1)
- Conducting continual self-evaluation in aspects of case management & quality assurance (1)
- Being self-motivated (1)
- Decisiveness (1)
- A desire to help (1)
- Knowledge of how clients felt about and responded to services (1)
- Having ownership of personal problems/issues (1)
- Ability to “think outside the box” – to authorize unorthodox methods when needed (1)

Several (9*) responses mentioned supervisors' interactions outside of the unit that have potential to enhance to enhance workers' ability to serve:

- Developing placement resources – recruitment and retention of foster homes (2)
- Obtaining resources needed by staff (1)
- Collaborating with other agencies (1)
- Having a good working relationship with the court and guardian ad litem (1)
- Ensuring adequate service providers for all counties, not just the larger ones (1)
- Having a sole DCFS clerical staff (1)
- Coordinating work between other areas of the agency (1)
- Keeping up with changes in community resources and suggesting changes and additions to community resources (1)

Eight respondents mentioned the following resources or conditions that would help supervisors:

- Consistent support from management, administration, state office (2)
- Adequate staffing to meet demands (2)
- Manageable caseloads (1)
- Availability of needed resources (1)
- Salaries & benefits that are reflective of the important role of supervisors & their workers (1)
- Recognition by the public and government of the importance of child welfare services (1)
- Adequate time to do the job well (1)
- More time to assist workers in providing services, instead of doing administrative tasks (1)
- Excellent information systems to enhance project management (1)
- Availability of appropriate services for each segment of client population (1)
- Adequate equipment (ie., computers, etc.) to help workers do their job as mandated (1)
- Having workers rate supervisor's performance – provide training for supervisors who routinely receive low ratings (1)
- Slow turnover of staff (1)

Additional tasks of supervisors mentioned by respondents:

- Making casework decisions (1)
- Educating support providers such as law enforcement (1)

* This is not the number of respondents, but the number of responses. In other words, each respondent may have had more than one response.

Other Items Supervisors Need to Enhance Worker's Ability to Serve

Other skills, experiences, characteristics, tools and resources that supervisors need:

- Experience & training in the field & supervision skills, instead of more school degrees (25)
- Communication skills, listening skills – allowing workers to vent (16)
- Ability and willingness to work with all types of people, interpersonal/people skills (15)
- Good support system for supervisors – support, communication, clarification of policy changes, respect, rewards and discipline from central office & upper management – from competent administrator who have been supervisors themselves and who are intelligent and empathic and support ethical practice and social work values (14)
- Accessibility/availability to workers – open-door policy – required presence in the office (12)
- Leadership/management qualities, skills and vision which provide support for workers (10)
- Working knowledge of & adherence to current child welfare laws, policies & procedures (9)
- Support, affirmation, guidance of workers (7)
- Advanced education related to the field, continuing education, in addition to experience (6)
- Empathy/understanding of workers' feelings & needs relating to experiences with clients (6)
- Fairness to workers – not showing partiality, playing favorites or participating in office politics or gossip (6)
- Adequate staff and resources so sufficient services can be provided to all clients (6)
- Respect/support for workers' well-being & personal/private lives, including vacation time – ability to relate to workers professionally (5)
- Accountability – monitoring of supervisors' and middle managers' job performance (ie., evaluation by workers) (5)
- Confidence in and support of workers' and their casework decisions (4)
- Arbitration skills – ability to resolve office conflict and deal with problems (4)
- An understanding of and positive attitude toward the mission and work of the agency (4)
- Critical thinking skills (4)
- Personal integrity, trustworthiness, strong moral character (4)
- Respect of and genuine concern for others, particularly of clients (4)
- Good rapport/relationship with workers – personality that allows workers to feel free to talk about problems/issues (3)
- Adequate resources readily available (3)
- Organizational skills (3)
- Smaller caseloads (3)
- Humility to admit you don't know the answer, and willingness to ask questions or advice (3)
- Consistency in supervision (2)
- Professional writing skills (2)
- Respect for workers' suggestions and ideas (2)
- Increasing community involvement and services available to help provide services (2)
- Development of more placement options/resources for children (2)
- An understanding of the job of the workers/supervisees (2)
- Common sense (2)

- More SSAs (social service aides) to help with all tasks (2)
- Ability to delegate (2)
- Patience with workers' personalities, learning curves, and shortcomings, especially new workers (2)
- Autonomy to manage the work unit without being controlled by the administration (2)
- Adequate resources and financial support from state and local administration (2)
- Ability to know the right thing to do, make good decisions (2)
- Greater salaries – salaries that are comparable to the work (2)
- More time to support & train workers one-on-one, especially new workers (2)
- Casework/Case review skills (2)
- Skills needed to work in a triage, war-like environment where resources are lacking (2)
- Experience in a large/busy county in order to be a supervisor in a large/busy county (1)
- Employing workers that are capable of doing the job, whether or not they are licensed (1)
- BSW workers seem poorly educated and burn out easily, but those who earn graduate degrees while on the job seem more competent and more likely to stay on the job (1)
- Education outside the social work field can bring additional knowledge to the field (1)
- Training opportunities available at all times (1)
- Knowledge of when, and when not, to let workers make final decisions (1)
- Not assuming that workers are guilty when complaints are made (1)
- Ability to work with others in a partnership (1)
- Ability to convey compassion and concern – being down-to-earth, not snobby (1)
- An understanding of the role of supervisor (1)
- Reasonable expectations given to supervisors (1)
- Support from middle and upper management of front-line decisions (1)
- Resources such as cars, pagers, cell phones, working computers, adequate office space (1)
- Equipment in good, working condition (1)
- Placement specialists to find and maintain resources for child placement (1)
- Time management skills (1)
- Holistic understanding of social justice (1)
- Ability to stand up for what you think is right (1)
- Belief in the rights of children (1)
- Correct priorities (1)
- Knowing the workers so you can tell when they are stressed and need help (1)
- Availability to help workers debrief from stressful situations (1)
- Knowledge about individual cases (1)
- Provision of information, including community resources (1)
- Adequate clerical staff (1)
- More caseworkers (1)
- Lower supervisor-to-staff ratio (1)
- Adequate number of staff so that workers can have extended time off (1)
- Realistic expectations for casework (1)
- Lower turnover of staff to provide continuity and effective service delivery (1)
- Uniform policies and procedures between supervisors (1)
- Knowledge of current literature in order to make competent decisions about casework (1)
- Requiring ethic hours for licensure (1)
- Open-mindedness (1)
- Ability to stay calm (1)
- Ability to say, “no” (1)
- Being unbiased/nonjudgmental in reference to “diversity” populations (1)

- Cultural sensitivity to workers (1)
- Ability to give and receive constructive criticism (1)
- Objectivity (1)
- Non-judgmental, consistent decision-making (1)
- Self-reflection skills to avoid making assumptions/pre-judgments (1)
- Someone who can effectively lobby in state government for money to provide services (1)
- Formal after-hour schedule with compensation, paid overtime option (1)
- Volunteer coordinators (1)
- Less administrative requirements, allowing more time for observation of casework (1)
- Greater reimbursement for gas mileage (1)
- Ability to accept responsibility for unit decisions (1)
- Flexibility (1)
- Court-testifying skills (1)
- Civil service rules to address problems in work performance (1)
- Knowledge (1)
- Knowledge of and practice of the golden rule (1)
- Appropriate office etiquette (1)
- Ability to ensure that personal problems at home do not interfere with the job (1)

Specific topics that should be included in pre-service and in-service training for supervisors:

- Policy updates, changes in laws (7)
- Dealing with attorneys and the legal system – court room training with the juvenile judge (4)
- Social work practice issues & strategies specific to workers' position & agency's mission (4)
- Cultural diversity, ethnic differences, cultural sensitivity, cultural competence (4)
- Safety planning for children, families and workers – identification of mentally ill, potentially violent/aggressive clients and skills to deal with such clients (4)
- Social work ethics and values – ethical and liability issues and strategies (4)
- Paperwork – standards for completing documents and forms (4)
- Family centered practice – assessment of individual and family functioning and case planning to meet family needs and empower families (4)
- How to give positive reinforcement/feedback to motivate and encourage workers (3)
- Interpersonal/communication/people skills – how to express thoughts and knowledge in a way to which workers will be receptive (3)
- Mechanics of the job, actual casework (what to do and how to do it), rather than theories – different training for each staff level (3)
- Accountability (2)
- Personal assessments to help in understanding strengths, weaknesses and leadership styles (2)
- Mental health – review of counseling reports in order to understand the axioms (2)
- Stress management, worker burnout (2)
- Critical decision making (2)
- Specific case examples to use in illustrating and practicing the decision-making process (2)
- Supporting staff by assisting with preparation, focus, organization and decision-making (2)
- How to provide on-going feedback to workers (1)
- Relationships with supervisees – appropriate boundaries, etc. (1)
- Leadership skills (1)
- Time management skills – how to effectively get the job done with too few workers (1)
- Review of overall function of a caseworker (1)
- Explanation of the role of each team member (1)

- On-going training in child welfare (1)
- Marriage counseling (1)
- Financial issues (1)
- Sexual abuse – certification (1)
- Administration (1)
- Current information about agency structure, changes, plans, etc. (1)
- Effective communication with clients (1)
- Performance appraisals (1)
- How to recruit and hire the most appropriate staff (1)
- Conflict resolution, healing (1)
- Discipline and grievance procedures (1)
- Dictation (1)
- How to use office equipment (1)

The most important practice and supervision techniques:

- Leading through teamwork, rather than linear (I am boss, you are staff) or competitive – assisting workers with difficult cases – helping “in the trenches” as part of the team in order to keep up-to-date with what workers face and to model and coach best case practice (20)
- Positive reinforcement – mentoring/teaching/supporting by being positive with workers, instead of just focusing on statistics – focusing on strengths, not weaknesses, of workers – pro-active, supportive management as opposed to restrictive, reactive, punitive approach (10)
- Mentoring, guiding workers in making appropriate case decisions – case consultation (8)
- Tracking/reviewing/observing case work of workers for quality, safety and accuracy, and providing constructive feedback to workers to encourage critical thinking (5)
- Allowing/empowering workers to make independent decisions & supporting decisions if appropriate (5)
- Creation of a supportive and encouraging environment in which workers can effectively perform their job (4)
- Listening to the workers – being a sounding board (4)
- Valuing workers’ assessment of cases – being aware that they may have more input/data regarding clients than what is reported – getting their feedback/input in problem-solving (3)
- Instruction/education/training in acceptable social work techniques (3)
- Continual reinforcement of the agency mission/philosophy, the important role of the worker in that mission, and the seriousness and magnitude of the job (3)
- Maintenance/redistribution of caseloads around workers’ proficiencies and deficiencies (3)
- Client-centered, child-centered model of service delivery (2)
- Providing resources to address worker burnout – de-stressing overloaded workers (2)
- Demonstrating to workers an ability to make sound decisions without consulting upper management (2)
- Advocacy with the court system on behalf of workers – services to improve judge/worker relationship (2)
- Peer support/consultation – allowing peers to mentor and assist fellow workers (2)
- Providing timely & consistent information & on-going learning opportunities for workers (2)
- Conducting training and supervision differently depending on workers’ different characteristics, needs, years of experience and learning style (2)
- Individual and group supervision conferences (2)
- Ensuring that policy is applied correctly across the board (2)
- Intense supervision of new workers (1)
- Providing accountability for front-line staff (1)

- Being critical of workers' performance in a tactful way (1)
- Empowering workers without pushing them around (1)
- Providing staff with what they need to do their jobs effectively (1)
- Monitoring of workers' well-being (1)
- Consideration of worker schedules & better communication about impromptu meetings (1)
- Supporting workers when dealing with outside entities – not succumbing to politics (1)
- Setting a tone of professionalism by communicating positively and respectfully about decisions made by administrative personnel (1)
- Being willing to help and knowing how to help workers (1)
- Common sense approach, rather than doing everything “by the book” (1)
- Treating each case individually according to needs – don't use “cookie cutter” approach (1)
- Acceptance – to allow workers to feel comfortable asking questions & receiving guidance (1)
- Strengths-based practice (1)
- Working with birth and extended family members (1)
- Maintaining and/or building sibling relationships (1)
- Instilling self-confidence in new workers (1)
- Review of records (1)
- Supervision of workers who do not take their job seriously (1)
- Work harder initially with families to prevent long-term involvement (1)
- Safety planning (1)

Open Response Section and Supervisors' Description of Skills Needed to Enhance Own Effectiveness

Skills/knowledge areas to enhance supervisor effectiveness:

Supervision Skills

- Organizational/prioritization/time management skills and ability to promote these skills among staff (25)
- Training in positive, pro-active management approach, rather than disciplinarian, reactionary approach – to build incentives, motivate overworked staff to work efficiently, improve staff morale, stability, performance and retention and prevent/resolve burnout (24)
- Conflict management/resolution/mediation skills – to resolve conflicts between workers (18)
- Communication skills – active listening skills, interviewing skills (12)
- Training in giving positive discipline & performance appraisals – identifying performance problems, developing practical performance objectives & giving constructive feedback (10)
- Leadership/management/administrative skills – training in how to be a supervisor (9)
- Critical thinking/decision-making skills – helping workers think “outside the box” (9)
- Letting go of control, delegating to promote good assessment skills & instill self-confidence so workers can make decisions & learn by doing with minimum supervisor instruction (8)
- Improved ability to retain policy information, keep up with policy/law changes or understand complex policies in order to implement them uniformly (7)
- Stress management skills – how to help staff deal with burnout from excessive caseloads (4)
- Team building skills (4)
- Ability to communicate with upper management about concerns, what goes on in the field (4)
- How to handle incompetent, inconsistent, unreliable & unethical supervision/management – skills to motivate “dinosaurs” in administration who are clueless about front-line issues (3)
- How to develop and maintain good working relationships between staff (3)
- Personal relationships skills – learning how to effectively interact with people of different personality types and learning styles (3)

- Training for competency and comfortableness in addressing disciplinary issues and consistency in documentation relating to discipline (3)
- Being available/accessible to and supportive of workers, listening to workers' problems (3)
- Promoting self-reflective practice (3)
- Training in how to make better casework decisions, how to model appropriate casework – case consultation skills (3)
- Confidence-building and public speaking practice (3)
- How to improve community relations without defying agency policy (3)
- Data collection to enhance community perceptions of public child welfare services – learning to educate the public about agency goals, purposes and benefits (3)
- Access to and ability to influence legislators and funding bodies (3)
- Skills in developing resources for the county with little to no budget (3)
- Computer skills (3)
- Using technology for project planning, communication, documentation and learning (2)
- Training on recruiting providers, including foster and adoptive parents and volunteers (2)
- Mentoring/coaching skills (2)
- Facilitation skills for leading effective staff meetings (2)
- How to monitor and address workers' well-being (2)
- Promoting worker's identification of key casework questions (2)
- How to do more with less – ie., not enough supervisors for workers, how to do 80 hours of work in a 40-hour work week (2)
- Competence in dealing with differences in practice philosophies among supervisors (1)
- Effectively dealing with personnel issues (1)
- Grant writing skills (1)
- Empathy skills (1)
- Training to help workers make good decisions without personal judgments interfering (1)
- Problem-solving skills (1)
- Ability to stay current with best practice and trends (1)
- Development of service delivery skills (1)
- Ability to teach service delivery and client engagement and interaction skills (1)
- Training in how to approach families and provide services in creative ways (1)
- How to handle a disgruntled client (1)
- Ability to impart commitment to good case practice (1)
- Ability to identify style/learning ability of workers early in the job-training process (1)
- Ability to discern workers' level of concern about particular situations (1)
- How to help others while under so much stress (1)
- Competent District Supervisor/upper management (1)
- Tact, diplomacy (1)
- Ways to provide technical assistance that is helpful to workers (1)
- Information on how to ensure children's safety when there are concerns, but not enough to open an investigation/case (1)
- Clinical training (1)
- Training in conversational Spanish and sign language (1)
- Ability to hold workers to high standards & stand firm despite workers' negative attitudes (1)
- Promoting the practice of social work values and ethics (1)
- Development of trust (1)
- How to deal with workers who are emotional and are responding on that level (1)
- Patience (1)
- Training on how to complete mandatory paperwork efficiently (1)

Knowledge Areas

- Clarification of laws, regulations, policy and procedure – for uniform interpretation (9)
- Mental health issues, psychology, clinical approach to case management (4)
- Knowledge of legal issues, skills relative to working with the legal system (3)
- Ethics, ethical issues (2)
- Being knowledgeable (2)
- Knowledge of community resources (2)
- Cultural awareness, cultural competence (2)
- Current social work theories, ie. systems theory (2)
- Knowledge of best practice vs. policy (2)
- Current management practices (1)
- Knowledge of or skills in research-based practice (1)
- Greater knowledge of programs supervised in order to make better decisions (1)
- Knowledge of worker relationships with families and others in the community (1)
- Knowledge of community organization practice (1)
- Case decision-making (1)
- Information on what the Division can and can not do (1)
- Knowledge of intra- and interstate adoption issues (1)
- Interviewing/interrogation techniques (1)
- Problem-solving techniques (1)
- Crisis intervention techniques (1)
- Changes of the social structure of communities (1)
- Knowledge of domestic violence issues (1)
- Knowledge of worker safety issues (1)
- Training in Total Quality Management or Peter Senge's Fifth Discipline (1)
- More information on severity of client problems and the effects on children (1)
- Medical knowledge (1)

Others things that would enhance supervisor effectiveness

- More time – to provide quality, one-on-one supervision, and to assist workers with developing programs for clients – how to squeeze 60+ hours of work into 40-hour work week, when time management and organizational skills are already strong (13)
- Continual on-the-job training, reinforcement of skills and self-improvement activities – consistent, standardized, state-wide training for all employees (10)
- More workers/staff, smaller caseloads (5)
- More money, more competitive salaries to increase worker retention (3)
- Less paperwork (streamline the process) to allow time to accompany workers in the field (2)
- Management should have training on how to listen to and be supportive of front-line staff (2)
- Adequate preparation – learning specific skills for supervision in child welfare (2)
- Experience in the field – going back into the field to get more up-to-date experience (2)
- Program with universities to provide graduate degrees for all supervisors – ability to financially afford to return to school for an advanced degree (2)
- Emphasis should be on competence and experience, not formal education and degrees (1)
- Accessibility to workers – fewer workers for each supervisor (1)
- Specialized caseloads (1)
- Mentor/peer support groups for supervisors (1)
- More direct help from staff in the big city (1)
- Presentation materials (1)

- Better treatment solutions and funding for the treatment (1)
- A climate more accepting, even welcoming, of agency changes (1)
- Training on office procedures (paperwork, etc.) for supervisors who are moved to new program areas (1)
- Common sense (1)
- Commitment (1)
- More input about policy changes (1)
- Making sure that policy is in sync with the law (1)
- Working with/training new workers (1)
- CS Handbooks on-line with a search engine to look up policy in day-to-day practice (1)
- Quality assurance reviews to help supervisors improve in making case decisions and in helping workers make case decisions (1)
- Moral enhancement (1)
- Opportunity to supervise only one program – it is impossible, when supervising more than one program, to adequately know all policies and to provide appropriate supervision (1)

Additional Comments:

- N/A, no additional comments (18)
- Praise of supervisor (3)
- Good luck, and have fun with the project (2)
- Child safety is an important area that should receive attention in child protective services (1)
- Praise of workers who “always give their best effort” despite heavy workload and lack of support/compensation from the agency (1)
- Allowing workers to have leave of absence to prevent burnout (1)
- Administrators fail to make appropriate changes based on needs of front-line workers (1)
- All DCFS offices should have an in-house supervisor (1)
- Communication from administration/management seems to be a big area of concern. (1)
- I would like my supervisor to accompany me in the field with difficult cases (1)
- My supervisor does not have experience in casework or education in social sciences, so I have not experienced an effective supervisor (1)
- Those with MSWs have not lived up to their potential. Those with BAs or those who have acquired a masters degree outside of the state program seem to excel the best. (1)
- Agency demands & rewards education/degrees, but does not respect or reward experience (1)
- I love my job! (1)
- Question #52 should have been available for supervisors and middle managers because everyone has a supervisor/administrator. (1)
- Questions 36-57: I could not determine what you wanted – very confusing. (1)
- Agencies in urban areas may want to consider “shift coverage” because “night call” can exhaust workers. (1)
- We are doing a poor job because of caseloads twice the recommended best practice size (1)
- I do not have time to complete this survey due to lack of staff and many cases. (1)
- I have little to no time to assist staff because I am so involved in addressing crisis issues. (1)
- Hiring of new staff and “red tape” leaves little time for other duties (1)
- As a middle manager, the emphasis becomes less on quality casework than on meeting guidelines of administrative and personnel tasks. (1)
- “Currently no supervisor” (1)