

An Evaluation of the  
Los Angeles Department  
of Child and Family  
Services'  
Emergency Response  
Coaching Program  
Using Worker Surveys

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# An Evaluation of the Los Angeles Department of Child and Family Services' Emergency Response Coaching Program Using Worker Surveys<sup>1</sup>

## Executive Summary

### The Program

The Emergency Response Coaching Program is a training and supervision program of the Los Angeles Department of Children and Family Services (DCFS) that is designed to develop in-house coaches who have a passion for professional practice and a desire to transfer learned skills and attitudes to their Emergency Response (ER) colleagues. Staff were invited or volunteered to participate. The program consists of three sequentially administered components: (a) the Academy for Coaching Excellence's (ACE) 3-day training, *Skills for Leaders and Supervisors*; (b) the California State University at Long Beach (CSULB) Child Welfare Training Centre's 3-day training, *Coaching ER SCSWs toward Excellent Practice*; and (c) ongoing monthly supervision and training from two CSULB Master Coaches for a period of 6 months.

Assistant Regional Administrators (ARAs) and Supervising Children's Social Workers (SCSWs) attended ACE's 3-day training. ARAs and SCSWs attended CSULB's 3-day training to fulfill the second component of the ER Coaching Program. Other ER staff such as Deputy Directors, Regional Administrators, ARAs, and Children's Social Workers (CSWs) with an interest in coaching had an opportunity to participate in a shortened 1-day ACE overview training entitled, *Masterful Coaching*.

### Study Purpose

The purpose of this study was to understand the relationship between this newly articulated coaching program and worker outcomes. This pilot was introduced in four cohorts of 4 to 5 offices each between late 2010 and 2011. This report summarizes findings from the web-based survey that was administered to DCFS staff and supervisors in June 2012, and addresses the following evaluation question about the ER Coaching Program: How does the coaching program influence staff and supervisors' job satisfaction, attitudes, and behaviors? The DCFS staff survey enabled the evaluation team to compare how staff perceptions varied with amount of exposure to these coaching concepts and skills.

### Participants and Training

- 756 of 2,404 DCFS workers who were invited to participate in the evaluation completed the web-based survey (31.4% response rate).
- 76.3% of the survey participants were female, 41.1% were Hispanic, 20.9% were Black, and 20.9% were White; 58.5% were between the ages of 26 and 45; and 56.7% had earned at least a Master's degree. Overall, these worker characteristics seem comparable to the population of staff who handled an ER case during the period under investigation.
- 30 out of 77 ARAs, 108 out of 419 SCSWs, and 618 out of 1,788 CSWs handled ER cases.

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<sup>1</sup> Prepared for Casey Family Programs by Christina Christie, Todd Franke, and Anne Vo.

- 86.7% of ARAs, 64.8% of SCSWs, and 7.7% of CSWs who responded to the survey indicated that they participated in at least one training component of the program.

### Study Findings

- **All staff.** Descriptive analyses indicate that participants had more positive attitudes toward some aspects of job satisfaction (*i.e.*, Nature of the Work, Contingent Rewards, and Communication) and Organizational Climate (*i.e.*, Office Team and Extent of Multi-tasking) than non-participants. Controlling for differences between staff that might explain these differences, multivariate analyses revealed that participation in the training was positively associated with the Office Team and Contingent Rewards subscales.
- **CSWs.** CSWs whose supervisors attended the training rated all four subscales on the *Perceived Quality of Coaching Relationship* scale (*i.e.*, Comfort with Relationship, Effective Communication, Facilitating Development, Genuineness of Relationship) and the supervision subscale on the *Job Satisfaction* scale. Controlling for other staff characteristics, CSWs whose supervisors attended the training versus those who did not were significantly more likely to have higher ratings on the supervision subscale.
- **SCSWs.** Counterintuitively, SCSWs who participated in more than one training rated their supervisor significantly lower on the Facilitated Development subscale, controlling for other characteristics.
- **ARAs.** No significant differences in perceptions between the ARAs who did or did not participate in coaching training were detected. Descriptive results for ARAs need to be interpreted with caution, if at all, due to the extremely small number of ARAs who did not participate in training.

### Implications

Taken together, the results of this pilot program were mixed but promising. While this evaluation does not examine the direct effects of the program on child and family outcomes, workers who report higher ratings on some aspects of job satisfaction and high quality of the coaching relationship may be better equipped to address the needs of the families that are served in Los Angeles County. DCFS might also want to explore the evaluation data to better understand how the findings vary by office and worker characteristics (level of education, years at LA County DCFS, and staff position – *e.g.*, CSWs I, II, or III) to identify areas for improvement and training in the context of the larger coaching initiative.

# An Evaluation of the Los Angeles Department of Child and Family Services' Emergency Response Coaching Program Using Worker Surveys

Prepared for the Los Angeles Department of Child and Family Services and Casey Family Programs by Christina Christie, Todd Franke, and Anne Vo<sup>2</sup>

## Introduction

The Los Angeles Emergency Response (ER) Coaching program is a strategy to improve Los Angeles Department of Child and Family Services (LA DCFS) practice. To better understand the role this coaching model has played in influencing DCFS staff and supervisors' attitudes and behaviors, a mixed methods evaluation study was completed. This report summarizes the DCFS workers and supervisors' attitudes, beliefs, and behaviors about the coaching program and how it has affected their practice. A previous brief summarizes the results of focus groups with DCFS staff, which was also used to inform survey development.

## The Program

1. *The Academy for Coaching Excellence's (ACE) 3-day training, Skills for Leaders and Supervisors.* Assistant Regional Administrators (ARAs) and Supervising Children's Social Workers (SCSWs) attended this training.
2. *The California State University at Long Beach (CSULB) Child Welfare Training Centre's 3-day training, Coaching ER SCSWs toward Excellent Practice.* ARAs and SCSWs attended this training to fulfill the second component of the ER Coaching Program. This training emphasized family-centered practice as the method to engage families, assess, and plan interventions. The objectives for this training included learning (a) major ER responsibilities and the role of the ER SCSWs, with a particular focus on training, coaching, and supporting CSWs, (b) interviewing techniques, including those drawn from the Signs of Safety Approach to Child Protective Services and Solution-Focused Therapy, (c) elements of Family-Centered Practice, and (d) coaching techniques applied to child welfare practice.
3. Ongoing monthly supervision and training from two CSULB Master Coaches for a period of 6 months.

In addition, other ER staff such as Deputy Directors, Regional Administrators, ARAs, and Children's Social Workers (CSWs) with an interest in learning about coaching could participate in a shortened 1-day ACE overview training entitled *Masterful Coaching*.

## Study Purpose

The purpose of this study was to understand the associations between the pilot coaching program and worker outcomes. The program was introduced in 4 cohorts of 4 to 5 offices each between late 2010 and 2011. This study was conducted in two phases. For Phase 1, focus groups with DCFS staff and supervisors who completed the program were conducted to

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<sup>2</sup> The authors of this report are listed in alphabetical order.

understand the extent and ways in which the model influenced their practice. Data collected during these focus groups were used to guide Phase 2 of the study, which consisted of developing a web-based survey that was administered to caseworkers and supervisors.

In keeping with the purpose and focus of this study, the following evaluation question guides this aspect of the two-phase inquiry process: *How does the coaching program influence staff and supervisors' job satisfaction, attitudes, and behaviors?* The DCFS staff survey enabled the evaluation team to compare how staff perceptions varied with amount of exposure to these coaching concepts and skills.

This report summarizes findings from the web-based survey that was administered to DCFS staff and supervisors in June 2012 to address this evaluation question about this pilot ER Coaching Program.

## Methods

This section contains a description of the implementation of the web-based survey that was administered to DCFS staff and supervisors in June 2012. Also included are descriptions of participants who completed the online questionnaire. The survey is included in Appendix A.

### Participant Characteristics and Response Rates

- 756 of 2,404 DCFS workers who were invited to participate in the evaluation completed the web-based survey (31.4% response rate).
- Of the staff who provided responses, 76.3% were female, 41.1% were of Hispanic or Latino heritage, 58.5% were between the ages of 26 and 45, and 56.7% had earned at least a Master's degree.
- 30 out of 77 ARAs, 108 out of 419 SCSWs, and 618 out of 1,788 CSWs handled ER cases.
- 86.7% of ARAs, 64.8% of SCSWs, and 7.7% of CSWs who responded to the survey indicated that they participated in at least one training session of the ER Coaching Program.
- With the exception of the voluntary, 1-day overview training, the program was not designed for CSWs and, thus, the low participation rate among CSWs (7.7%) is not unexpected.

Comparison of participant summary statistics suggests that study findings are generalizable to the worker population from which program participants were sampled (see Table 1, below). Comparisons, based on goodness-of-fit statistics<sup>3</sup> between those who participated in the training and the population from which they were drawn yielded the following results. For gender, there was no significant lack of fit between the participants and the population in any of the three training groups (CSW, SCSW, ARA). For ethnicity, we did not detect a lack of fit for the SCSWs, but there was a lack of fit for both the CSWs and the ARAs. The ethnic category primarily responsible for this result was 'Other.' Comparisons were also made between the participants in training and non-participants<sup>4</sup> (comparison). Across gender, ethnicity, and age (in categories)

<sup>3</sup> Chi-square Goodness-of-Fit Test

<sup>4</sup> Chi-square Test of Independence

there were no significant associations except for age in the SCSWs group. Here we see fewer SCSWs participating as age increases.



**Table 1. Generalizability Data.**

		Worker Characteristics											
		Gender	Ethnicity					Age					
Staff Type		Female	Hispanic/ Latino	Black	White	Asian	Other	30 or less	31-35	36-40	41-45	46-55	56 or older
CSWs	Participating	60 (87%)	29 (41%)	11 (16%)	16 (23%)	3 (4%)	11 (16%)	9 (8%)	16 (14%)	10 (11%)	13 (16%)	11 (12%)	11 (18%)
	Comparison	390 (80%)	211 (44%)	101 (21%)	86 (18%)	46 (10%)	38 (8%)	99 (92%)	97 (86%)	82 (89%)	71 (84%)	76 (88%)	51 (82%)
	Population	2698 (83%)	1400 (43%)	939 (29%)	613 (19%)	239 (7%)	57 (2%)	Data not available in above categories Mean=42, Median=40					
SCSWs	Participating	53 (77%)	24 (36%)	14 (21%)	22 (33%)	3 (5%)	4 (6%)	1 (50%)	10 (91%)	18 (95%)	12 (71%)	17 (59%)	10 (46%)
	Comparison	28 (82%)	7 (22%)	8 (25%)	13 (41%)	3 (9%)	1 (3%)	1 (50%)	1 (9%)	1 (5%)	5 (29%)	12 (42%)	12 (54%)
	Population	497 (76%)	221 (34%)	200 (31%)	183 (28%)	32 (5%)	15 (2%)	Data not available in above categories Mean=49, Median=47					
ARAs	Participating	15 (58%)	8 (32%)	4 (16%)	9 (36%)	2 (8%)	2 (8%)	0	0	2 (100%)	5 (83%)	16 (89%)	3 (75%)
	Comparison	2 (50%)	1 (25%)	1 (25%)	1 (25%)	1 (25%)	0 (0%)	0	0	0	1 (17%)	2 (11%)	1 (25%)
	Population	50 (60%)	27 (33%)	26 (31%)	23 (28%)	6 (7%)	1 (1%)	Data not available in these categories Mean=52, Median=53					

## Tools and Instruments

**Web-Based Survey.** Participants were asked a number of close-ended questions to capture their views and experiences about a number of key areas, including the extent to which they participated in the ER Coaching Program, the organizational climate in which they work, and the quality of relationships between supervisors and fellow colleagues.

Established scales were incorporated into the web-based questionnaire when possible. Such measures included Gregory and Levy's (2010) *Perceived Quality of Coaching Relationship (PQCR)* survey and Spector's (1997) *Job Satisfaction Survey*. The evaluation team also created items to address areas that these existing measures did not assess. Examples of such areas included degree of collegiality in the workplace; and nature of workers' day-to-day responsibilities.

The entire survey can be found in Appendix A. All scale items that were used in the survey appear in Appendix B (see Table B1) by scale and subscale.

## Participant Characteristics and Outcome Variables

- **Participant characteristics** included dosage, staff type, gender, age, tenure, ethnicity, and education level.
- **Dosage** was defined in multiple ways. When determining program effect, dosage was defined as a dichotomous variable indicating whether or not the participant was involved in the program. When considering differences among staff, particularly ARAs and SCSWs, dosage was defined as the number of completed trainings (e.g., 0 to 3). For CSWs, dosage was based on three levels: (1) no exposure to the coaching training, (2) whether they completed the one-day ACE seminar, and (3) whether their current supervisor participated in the ER Coaching Training Program.
- **Staff title** (type) was a three-category variable that described the position the respondent held while handling ER cases – ARA, SCSW, or CSW. CSWs were treated as the reference group.
- **Gender** was defined as a dichotomous variable with male workers as the reference group.
- **Age** was based on eight categories, which ranged from “less than 30 years old” to “more than 60 years old.” Participants who selected “between 41-45 years old” were treated as the reference group.
- **Tenure.** Respondents were also asked to indicate the number of years they have been employed at their current office. Tenure was treated as a continuous variable.
- **Ethnicity** was defined as one of five categories: (a) Asian or Asian American, (b) Black or African American, (c) Hispanic or Latino, and (d) White, and (e) Other. Participants who selected “White” served as the reference group in the analyses.
- **Education level** was defined as (a) Less than 4 years of college; (b) BA/BS/BSW; (c) MA/MS/MSW; (d) PhD/PsyD/DSW; and (e) Other -- mostly comprised of other professional degrees obtained or, in one case, in progress (i.e., JDs, MFT, MPA) and other professional credential (i.e., LCSW, teaching credentials).
- Participants who selected BA/BS/BSW as the highest degree earned served as the reference group.

**Outcome variables.** The outcome variables are listed in Table B1 in Appendix B. All items were measured on a 6-point Likert-type scale (1 = Strongly Disagree; 6 = Strongly Agree) with the exception of those that appear on the *Perceived Quality of Coaching Relationship* survey, which was measured on a 5-point scale (1 = Strongly Disagree; 5 = Strongly Agree). The outcome variables were treated as continuous variables.

### Data Analysis

**Scale Creation.** All scales were coded such that higher scores indicate higher levels of agreement or positivity. For the team-created measure, exploratory factor analysis with sets of responses was conducted to better understand the instrument's structure. Specifically, principal components analyses were used to identify groupings of items and this process resulted in the creation of three subscales: Office team, Multi-tasking, and Positive Colleague Relationships.

**Analytic Approaches.** Descriptive analyses were conducted to gain a broad understanding about characteristics of individuals who completed the survey. These analyses also allowed us to determine whether other relevant participant characteristics (e.g., job title, ethnicity) were comparable across program participants and non-participants, as well as among various staff positions (i.e., CSW, SCSW, and ARA). While descriptive statistics provided necessary summary information for various components of the evaluation as a whole, they did not address the relationship *between* and *among* subgroups and the outcomes of interest. As such, relational analyses (e.g., the more conservative, 2-tailed test of mean differences, regression analyses, and analyses of variance [ANOVA]) were also conducted. These analyses allowed individual measures and/or characteristics to be examined, compared, and reported. These analyses were performed both across groups and within groups where appropriate.

### Findings

The study findings are organized by the types of analyses conducted – overall and by subgroup. General findings about the association between participation in the ER Coaching Training program and worker outcomes are presented first. Findings from between-group (e.g., comparing responses from ARAs to those of SCSWs and CSWs) and within-group analyses (e.g., comparing responses from ARAs who participated in the program to those who did not participate) are presented next.

**Overall Results.** To understand the associations between program participation and worker outcomes, responses from program participants and non-participants were compared. As shown in Table 2, for all staff combined, differences between program and non-program participants were detected for the (a) Office Team, (b) Nature of Work, (c) Contingent Rewards, (d) Communication, and (e) Multi-tasking subscales. That is, workers who received the training program indicated that they had more positive perceptions about: the general office environment and culture in which they work; the importance and level of enjoyment their work brings; the extent to which they feel they are valued and recognized at work; and the quality of communication in the work place.

Compared to non-participants, program participants agreed more strongly that multi-tasking was required of them at work in relation to these two items (a) I must manage multiple roles in my position and (b) I must regularly work on multiple tasks simultaneously. While multi-tasking is a

part of the job of any child welfare worker, too much multi-tasking can be distracting, and can make it more difficult to concentrate on a particular job or task until it is done. This is particularly problematic when critical thinking is needed, and careful assessments must be conducted by line staff. This concern is reinforced by research by David Strayer. While beyond the scope of this report, Strayer's research describes the drawbacks associated with multi-tasking and is cited by Schwartz, Gomes, and McCarthy in their 2010 book, *The Way We're Working isn't Working*.

**Table 2. Average Ratings on Survey Subscales Overall and by Program Participation.**

	Overall Average Rating	<i>n</i>	Participants	<i>n</i>	Non- Participants	<i>n</i>
<b>Organizational Climate</b>						
Colleague Relationships	4.81	729	4.89	162	4.80	521
Office Team*	4.10	739	4.42	165	4.00	525
Extent of Multi-tasking*	5.49	738	5.65	165	5.44	524
<b>Perceived Quality of Coaching Relationship</b>						
Comfort with Relationship	3.86	734	3.90	164	3.87	522
Effective Communication	3.98	738	3.97	165	4.00	524
Facilitating Development	3.59	734	3.62	164	3.60	522
Genuineness of Relationship	3.94	738	3.96	165	3.97	524
<b>Job Satisfaction</b>						
Supervision	4.91	730	4.92	162	4.94	521
Operating Conditions	2.94	742	2.91	165	2.97	526
Nature of Work*	4.69	743	4.97	165	4.61	526
Contingent Rewards*	3.12	743	3.36	165	3.07	526
Communication*	3.77	731	3.92	162	3.74	522

\*Difference between participating and non-participating respondents' self-reported ratings is significant;  $p < 0.05$ .

As shown in Table 3, additional regression analyses were conducted, controlling for participant characteristics such as age, gender, tenure, education level, and ethnicity, to explore possible program effects on worker outcomes. Significant program effects were detected for two outcomes: the Office Team subscale and the Contingent Rewards subscales.

Results of regression tests are presented in Table 3 and suggest that both program participation and the ARA staff position are positively associated with workers' attitudes towards their office team and that program participation is positively associated with workers' perceptions about rewards structures at work. Specifically, these findings suggest that completing the program may contribute to 0.29- and 0.27-point increases in workers' attitudes toward these two areas, respectively, holding other key factors constant. Additionally, study participants who ethnically identified as "Other" reported significantly lower ratings on the office team subscale (approximately -0.37 points) compared to other participants.

**Table 3. Summary of Regression Analyses for Variables Predicting Subscale Scores for Office Team and Contingent Rewards.**

Variable	Office Team		Contingent Rewards	
	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>SE B</i>
Participation	0.29**	0.11	0.27*	0.13
Staff Position <sup>a</sup>				
ARA	0.56**	0.23	0.33	0.27
SCSW	-0.05	0.14	0.02	0.16
Female	-0.12	0.10	-0.20	0.12
Age <sup>b</sup>				
Less than 30 years old	-0.09	0.15	0.13	0.17
Between 31-35 years old	-0.09	0.14	-0.04	0.16
Between 36-40 years old	-0.05	0.14	-0.10	0.17
Between 46-50 years old	-0.13	0.17	0.19	0.19
Between 51-55 years old	0.27	0.17	0.05	0.20
Between 56-60 years old	-0.10	0.18	-0.15	0.22
Over 60 years old	0.13	0.20	0.42	0.23
Tenure	0.00	0.01	-0.01	0.02
Education <sup>c, d</sup>				
MA/MS/MSW	-0.11	0.09	-0.04	0.10
PhD/PsyD/DSW	0.02	0.34	0.37	0.39
Other	-0.28	0.33	-0.81	0.38
Ethnicity <sup>e</sup>				
Asian or Asian American	-0.26	0.17	-0.33	0.20
Black or African American	-0.16	0.13	0.00	0.15
Hispanic or Latino	-0.09	0.12	0.07	0.13
Other	-0.37*	0.17	-0.19	0.19
<i>R</i> <sup>2</sup>	0.07		0.05	
<i>F</i> for change in <i>R</i> <sup>2</sup>	2.37**		1.65*	
<i>n</i>	626		617	

\**p* < 0.05, \*\**p* < 0.01.

<sup>a</sup>For staff position, CSWs served as the reference group.

<sup>b</sup>For age, “between 41-45 years old” served as the reference group.

<sup>c</sup>For education, BA/BS/BSW served as the reference group.

<sup>d</sup>Participants with less than a BA/BS/BSW degree were dropped from the model (*n* = 2).

<sup>e</sup>For ethnicity, White served as the reference group.

**Differences across Staff Position and Program Participation Status.** In the next phase of the analysis, survey responses were examined by staff type (*i.e.*, ARA, SCSW, CSW) with respect to program participation in the program. It is anticipated that this method of comparing responses will provide a better understanding of the associations between the ER Coaching Training program and the attitudes and beliefs among DCFs staff. However, initial analyses suggest that scores on the subscales were similar, independent of staff position (see Table 4, below). That is, we did not detect any significant differences in average ratings (at  $p < 0.05$ ) for any of the twelve staff subscales by staff position., descriptive results for ARAs, in particular, need to be interpreted with caution, if at all, due to the extremely small number of non-participating ARAs ( $n = 3$ ).

**Table 4. Average Ratings on Survey Subscales by Staff Position and Program Participation.**

	ARA Participation		SCSW Participation		CSW Participation	
	Yes ( $n = 26$ )	No ( $n = 3$ )	Yes ( $n = 67-69$ )	No ( $n = 32$ )	Yes ( $n = 39-40$ )	No ( $n = 465-470$ )
<b>Organizational Climate</b>						
Colleague Relationships	5.14	5.33	4.82	4.56	4.79	4.81
Office Team	4.92	4.78	4.26	4.11	4.29	3.98
Extent of Multi-tasking	5.93	6.00	5.71	5.67	5.44	5.43
<b>Perceived Quality of Coaching Relationship</b>						
Comfort with Relationship	4.00	4.44	3.70	3.90	4.08	3.86
Effective Communication	3.95	4.56	3.81	4.13	4.12	3.99
Facilitating Development	3.86	4.11	3.41	3.80	3.82	3.57
Genuineness of Relationship	4.06	4.44	3.84	4.02	4.13	3.95
<b>Job Satisfaction</b>						
Supervision	4.94	5.58	4.77	5.04	5.04	4.93
Operating Conditions	3.20	3.25	2.79	2.98	2.76	2.97
Nature of Work	5.18	5.33	5.01	4.71	4.78	4.59
Contingent Rewards	3.63	3.83	3.27	3.15	3.18	3.04
Communication	4.11	3.75	3.85	3.63	3.91	3.73

**Differences within Staff Positions and by Program Participation Status.** Previous analyses considered differences in participants' responses based on whether or not they took part in program. While providing an initial understanding of the associations between the coaching program and worker outcomes, this binary approach is limited. Thus, when trying to determine the extent of the program's influence on DCFs staff's perceptions and attitudes towards their work, the set of analyses presented in this section considers the amount of coaching-related training to which staff were exposed.

As previously indicated in the Methods section, ARAs and SCSWs could have completed up to three types of training: ACE's 3-day training, CSULB's 3-day training, 6 monthly follow up meetings. As such, "dosage" is defined as the number of trainings that an ARA or SCSW has completed. In comparison, "CSW dosage" is defined as whether a CSW attended the 1-day seminar on ER Coaching and whether their supervisor attended an ER Coaching training in general. Thus, while dosage consists of three levels for ARAs and SCSWs, it is made up of two

dichotomous variables for CSWs. In the remainder of this section, we report on findings by staff title (ARAs, SCSWs, and CSWs) to increase clarity.

**Assistant Regional Administrators (ARAs).** The association between the ARAs' responses on all 12 subscales and the number of training components they completed were to be examined via multiple regression holding other characteristics constant. The number of participating ( $n = 26$ ) and non-participating ( $n = 3$ ) ARAs, however, was small and unequal (*i.e.*, nearly all ARAs who responded to the survey participated in the program). The small sample sizes prohibit analyses beyond general descriptive statistics.

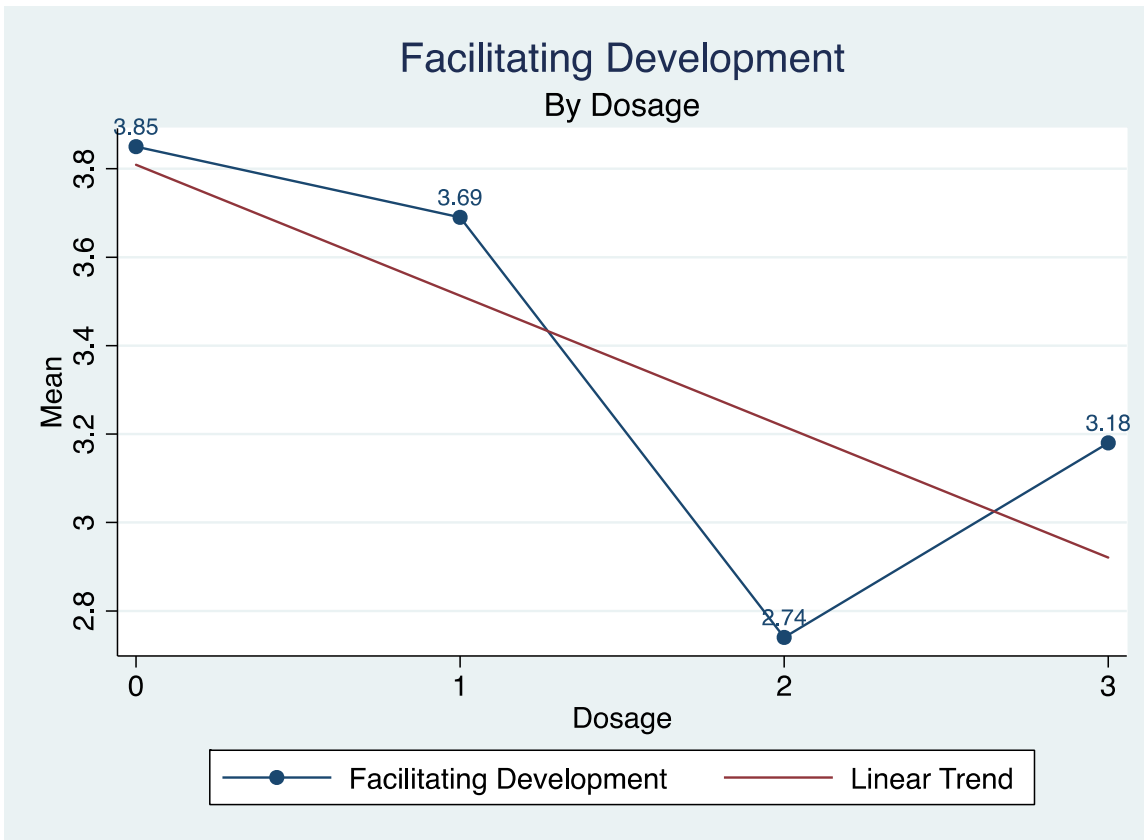
**Supervising Children's Social Workers.** The associations between SCSWs' responses on all 12 subscales were also examined in terms of how much training they completed via multiple regression analyses, holding the other characteristics described above constant. Overall, the regression results for all subscales revealed no significant associations.

While the regression results for the Facilitating Development subscale were not significant, responses on this subscale differed by the extent of program involvement. The three items that make up the Facilitating Development subscale include (a) "My supervisor helps me to identify and build upon my strengths;" (b) "My supervisor enables me to develop as an employee of our organization; and (c) "My supervisor engages in activities that help me to unlock my potential." As shown in Figure 1, descriptive analyses indicate that SCSWs who attended zero or one component of the training reported feeling more positive about the facilitating development support received from supervisors compared to SCSWs who participated in two or more trainings. This is counter to what the coaching project had intended. While the SCSWs who attended three trainings provided more positive responses about these aspects of supervision, compared to those who attended two trainings, their average rating was still lower than SCWS who had attended 0 or 1 training session.

One should note that there are multiple combinations of trainings that SCSWs could have attended in order to be assigned a dosage value of 1 or 2. Thus, examining differences in training type would be a valuable source of information that would aid in our understanding of the unexpected average trend for this subscale. A key dynamic to be explored is whether the coaching training not only increases coaching skills of the participants, but also raises their expectations about what they believe their supervisors should be doing with them. Hence, added coaching training has resulted in greater dissatisfaction with current supervisory practices though the cell sizes for each dosage level were small ( $n_0 = 38$ ;  $n_1 = 34$ ;  $n_2 = 13$ ;  $n_3 = 15$  staff members).



**Figure 1. SCSWs' Average Ratings for the Facilitating Development Subscale by the Number of Component Trainings Attended.**



Note:  $n_0 = 38$ ;  $n_1 = 34$ ;  $n_2 = 13$ ;  $n_3 = 15$ .

**Children’s Social Workers.** With respect to the CSWs, training effects on all subscales were determined based on whether they attended the one-day, ACE-sponsored seminar and their report about whether their supervisor attended any of the ER Coaching Trainings. As presented in Table 5, CSWs who participated in the training had no significant differences on responses to subscales compared to those who did not attend training. However, CSWs who reported that their supervisor attended training rated the following subscales significantly more positively than their counterparts whose supervisors did not complete training: Comfort with Relationship, Effective Communication, Facilitating Development, Genuineness of Relationship, and Supervision. That is, CSWs who reported that their supervisor participated in ER Coaching Trainings indicated that they feel safe raising concerns with their supervisor, and that they are content with the outcome of those conversations. The differences in scores on these five subscales between the participating and non-participating groups were all statistically significant ( $p < 0.05$ ). Differences in the remaining seven outcomes were not significant.



**Table 5. Average Ratings on Survey Subscales by Level of Program Participation for CSWs.**

	CSW Participation		SCSW Participation	
	Yes (n = 40)	No (n = 469)	Yes (n = 49)	No (n = 139)
<b>Organizational Climate</b>				
Colleague Relationships	4.79	4.81	4.85	4.76
Office Team	4.29	3.98	4.17	3.94
Extent of Multi-Tasking	5.44	5.43	5.47	5.61
<b>Perceived Quality of Coaching Relationship</b>				
Comfort with Relationship	4.08	3.86	4.09*	3.73
Effective Communication	4.11	3.99	4.28**	3.76
Facilitating Development	3.82	3.57	3.81**	3.31
Genuineness of Relationship	4.13	3.95	4.20**	3.71
<b>Job Satisfaction</b>				
Supervision	5.04	4.93	5.22**	4.63
Operating Conditions	2.76	2.97	2.89	2.74
Nature of Work	4.78	4.59	4.66	4.74
Contingent Rewards	3.18	3.04	3.23	2.88
Communication	3.91	3.73	3.92	3.89

\*  $p < 0.05$ , \*\*  $p < 0.01$ .

To better understand the program's influence on CSWs' perceptions towards their work and work place, additional regression analyses were conducted on all subscales controlling for the following participant characteristics: age, gender, tenure, education level, and ethnicity. As shown in Table 6, workers who reported that their supervisor participated in training rated their supervisors' Supervision an average of 0.72 points higher than workers whose supervisors did not attend training. For reference, four items comprise this subscale: (a) "I like my supervisor," (b) "My supervisor is quite competent in doing his/her job," (c) "My supervisor shows too little interest in the feelings of subordinates" (reverse scored), and (d) "My supervisor is unfair to me" (reverse scored). Additionally, workers who specified "other" for education level reported significantly lower ratings (approximately -1.43 points) on the supervision subscale. No other significant effects for the other subscales were detected.

**Table 6. Summary of Regression Analyses for Variables Predicting CSWs' Scores Supervision Subscale.**

Variable	Supervision	
	<i>B</i>	<i>SE B</i>
CSW Participated in Training	-0.07	0.22
CSW's Supervisor Participated in Training	0.72**	0.19
Female	-0.12	0.21
Age <sup>a</sup>		
Less than 30 years old	0.11	0.31
Between 31-35 years old	0.26	0.28
Between 36-40 years old	-0.19	0.29
Between 46-50 years old	0.59	0.37
Between 51-55 years old	0.18	0.36
Between 56-60 years old	-0.05	0.46
Over 60 years old	1.15	0.43
Tenure	-0.07	0.11
Education <sup>b,c</sup>		
MA/MS/MSW	-0.26	0.18
PhD/PsyD/DSW	-2.11	1.08
Other	-1.43*	0.60
Ethnicity <sup>d</sup>		
Asian or Asian American	-0.41	0.32
Black or African American	-0.11	0.26
Hispanic or Latino	-0.23	0.24
Other	-0.24	0.32
<i>R</i> <sup>2</sup>	0.20	
<i>F</i> for change in <i>R</i> <sup>2</sup>	1.96*	
<i>N</i>	157	

\* $p < 0.05$ , \*\* $p < 0.01$ .

<sup>a</sup>For age, "between 41-45 years olds" served as the reference group.

<sup>b</sup>For education, BA/BS/BSW served as the reference group.

<sup>c</sup>Participants with less than a BA/BS/BSW were dropped from the model ( $n = 2$ ).

<sup>d</sup>For ethnicity, White served as the reference group.

## Conclusions

Overall, examination of the ER Staff Survey data suggests that the association between program participation and workers' attitudes and behaviors about work is not straightforward. As a whole, the program appears to positively affect workers' perceptions about some areas of their professional life while not influencing or negatively affecting others. Although there were more non-significant relationships than expected, a few small differences in a positive direction were detected between participants and non-participants for this pilot program.

Specifically, the overall study findings indicate that, in general, the ER Coaching Training program positively shifted workers' perceptions about the following domains:

- The general office environment in which they work (*i.e.*, office team and multi-tasking subscales);
- The perceived level of importance of their work and the enjoyment that it brings (*i.e.*, nature of work subscale);
- The extent to which they feel they are valued and recognized at work (*i.e.*, contingent reward subscale); and
- The quality of communication in the work place (*i.e.*, communication subscale).

Moreover, results of the study suggest that different levels of exposure to the program should be a consideration when deciding whether, to whom, and how much of the program should be offered. Specifically, while it was difficult to detect ways in which program participation benefited ARAs (due to unequal participating and non-participating group sizes), CSWs report of their supervisors' (SCSWs) program participation positively influenced CSWs' reports of their own attitudes toward:

- The extent to which they reported on the perceived quality of the coaching relationship with their supervisors: (a) Comfort with the Relationship, (b) Effective Communication, (c) Facilitation of their Professional Development, and (d) Genuineness of their Relationship.
- Their satisfaction about the quality of supervision they received.

In particular, results suggest that SCSWs who completed more training reported feeling less facilitation of their professional development by their supervisors compared to those who had less training. One possible explanation for this finding is that SCSWs might view completing the ER Coaching Training program as separate from their daily responsibilities. Specifically, it is possible that mandatory training is perceived as an additional obligation and obstacle that prevents workers from carrying out their duties effectively. As such, program participation could be considered a burden and SCSWs who participate in more of the required trainings could attribute negative experiences to the program.

On the other hand, CSWs who participated in the training and reported that their supervisors participated as well felt more satisfied with the amount and quality of supervision that they receive at work. In this case, it seems that not only do CSWs benefit directly from the program, but they are experiencing program effects that trickle down from their supervisors, which is consistent with this approach to coaching training.

While a basic understanding of the association between the ER Coaching Training program and DCFS staff outcomes has been attained, additional analyses would be necessary to better understand the ways in which the program is contributing to participants' behaviors and its overall value, particularly with respect to ARAs for whom program effects were difficult to detect. Further, a number of other contextual variables remain unexplored, including differences across regional offices and the ways in which the program was implemented. These would be interesting areas worthy of further investigation given sufficient high quality data and the appropriate resources.

The evaluation data collected provide a considerable amount of useful information that went unexamined because they are beyond the scope of this report. DCFS might want to use the data to explore the concepts measured and how they vary by staff position, office, and worker

characteristics, as an example, to identify and target areas for improvement, training, and other coaching interventions.

Taken together, the results of this pilot program were mixed but promising. While this evaluation does not examine the direct effects of the program on child and family outcomes, workers who self-report higher ratings on some aspects of job satisfaction and high quality of the coaching relationship may be better equipped to address the needs of the families that are served in Los Angeles County. DCFS might also want to explore the evaluation data to better understand how the findings vary by office and worker characteristics (level of education, years at LA County DCFS, and staff position – e.g., CSWs I, II, or III), to identify areas for improvement and training in the context of the larger coaching initiative.

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# Appendix A

## ER Coaching Survey

**ER Survey**

**Emergency Response Staff Survey**

This study is being conducted to examine the impact of the ER Coaching Training on Supervising Children’s Social Workers (SCSWs) and Children’s Social Workers (CSWs). Todd Franke, from the University of California, Los Angeles (UCLA), is conducting a research study with the approval of DCFS.

You were selected as a possible participant in this study because you are an Assistant Regional Administrator (ARA), SCSW, or CSW who may have been associated with an ER referral (either directly as a caseworker, or as a supervisor) between July 2010 and December 2011. Your participation in this research study is voluntary. Any information that is obtained in connection with this study and that can identify you will remain confidential.

If you volunteer to participate in this study, the researcher will ask you to complete this confidential survey, which will take approximately 8-10 minutes.

There are no known risks or direct benefit to you for participating in this study. However, your responses may help us better understand the impact of the ER Coaching Training on supervisors and workers.

If you choose to participate in this study:

- You may withdraw your consent and discontinue participation at any time.
- Whatever decision you make, there will be no penalty to you, and no loss of benefits to which you were otherwise entitled.
- You may refuse to answer any questions that you do not want to answer.

If you have any questions, comments or concerns about the study, you can talk to the one of the researchers, Todd Franke, at 310-312-9202 or [tfranke@ucla.edu](mailto:tfranke@ucla.edu), or contact the UCLA Office of the Human Research Protection Program (OHRPP).

If you have questions about your rights while taking part in this study, or you have concerns or suggestions and you want to talk to someone other than the researchers about the study, please call the OHRPP at (310) 825-7122 or write to:

UCLA Office of the Human Research Protection Program  
11000 Kinross Avenue, Suite 211, Box 951694  
Los Angeles, CA 90095-1694

At the end of the survey, please click on the "Submit" button to submit and record your responses.

Thank you very much for your participation. Your contribution is valuable to the County of Los Angeles and DCFS.

By continuing to complete the survey you are consenting to participate.

**Section A: About You**

## ER Survey

### Emergency Response Staff Survey

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### Section A: About You



**ER Survey**

**1. Please indicate your current position.**

ARA (Assistant Regional Administrator)

SCSW (Supervising Children's Social Worker)

CSW (Children's Social Worker)

Other

Other (please specify)

**2. While you handled ER referrals, which of the following job titles were you? (Check all that apply.)**

ARA (Assistant Regional Administrator)

SCSW (Supervising Children's Social Worker)

CSW (Children's Social Worker)

**Section A: About You, cont.**

**3. Several training sessions make up the ER Coaching Training (e.g., the Academy of Coaching Excellence's 3-day training, "Skills for Leaders and Supervisors;" the CSU-Long Beach Child Welfare Training Centre's 3-day training, "Coaching ER SCSWs toward Excellent Practice;" or monthly supervision and training from two Master Coaches for approximately 6 months).**

**Did you attend any of these of trainings?**

Yes

No

Don't Know

**Section A: About You, cont.**

**ER Survey**

**4. Please indicate which ER Coaching Training you completed. (Check all that apply.)**

- Academy of Coaching Excellence's 3-day training, "Skills for Leaders and Supervisors." Led by Maria Nemeth.
- The CSU-Long Beach Child Welfare Training Centre's 3-day training, "Coaching ER SCSWs toward Excellent Practice." Led by Pam and Mike Walker.
- Monthly supervision and training from two Master Coaches for a period of 6 months. Led by Pam and Mike Walker.
- Academy of Coaching Excellence's 1-day overview seminar entitled, "Masterful Coaching." Led by Maria Nemeth.
- Don't Know
- None

**Section A: About You, cont.**

**5. Several training sessions make up the ER Coaching Training (e.g., the Academy of Coaching Excellence's 3-day training, "Skills for Leaders and Supervisors;" the CSU-Long Beach Child Welfare Training Centre's 3-day training, "Coaching ER SCSWs toward Excellent Practice;" or monthly supervision and training from two Master Coaches for approximately 6 months).**

**Did YOUR SUPERVISOR attend the ER Coaching Training?**

- Yes
- No
- Don't Know
- Not Applicable

**Section A: About You, cont.**

**6. Did your CURRENT supervisor attend any part of the ER Coaching Training?**

- Yes
- No
- Don't Know
- Not Applicable

**Section A: About You, cont.**



**ER Survey**

**7. Did YOU attend the ER Coaching Training? It was a 1-day overview seminar entitled, "Masterful Coaching," led by Maria Nemeth from the Academy of Coaching Excellence.**

Yes

No

Don't Know

**Section A: About You, cont.**

**8. Do you have any supervisory experience in child welfare?**

**Section A: About You, cont.**

**9. How long have you been supervising CSWs/SCSWs?**

**Section A: About You, cont.**

**10. How long have you worked in child welfare?**

**11. How long have you worked for DCFS?**

**Section A: About You, cont.**

**ER Survey**

**12. To which DCFS office do you currently belong?**

- Adoption
- American Indian Units
- Asian Pacific Project
- Belvedere
- Compton
- Deaf Unit (Deaf Services)
- El Monte
- Family First Unit
- Glendora
- Lancaster
- MART (Multi-Agency Response Team)
- Medical Placement Unit (Medical Case Management Services)
- Metro North
- Palmdale
- Pasadena
- Pomona
- San Fernando Valley
- Santa Clarita
- Santa Fe Springs
- South County
- Torrance
- Vermont Corridor
- Wateridge
- West Los Angeles
- West San Fernando Valley
- Other

Other (please specify)

**13. How long have you worked in your CURRENT DCFS office?**

**ER Survey**

**Section A: About You, cont.**

**14. What is your highest education level?**

- High School diploma
- Some college/ No degree
- Associates degree
- BA/BS/BSW
- MA/MS/ MSW
- PhD/PsyD/DSW
- Other

Other (please specify)

**15. Is your highest degree in social work (e.g., MSW)?**

- Yes
- No

**16. What is your primary license?**

- None
- ASW (Associate Clinical Social Worker)
- LCSW (Licensed Clinical Social Worker)
- MFT (Marriage and Family Therapist)
- LEP (Licensed Educational Psychologist)
- Licensed Psychologist
- Other

Other (please specify):

**Section A: About You, cont.**

**17. What is your gender?**

- Female
- Male

**ER Survey**

**18. In which age range do you belong?**

**19. What is your ethnic group? (Check all that apply.)**

- Alaska Native or American Indian
- Asian American or Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Other

Other (please specify)

**Section B: About Your Job**

**20. Please indicate the extent to which you agree with each of the following statements.**

	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
When I do a good job, I receive the recognition for it that I should receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel my job is meaningless.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel that the work I do is appreciated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like doing the things I do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much to do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of pride in doing my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much paperwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section B: About Your Job, cont.**

**ER Survey**

**21. Please indicate the extent to which you agree with each of the following statements.**

	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
I don't feel my efforts are rewarded the way they should be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to mentor others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I must manage multiple roles in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I must regularly work on multiple tasks simultaneously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with my current job in child welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section C: About Your Relationship with Your Supervisor**

**22. Please indicate the extent to which you agree with the following statement.**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My supervisor and I have mutual respect for one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my supervisor truly cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my supervisor feels a sense of commitment to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is a good listener.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is easy to talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is effective at communicating with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section C: About Your Relationship with Your Supervisor, cont.**

**ER Survey**

**23. Please indicate the extent to which you agree with the following statement.**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel at ease talking with my supervisor about my job performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am content to discuss my concerns or troubles with my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe being open and honest with my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor helps me to identify and build upon my strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor enables me to develop as an employee of our organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor engages in activities that help me to unlock my potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section C: About Your Relationship with Your Supervisor, cont.**

**24. Please indicate the extent to which you agree with each of the following statements.**

	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
I like my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value my manager/supervisor's ideas and suggestions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is quite competent in doing his/her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor shows too little interest in the feelings of subordinates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My efforts to do a good job are seldom blocked by red tape.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is unfair to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work assignments are not fully explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section D: About Your Organization**

**ER Survey**

**25. Please indicate the extent to which you agree with each of the following statements.**

	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
I have opportunities to contribute to decision-making in my organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value my colleagues' ideas and suggestions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a part of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am held to high standards at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section D: About Your Organization, cont.**

**26. Please indicate the extent to which you agree with each of the following statements.**

	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
My colleagues value my ideas and suggestions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues and I function cohesively as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues and I work well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues and I respect each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues and I trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section D: About Your Organization, cont.**

**ER Survey**

**27. Please indicate the extent to which you agree with each of the following statements.**

	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
My office is insufficiently staffed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict is managed well within my office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our team engages in effective problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor work is tolerated in my organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of our rules and procedures make doing a good job difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section D: About Your Organization, cont.**

**28. Please indicate the extent to which you agree with each of the following statements.**

	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
Communications seem good within this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of this organization are not clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are few rewards for those who work here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel that I do not know what is going on with the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, my office has provided me with some valuable training opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank You**

Thank you very much for your participation.



# Appendix B

## Survey Items by Scale and SubScale

**Table B1. Survey Items by Scale and SubScale.**

Scale/SubScale	Item
<b>Organizational Climate<sup>a</sup></b>	
Colleague Relationships	I value my colleagues' ideas and suggestions. I feel a part of a team. I feel supported by my colleagues. My colleagues and I function cohesively as a team. My colleagues and I work well together. My colleagues and I respect each other. My colleagues and I trust each other.
Office Team	I value my manager/supervisor's ideas and suggestions. I have opportunities to contribute to decision making in my organization. My office is insufficiently staffed. Conflict is managed well within my office. Our team engages in effective problem solving.
Multi-tasking	I must manage multiple roles in my position. I must regularly work on multiple tasks simultaneously.
<b>Perceived Quality of Coaching Relationship<sup>b</sup></b>	
Comfort with Relationships	I feel at ease talking with my supervisor about my job performance. I am content to discuss my concerns or troubles with my supervisor. I feel safe being open and honest with my supervisor.
Effective Communication	My supervisor is a good listener. My supervisor is easy to talk to. My supervisor is effective at communicating with me.
Facilitating Developments	My supervisor helps me to identify and build upon my strengths. My supervisor enables me to develop as an employee of our organization. My supervisor engages in activities that help me to unlock my potential.
Genuineness of Relationship	My supervisor and I have mutual respect for one another. I believe that my supervisor truly care about me. I believe my supervisor feels a sense of commitment to me.
<b>Job Satisfaction<sup>c</sup></b>	
Supervision	I like my supervisor. My supervisor is quite competent in doing his/her job. My supervisor shows too little interest in the feelings of subordinates.* My supervisor is unfair to me.*
Operating Conditions	I have too much to do at work.* I have too much paperwork.* My efforts to do a good job are seldom blocked by red tape.*
Nature of Work	I sometimes feel my job is meaningless.* I feel a sense of pride in doing my job. I like doing the things I do at work. My job is enjoyable.
Contingent Rewards	When I do a good job, I receive the recognition for it that I should receive. I do not feel that the work I do is appreciated.* I don't feel my efforts are rewarded the way they should be.* There are few rewards for those who work here.*
Communication	Work assignments are not fully explained.* Communications seems good within this organization. The goals of this organization are not clear to me.*

Scale/SubScale	Item
	I often feel that I do not know what is going on with the organization.*

<sup>a</sup>This scale and subscales were created by the Evaluation team.

<sup>b</sup>From Gregory & Levy’s (2002) Perceived Quality of Coaching Relationship Scale.

<sup>c</sup>From Spector’s (1994) Job Satisfaction Survey.

\*Item was reverse scored.

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