BUILDING A UNIFIED CRISIS CENTER:

21st CENTURY TOOLS FOR 21st CENTURY NEEDS

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Management
The Plight of the Modern Day Manager

**Full Accessibility**

**Data-driven/Results-driven Culture**

**Under-resourced**

**Overwhelmed**
The Plight of the Modern Day Manager

If it’s hard, then you’re probably doing it right.

Struggle does not justify process.
The Plight of the Modern Day Manager

If you’re doing it right, then it’s probably hard.
When Mission draws people to Overextend

“Happiness is...someone to love, something to do, and something to hope for.” - Rita Mae Brown

The Consequences of Overextending

• Blurred boundaries
• Diminished health/increased sickness
• Unreasonable expectations of self
• Stunted growth in directs from inadequate delegation
• “Band-Aid” employees
Defining Management

To make people productive.

- Establish purpose and mission
- Make work productive and engage workers
- Manage social impacts and social responsibilities
## Managing Knowledge Workers

<table>
<thead>
<tr>
<th>Historical Labor Worker</th>
<th>Knowledge Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire predictability</td>
<td>Desire to be challenged</td>
</tr>
<tr>
<td>To understand task(s)</td>
<td>To understand mission &amp; to believe it</td>
</tr>
<tr>
<td>Basic task mastery</td>
<td>Desire continuous training</td>
</tr>
<tr>
<td>Want to have basic needs met</td>
<td>Want to see results</td>
</tr>
<tr>
<td>Managed as subordinates/slaves</td>
<td>Need to be managed as partners; persuaded</td>
</tr>
<tr>
<td>“Just tell me what to do”</td>
<td>“Tell me why we are doing this”</td>
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</tbody>
</table>
Four Critical Behaviors of Management

1. Get to Know Your People
2. Communicate about Performance
3. Push Work Down
4. Foster Growth
Assuming Positive Intent

KEEP CALM AND Assume Positive Intent
“The purpose of an organization is to enable ordinary human beings to do extraordinary things. It is a means to make strengths productive and weaknesses irrelevant.”
–Peter Drucker

One on Ones provide the structure needed to know your people, encourage their strengths, and bring your team to its optimal level of functioning.
What Are one on ones?

An intentional supervision method:

• Scheduled
• Occurs Weekly
• With Every Direct
• Lasts 30 minutes
• Direct’s issues are primary
• The manager takes notes
1-on-1 Format

10 minutes for the direct to talk

10 minutes for you to talk

10 minutes to discuss the future
Common Reactions to Supervision

“I don’t need supervision.”

“I don’t know what to talk about.”

“What have I done wrong?”

“Do we really need to meet this often/long?”
Communicate about Performance: Feedback

Caring Enough to Say Something

Steering Wheel Analogy
Feedback: Format

FORMAT

1. Ask if the staff person is open to feedback
   a. “Can I give you some feedback?”
2. Identify the specific behavior and its implications
   b. “When you______, here’s what happens________”
3. Reinforce behavior OR Request a change in future behavior
   c. Thank you
   d. “Can you do that differently next time?”

Never ask a question of your staff that you are not willing to honor the answer.
Feedback: Where and How

Provide feedback discreetly, not necessarily in private

Delivery
Friendly
Pleasant
Brief
Management Moment: Providing Feedback
Feedback: Format

FORMAT

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Four Critical Behaviors of Management

1. Get to Know Your People
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4. Foster Growth

- One on Ones
- Feedback
- Delegation
- Develop People
DEVELOPING VOLUNTEER CRISIS WORKER COMPETENCIES FOR PRS CRISISLINK

Liz Barnes and Laura Mayer
TEXT to PARTICPATE

Text ‘LAURAMAYER138’ to 22333 to join live

OR

PLAY ONLINE AT PollEV.com/lauramayer138
A lot!

It's tough, but manageable

We're good!
Statement of the Problem - 2016

Deficit of Volunteers
PRS, Inc. lacked the required number of volunteers to meet the service needs of the program

Currently have 63 volunteers
Need 120 to achieve effective capacity

Note: As of September 2016

Rigorous Screening Process
Less than 30% of applicants are accepted into training.
**Project Defined**

Develop a Framework to build a Model for Crisis Worker/Counselor Selection
Selecting High Performing Volunteers

High Performing Volunteers
- Valuable
- Passionate
- Enthusiastic
- Encouraging

Positive experiences with PRS
CrisisLink

Dedicated

Willing to offer insight
The Interviews

Volunteer Interviews

14 volunteers were selected to participate in telephone interviews over the course of eight weeks.

14 questions were asked regarding background (hours worked, training platform, shift partners), skills and abilities perceived as important, core responsibilities, technical skills and traits of successful volunteers.

Program Director Interview

12 questions regarding the same or similar concepts asked of volunteer participants.

Designed to gain insight into more than experience and include process and observations from the management level.
There is limited literature on developing competencies for volunteers
Themed Qualitative Data

Recommendations From findings

Identified and Defined Competencies
What is a competency?

- Knowledge, skills and abilities (KSA’s) are commonly evaluated and utilized as a means for selection.
- Competencies may include aspects of KSA’s but are defined differently.
- Competencies are not the what the candidate possesses as much as they are the ways in which people utilize their KSA’s effectively.
**Question:**
What's a competency?

<table>
<thead>
<tr>
<th>Option</th>
<th>Votes</th>
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<tr>
<td>1-4</td>
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<tr>
<td>5-9</td>
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<td>10+</td>
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*We don't use competencies, we use something else.*
Developed 10 competencies that were based on extensive literature review and themes that were most commonly mentioned/referenced throughout the interviews with high performing volunteers and Program Director.
Adaptability

**Definition:** Approaching change with a positive and curious attitude; the ability to prioritize and adapt a response to meet the needs of a caller; accepts and internalizes change to process without conflict; and approaches obstacles and barriers with positivity and creativity.

Autonomy and Self Confidence

**Definition:** Confident in their judgment and can take responsibility for their decisions and challenges while assisting callers.

**Example:** Relies on ASIST skills versus a supervisor to make decisions regarding imminent risk.
**Collaboration**

**Definition:** Ability to develop constructive working relationships with callers, shift partners, and others to meet the needs of the callers in crisis.

**Example:** Uses resources within the call center to aide in decision-making; knows when to contact a supervisor versus a shift partner.

**Conflict Management**

**Definition:** Ability to utilize appropriate interpersonal styles and skills to reduce the tension and assess situations quickly to determine risk.

**Example:** Manages rapport building with tone adjustments throughout the call.
**Competencies Defined**

**Continuous Learning and Development**

**Definition:** Commitment to development as a crisis worker after the initial training, attending crisis worker meetings and additional training opportunities, and collaboration with supervisory staff to improve learning and skill development independently.

**Example:** Recognizes learning is continuous and ongoing.

**Distress Tolerance**

**Definition:** Ability to maintain effective, high-quality crisis intervention under pressure and handle stress and difficult emotions in a healthy and responsible way.

**Example:** Leaves the work at CrisisLink; does not carry calls home frequently; okay with being uncomfortable on certain types of calls.
**Directiveness & Assertiveness**

**Definition:** Ability to set limits, say no when necessary, and confront problem behavior quickly.

**Example:** Asks Supervisor for help when needed; is able to recognize the need for directiveness during suicide calls but does not carry this to other calls.

**Emotional Intelligence**

**Definition:** Ability to know and understand their own emotional responses to callers and content, the ability to label and discern between feelings and to utilize this information to improve or build on the conversation and rapport with the caller.

**Example:** The ability to adjust between relationships and callers.
Competencies Defined

**Flexibility**

*Definition:* Ability to be flexible in their understanding of the world or a specific situation, in how people manifest their emotions and experiences differently.

*Example:* Recognizes one caller may need more empathy and patience than another; does not look for universal solutions or flowcharts for information.

**Non-Judgmental**

*Definition:* Ability to discern between useful judgments and judgments that may impair a crisis worker during the helping process.

*Example:* Knows when a judgment is about their own internal process versus a judgment needed to make a good decision under pressure.
Other Screening Tools

Technical Skills

- Technology proficiency
- Ability to multi-task
- Writing proficiency
- Oral communication skills
Other Screening Tools

Qualities and Traits

- Sense of giving back
- Empathy
- Openness to feedback
- Patience and understanding
Immediate Changes

Volunteer Interviews
- Added more volunteer experience to the screening process

Forms
- Questions
- Format
- Phone Screen

Understanding and Commensurate Language for Recruiter and HR
- Transition Recruitment from Crisis Center to HR
- Competencies bridged the gap
Competencies In Action

Incorporated in the Hotline Volunteer Interview Form

- Changed “How might you feel if a caller were to speak about ______” to “Imagine a call in which a person is speaking about....”.

- Changed the form to ask how a candidate might react or respond instead of feel.

- Tied all questions to specific competencies identified and designed the form to make these connections upon scoring.

- Asked questions regarding expectations, motivations and rewards.
Changes in Outcomes

Immediate Differences

- Interviews last roughly 30-45 minutes versus 1 hour.
- Candidates score roughly 10% higher on the new form on average; good candidates.
- Candidates who are not doing well in the interview score roughly 25% lower than the previous form.
- 100% Training Class Retention Post ASIST
- 87% Commitment Retention (previously 69%)
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<tbody>
<tr>
<td>Yes</td>
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<tr>
<td>Yes, but...</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>No thanks</td>
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You like support or information in how to replicated process at your own center?

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app.
All Players on Deck
Building Team Morale

Guidance & Support

Staff

Two-Way Feedback

Professional Development
Management Tools

1. Collaboration Model
2. Strategic Planning
3. Preemptive Communication
Human-Centered Design
Design Process

- Empathize
- Define
- Ideate
- Prototype
- Test
Empathize
Learn your operation
Experience
Observe
Define
Recognize needs and pain points
1-on-1s
Evaluations
Ideate
Brainstorm solutions
Workgroup
Management discussion
Prototype
Trial and error
Rough drafts
Pilot and soft launch
Evaluating success
Gather the numbers
Ask for feedback
Repeat!

- Empathize
- Define
- Ideate
- Prototype
- Test
LEGACY
Questions?

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Laura Mayer: LMayer@PRSInc.org