

## **Staff: Obtaining, Training, Retaining, Motivating**

March 2015

### **“Working with Generation Y”**

*by Alan Ekblad and Timothy Hathaway*

**Overview:** In this article, Ekblad and Hathaway share best practices in managing and motivating Generation Y staff (born in the early 1980s and later). The authors argue that Gen-Y employees respond best to mentoring as a vehicle for providing feedback as well as customized opportunities to grow and develop in a career. The authors share suggestions for effectively managing this cohort of employees, which include shared project assignments and consistent opportunities for flexibility and adaptability. Research suggests the numbers of Gen-Yers in education and other youth-serving careers is on an upward swing. As such, managers have an opportunity to engage this demographic in unique and tailored ways as they seek to employ and develop their skills.

#### **Where to Find It:**

[http://www.childcareexchange.com/eed/news\\_print.php?news\\_id=2620](http://www.childcareexchange.com/eed/news_print.php?news_id=2620)

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### **“Using Coaching to Provide Ongoing Support and Supervision to Out-Of-School Time Staff”**

*by Mary Burkhauser and Allison J.R. Metz*

**Overview:** This issue brief from Child Trends, the third part in the series from which this month’s Featured story is derived, focuses specifically on coaching as a best practice in management of frontline staff in out-of-school time programs. As a professional development tool coaching can be powerful because of its continuous nature—staff feel empowered to take risks and even make mistakes knowing there is institutional support in place with an interest in seeing them master new practices or behaviors. The authors (understandably) suggest that the quality of coaching is a significant driver in its effectiveness, but out-of-school time administrators and managers should view it as along-term professional development strategy in order for staff to benefit from it.

#### **Where to Find It:**

[http://impact.sp2.upenn.edu/ostrc/docs/document\\_library/pma/Human%20Resources%20and%20Supervision/Using%20Coaching%20to%20Provide%20Ongoing%20Support%20and%20Supervision%20to%20Out-Of-School%20Time%20Staff.pdf](http://impact.sp2.upenn.edu/ostrc/docs/document_library/pma/Human%20Resources%20and%20Supervision/Using%20Coaching%20to%20Provide%20Ongoing%20Support%20and%20Supervision%20to%20Out-Of-School%20Time%20Staff.pdf)

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### **Featured Information:**

#### **“Staff Selection: What’s Important for Out-of-School Time Programs?”**

*By Allison J.R. Metz, Tawana Bandy, and Mary Burkhauser*

#### **Summary:**

This issue brief from Child Trends is the first in a three-part series exploring evidence-based practices in out-of-school time programs related to frontline staff. The article explores the practice of staff selection—defined as recruiting, interviewing and hiring new staff or redeploying existing staff within an out-of-school time program. In this brief, the authors highlight the importance of human capital in implementing high-impact OST programs with fidelity. The brief highlights the importance in seeking staff members with a combination of formal qualifications like educational background and other credentials with more informal qualities like commitment, communication skills, and attitudes towards youth.

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#### **Where to find the full article:**

[http://impact.sp2.upenn.edu/ostrc/docs/document\\_library/pma/Human%20Resources%20and%20Supervision/Staff%20Selection.pdf](http://impact.sp2.upenn.edu/ostrc/docs/document_library/pma/Human%20Resources%20and%20Supervision/Staff%20Selection.pdf)