Adult Protective Services
Supervisor Core Curriculum

Managing Staff Challenges and Performance Issues

INSTRUCTOR-LED VIRTUAL COURSE

PARTICIPANT MANUAL

Academy for Professional Excellence

APSWI
Adult Protective Services Workforce Innovations

The Academy for Professional Excellence is a project of the San Diego State University School of Social Work

Funding Sources

This training was developed by the Academy for Professional Excellence, with funding from the California Department of Social Services, Adult Programs Division.

Curriculum Developer, 2023

Amy Waszak, LMFT

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Introduction

We are pleased to welcome you to **Managing Staff Challenges and Performance Issues Participant Manual**, developed by Adult Protective Services Workforce Innovations (APSWI), a program of the Academy for Professional Excellence under a grant from the California Department of Social Services, Adult Programs Division.

The Academy for Professional Excellence, a project of San Diego State University School of Social Work, was established in 1996 to provide exceptional workforce development and organizational support to the health and human services community by providing training, technical assistance, organizational development, research, and evaluation. Serving over 20,000 people annually, the Academy continues to grow with new programs and a diversity of training focused on serving the health and human services community in Southern California and beyond.

The Academy is a project of San Diego State University School of Social Work, which offers both a bachelor's and master's degree in Social Work. The School of Social Work at San Diego State University was founded in 1963 and has been continuously accredited by the Council of Social Work Education since 1966.

APSWI is a program of the Academy for Professional Excellence. APSWI is designed to provide competency-based, multidisciplinary training to Adult

Protective Services professionals and their partners. APSWI's overarching goal is the professionalization of Adult Protective Services professionals to ensure that older adults and adults with disabilities that are experiencing abuse or neglect receive high quality, effective interventions and services.

In partnership with state and national organizations, APSWI is developing a national APS Supervisor Core Competency Training Curriculum. This curriculum is developed, reviewed and approved by experts in the elder and dependent adult abuse fields.

APSWI's partners include:

- National Adult Protective Services Association (NAPSA) Education Committee
- California Department of Social Services (CDSS), Adult Programs Division
- County Welfare Directors Association of California (CWDA), Protective Services Operations Committee (PSOC)

Partner Organizations

Dawn Gibbons-McWayne, Program Manager, APSWI

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https://theacademy.sdsu.edu/programs/apswi/

Kat Preston-Wager, Curriculum Development Supervisor, APSWI

Academy for Professional Excellence

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https://www.napsa-now.org/

James Treggiari, Adult Protective Services Liaison, Adult Protective Services Division

California Department of Public Social Services

cdss.ca.gov/Adult-Protective-Service

Melinda Meeken and Carey Aldava, Co-Chairs, Protective Services Operations Committee of the County Welfare Director's Association (PSOC)

https://www.cwda.org/about-cwda

Acknowledgements

This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and workers across the state and the nation; professional educators; and the Academy for Professional Excellence staff members. APSWI would like to thank the following individuals and agencies:

Agencies

National Adult Protective Services Association (NAPSA)

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Executive Summary

Managing Staff Challenges and Performance Issues

This course provides APS Supervisors with the foundational knowledge to effectively address staff challenges and performance issues from a trauma-informed, strengths-based perspective, using skilled communication techniques. This course provides information about what types of staff challenges and performance issues are commonly encountered in APS, and teaches specific step-by-step strategies for managing those issues. Participants have the opportunity to practice addressing performance issues using constructive and supportive strategies in small groups.

Goal

The purpose of this training is to enable APS Supervisors to effectively address staff performance issues, which in theory enhances employee satisfaction and helps retain talent in a supportive work environment that encourages professional and personal growth.

Virtual Training

The following virtual instructional strategies are used throughout the course: short lectures (lecturettes), interactive activities/exercises including breakout rooms, chat box discussions, large group discussions, self-reflection, and poll options. PowerPoint slides are used to stimulate discussion.

Participants will need access to a computer with video conferencing capability and be able to connect to the virtual platform being used to deliver this training. A headset or earbuds with microphone and a video camera are highly encouraged. Participant Manual is a fillable PDF if using Adobe Acrobat. Participants are encouraged to either print a hard copy or ensure access to Adobe Acrobat to allow for highlighting, typing in comments, and filling out worksheets.

Course Requirements

Participants should be instructed to complete the pre-work activity prior to this training, and have their activity responses available to them during the training for the *Written Reflection Activity* portion of the course.

Target Audience

This course is intended for APS Supervisors.

Learning Objectives

After completing this course, participants will be able to:

- Identify the types of staff challenges and performance issues that may be encountered in APS.
- Describe strategies for managing staff performance issues and other concerns.
- Demonstrate the ability to address performance issues using constructive and supportive strategies.

Course Outline

Content	Materials	Time: Course Total 160-200 minutes (2.5-3 hours)
Welcome, Introduction, Course Overview, Poll, Group Agreements, and Reflection Activity	Slides 1 - 4	TOTAL: 15-20 minutes
Poll- length of time in current role as APS Sup	Slide 5	2 minutes
Group Agreements	Slides 6 & 7	3 minutes
Written Reflection Activity	Slide 8 (refer to pre-work instructions included in the curriculum materials)	10 minutes
Section 1- Learning Objectives & Foundational Values	Slides 9 - 19	TOTAL: 25-30 minutes
Learning Objectives	Slide 9	1 minute
The 3 Main Roles of an APS Supervisor	Slide 10	3 minutes
Foundational Values	Slide 11	1 minute
-Trauma-Informed Approach -Ways to Support Staff in TI Program	Slides 12 & 13: Activity #1 Reflective Practice using chat box and sharing	7-10 minutes

-What is Psychological Safety at Work? -How to create psychological safety at work	Slides 14 & 15 Activity #2 Shout-Out/chat box	5-10 minutes
Cultural Humility & Equity Checklist Activity -Strengths Based Approach	Slide 16: Activity #3 Hand-Out 1: Equity Checklist	5-7 minutes
-Benefits of a Strengths-Based Approach on Work Performance	Slide 17 & 18	5-7 minutes
Leadership (quote)	Slide 19	1 minute
Section 2- Types of Challenges & Performance Issues	Slides 20 - 23	TOTAL 32 minutes (including break)
Work-Related	Slide 21: Activity #4 Hand-Outs 2 & 3 Shout-out/chat-box	7 minutes

Behavioral Concerns	Slide 22	5 minutes
Life Happens	Slide 23	5 minutes
Section 3- Strategies for Addressing Concerns	Slide #24	TOTAL 75 minutes
Least Restrictive Interventions	Slide 25: Activity #5 (Hand-Out 4 Person Centered & Solution-Focused approach)	7 minutes
Clear is Kind	Slide 26 Activity #6 shout-out/chat box	7 minutes
Communication First!	Slide 27	10 minutes

Managing the Issue- First Steps	Slide 28 (Hand-Out 5)	5 minutes
Managing the Issue- Further Steps	Slide 29	5 minutes
Performance Improvement Plan (PIP)	Slide 30	5 minutes
Addressing Behavioral Concerns with Development of Value-Based Behaviors	Slide 31 (Hand-Outs 6 & 7)	5 minutes
Section 4- Let's Practice! Small Group Activity and debrief	Slide 32: Activity #7: Small group practice (Hand-Out 8)	35-45 minutes
Wrap-Up		**TOTAL 15 minutes**

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APSWI
Adult Protective Services Workforce Innovations

Managing Staff Challenges and Performance Issues

APS Supervisor Core Competency

We create experiences that transform the heart, mind, and practice.

Academy for Professional Excellence

Notes:

Academy for Professional Excellence | APSWI

About the Academy & APSWI

The Academy is a project of San Diego State's School of Social Work. Serving over 20,000 health and human services professionals annually, the Academy's mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.

APSWI, or Adult Protective Services Workforce Innovations, is a training program of the Academy that provides innovative workforce development to APS professionals and their partners.

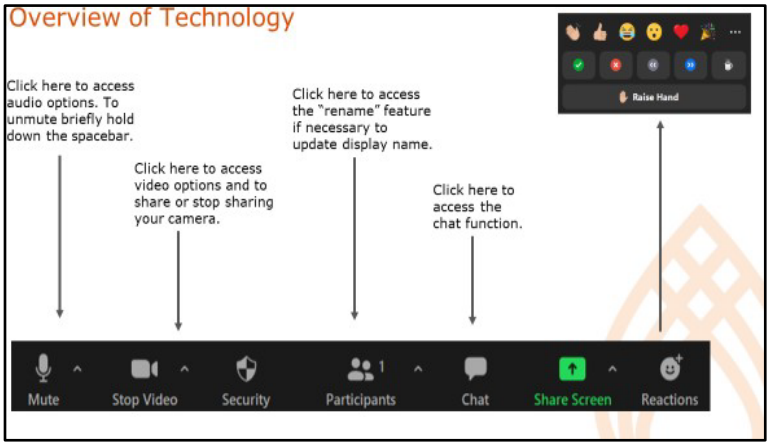


ACADEMY PROGRAMS

APEX APSWI CWDS LIA SACHS

Notes:

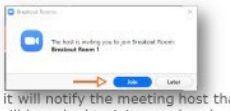
Overview of Technology



Notes:

Breakout Rooms

- Joining the breakout room:
  - Click **join**
- Asking for Help:
  - If you click **Ask for Help**, it will notify the meeting host that you need assistance and they will be asked to join your breakout room
- Leaving the breakout room:
  - You can leave the breakout room and return to the main meeting session at any time
    - Click **Leave Breakout Room**
    - Choose if you want to leave the breakout room or the entire meeting.
  - When the host ends the breakout rooms, you will be notified and given the option to return to the main room immediately, or in 60 seconds.







Notes:

How long have you been in your current role as an APS Supervisor?

Poll:

- Less than 6 months
- 6 months to 2 years
- 2 to 5 years
- 5 years or more

Notes:

Group Agreements

CONFIDENTIALITY

This training will involve discussing staff performance issues and other concerns. When real life examples are discussed, please refrain from using names and/or identifying information, including particular circumstances, that could reveal the identity of a specific staff person.



Notes:

Group Agreements

- Supportive
- Person first language (putting the person before the issue or disability)
- Permission to share only what feels comfortable
- Ask for clarification when needed
- Accountability- your role in implementation
- A sense of curiosity and interest in the experiences, opinions, and suggestions of others

Notes:

Written Reflection Activity

- In relation to the pre-work reflection activity, briefly describe in the chat box the most challenging staff performance issue that you've handled in your time as an APS Supervisor, or if you haven't handled a challenging issue yet, what do you foresee will be your most challenging staff issue?
- Please do not identify anyone by name, rather describe the issue. For example: "case management concerns"

Notes:

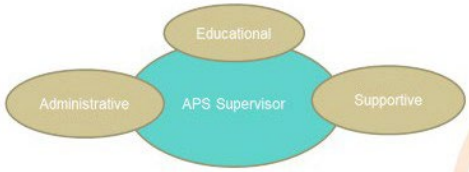
Learning Objectives

- IDENTIFY the types of staff challenges and performance issues that may be encountered in APS.
- DESCRIBE strategies for managing staff performance issues and other concerns.
- DEMONSTRATE the ability to address performance issues using constructive and supportive strategies.

Notes:

The 3 Main Roles of an APS Supervisor

- Educational
- Supportive
- Administrative



Notes:

Foundational Values

- Trauma-Informed Approach
- Psychological Safety
- Cultural Responsiveness and Humility
- Strengths-Based Approach



Notes:

Trauma-Informed Approach

According to the Substance Abuse and Mental Health Services Administration (SAMSHA), trauma-informed care "realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; responds by fully integrating knowledge about trauma into policies, procedures, and practices; and seeks to actively resist re-traumatization." (SAMHSA, 2014)

Notes:

Ways to Support Staff in a Trauma-Informed Program

- Promote flexible ways of communicating
- Offer supportive check-ins and debriefs
- Incorporate connection activities into staff meetings and functions
- Plan regular self-care and mindfulness practices
- Trauma-informed *Reflective Practice*. Reflective Practice means considering what we and others bring to an interaction before acting. As we think before we act, we can reflect on thoughts and feelings—both our own and those of the individuals we are interacting with. We can consider how these may influence what we decide to do or say. Reflective practice can be an everyday practice.

U.S. Department of Health & Human Services/Administration for Children & Families

Notes:

What is psychological safety at work?

"A belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes"



Definition by Dr. Amy Edmonson

Notes:

How to create psychological safety at work

- Demonstrate concern for team members as people
- Provide safe space for employees to express concerns
- Provide multiple ways for employees to share their thoughts
- Show value and appreciation for ideas
- Promote helpful dialogue and discussion
- Be precise with information, expectations and commitments
- Explain reasons for change
- Be transparent about one's own mistakes

quantumworkplace.com

Notes:

Cultural Humility

Cultural humility is defined as "having an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience" Hook, 2013



Notes:

Notes:

Handout #1

NYC Children | Workforce Institute

EQUITY CHECKLIST

Purpose of the Equity Checklist

- The purpose of the checklist is to **self-reflect and achieve an equity lens** before any staff interaction and meetings (including facilitation and coaching).
- This means calling to the surface the **implicit and explicit biases** that we all hold about others.
- This means having an **awareness of your power and privilege** before each meeting.
- It is important to remember that your **biases impact your decision-making and engagement**.

How to Use the Equity Checklist

- Before the start of any meeting (e.g., Open Space, supervision, Reflective Process, facilitation and coaching), take one minute to read the questions on the Checklist and select your response.
- Mark your response to each question by selecting the appropriate box.
- It is important to select the response boxes because it will allow time to absorb and process the checklist item before your meeting.

1. Am I focused and ready to give 100% of my attention?		
☐ Yes	☐ No	☐ Partially
2. Am I prepared to listen to different perspectives?		
☐ Yes	☐ No	☐ Partially
3. Am I aware of the implicit and explicit biases I may bring to the meeting?		
☐ Yes	☐ No	☐ Partially
4. Am I aware of how my power and privilege (race, gender, age, position within agency) may impact the conversation at the meeting?		
☐ Yes	☐ No	☐ Partially
5. Am I prepared to be open to different people's expertise and knowledge?		
☐ Yes	☐ No	☐ Partially

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Benefits of a Strengths-Based Approach on Work Performance

- Decreased burnout & turnover
- Increased motivation
- Better managed workload
- Increased productivity
- Improved team performance

Notes:

Benefits of a Strengths-Based Approach

What is a Strength?

- Something you're naturally good at
- What you are known for
- What comes easily to you
- Energizing, feels good or natural
- Can be developed
- Can atrophy due to lack of use
- Drives Performance
- Shapes your personality

Notes:

Leadership

"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others."

Quote by Jack Welch

Notes:

Challenges and Performance Issues

Types of performance issues:

- Work-related performance issues
- Behavioral issues
- "Life Happens"

Notes:

Work-Related Performance Issues

- Case management concerns
- Timeliness of work and/or documentation
- Quality of work
- Quantity of work
- Accuracy of work
- Time management concerns
- Attendance and/or tardiness concerns
- Documentation issues
- Ethical concerns



Notes:

Notes:

Handout #2

National Association of Social Workers (NASW)

ETHICAL PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service
Ethical Principle: Social workers' primary goal is to help people in need and to address social problems

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice
Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human

relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Handout #3

Ethical Principles and Best Practice Guidelines

Dedicated to the memory of Rosalie Wolf ©NAPSA 2018

Adult Protective Services *programs and staff promote safety, independence and quality-of-life for older persons and persons with disabilities who are being mistreated or in danger of being mistreated, and who are unable to protect themselves.*

Guiding Value: *Every action taken by Adult Protective Services must balance the duty to protect the safety of the vulnerable adult with the adult's right to self-determination.*
Secondary Value*: Older persons and persons with disabilities who are victims of mistreatment should be treated with honesty, caring and respect.*

Principles

- Adults have the right to be safe
- Adults retain all their civil and constitutional rights unless a court adjudicates otherwise
- Adults have the right to make decisions that do not conform with societal norms as long as these decisions do not harm others
- Adults have the right to accept or refuse services

Practice Guidelines

- Recognize that the interests of the adult are the first concern of any intervention
- Avoid imposing personal values on others
- Seek informed consent from the adult before providing services
- Respect the adult's right to keep personal information confidential
- Recognize individual differences such as cultural, historical and personal values
- Honor the right of adults to receive information about their choices and options in a form or manner that they can understand
- To the best of one's ability, involve the adult as much as possible in developing the service plan
- Focus on case planning that maximizes the vulnerable adult's independence and choice to the extent possible based on the adult's capacity
- Use the least restrictive services first whenever possible-community-based services rather than institutionally-based services
- Use family and informal support systems first as long as this is in the best interest of the adult
- Maintain clear and appropriate professional boundaries
- In the absence of an adult's expressed wishes, support casework actions that are in the adult's best interest
- Use substituted judgment in case planning when historical knowledge of the adult's values is available
- Do no harm. Inadequate or inappropriate intervention may be worse than no intervention

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Behavioral Concerns

Any type of unwanted behavior or conduct that affects team productivity, morale, or is in any way harmful or distracting to others in the work environment. Examples might include, but are not limited to: disruptive, offensive, rude, unprofessional, unnecessarily negative, harassing, or attention seeking behavior.



Notes:

"Life Happens"

- Illness or injury of a staff member or a member of their family, such as a spouse or children.
- Maternity/Paternity Leave
- Public health related concerns, physical distancing orders, childcare/school issues, managing remote workers.
- A staff member experiencing a mental health concern and/or substance use concern.



Notes:

Strategies for Addressing Concerns



Notes:

Least Restrictive Intervention

- Always start with communication
- Lean into social work principles of person-centered, solution focused approach
- Many issues can be resolved without formal discipline, if the issue is handled carefully and thoughtfully
- Assume that your staff member is the best "expert" on themselves and the issue they're experiencing

Notes:

"Clear is kind. Unclear is unkind."

Brene Brown, Social Work Researcher and Author. Discusses this concept in her book *Dare to Lead*

Notes:

Communication First!

Discussion Skills

- Invite a conversation
  "I'd like to discuss ___(insert issue)_____ with you"
- Approach with curiosity- become a "learner" instead of a "knower"
- Be present
- Be clear and kind
- Silence is ok
- Use open-ended questions
- Promote an environment of psychological safety
- Communication has the potential to resolve the issue!

Notes:

Handout #4:

Person-Centered and Solution-Focused Definitions and Techniques PERSON CENTERED

Person-Centered Approach: Can be defined as an approach towards others that encompasses unconditional positive regard, upholding dignity and respect, and setting aside one's own agenda to listen for understanding to what's important to others, respecting their choices, and collaborating in such a way that encourages them to reach their full potential.

Benefit to organizations when using a person-centered approach - When applied to an organizational setting, person-centered thinking becomes a process of building and sustaining an organizational culture rooted in principles of developing employees, encouraging engagement and making decisions that are aligned with values of respect, trust and partnership. (ddsd.vermont.gov/person-centered-thinking 2023)



SOLUTION-FOCUSED

Solution-Focused Approach: Focuses on a preferred outcome, with less talking about the problem, and more talking about the desired behavior and/or outcome. Solution-Focused conversation asks the person being helped to describe their preferred outcome and provide details about what the preferred outcome looks like. This approach is designed to avoid "problem talk," or discussing the problem/issue at length. *The solution-focused approach assumes that individuals are ultimately the*

creators of their own realities, *and that by envisioning and describing their preferred outcome, they are more likely to achieve that outcome.*

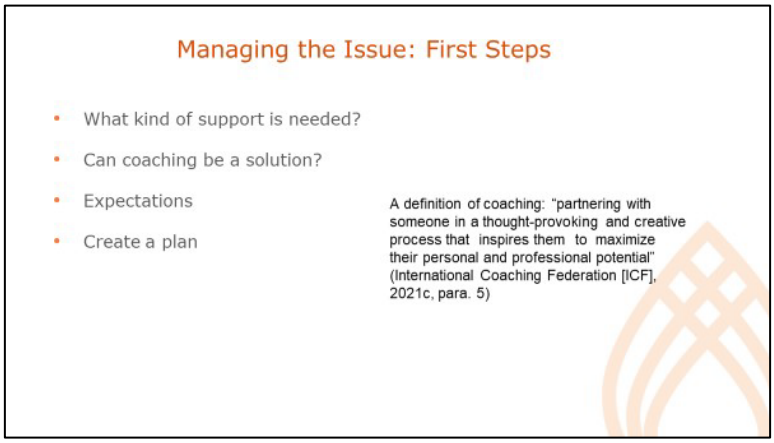
Examples of Solution- Focused questions to ask staff who are experiencing a struggle:

1. What is your preferred outcome for this issue?
2. What are your best hopes from us talking today?
3. What would you like to see happen?
4. What changes would you like to make?
5. What would you like to experience instead of this issue? (*Helps the person visualize a solution)*
6. How would you feel at work if this issue didn't exist?
7. Was there a time when this issue did not exist? What was different?
8. *Miracle Question:* If this issue was resolved, what would things look like? Ask for a detailed description. A person giving a vague response such as "I would be doing better" should be prompted to elicit a more detailed and descriptive response.
   (*The idea here is that if someone can describe what they want things to look like, they are more likely to achieve that preferred outcome*)
9. *Resources/strengths talk*- Which of your strengths can you apply to this, and what might that look like? What resources/skills can you tap into to address this?

***TIP: Tailor the questions to apply to the specific situation and/or issue.**

Questions for Solution-Focused follow-up conversations:

1. What's been better since we last talked?
2. What has been most helpful to address this?
3. Point out any and all improvements in work performance, and ask "how did you accomplish that"?


Managing the Issue: First Steps
What kind of support is needed?
Can coaching be a solution?
Expectations
Create a plan
A definition of coaching: "partnering with someone in a thought-provoking and creative process that inspires them to maximize their personal and professional potential" (International Coaching Federation [ICF], 2021c, para. 5)

Notes:

Notes:

Handout #5: Managing the Issue- Steps & Strategies Worksheet

- This worksheet is designed to help guide a supervisor through the process and steps of addressing a staff challenge or performance issue.
- This worksheet is not intended to replace formal documentation or to be shared with the staff member experiencing the issue.

Parts (a) where indicated, describe the step and allow the supervisor to document planning and ideas.

Parts (b) where indicated, allow the supervisor to briefly document any steps taken and/or progress made.

Describe/name the issue/concern/challenge:

Step 1: Communication First! (*Remember your skills: curiosity, presence, clear & kind, silence is ok, open-ended questions, psychological safety*)

a. Invite a conversation (insert ideas for discussion prompts here):

b. Briefly document the nature and outcome of the discussion/communication:

***TIP:** Sometimes communication alone can resolve the issue!

Step 2: What kind of support is needed?

a. Training? Coaching? Job shadowing? Adjustment of assigned work?

b. Briefly document types of support recommended and/or implemented.

Step 3: Establish Expectations:

a. What kind of improvement is expected (be specific)? How will it be measured? What are the time frames?

Step 4: Create a plan:

a. With the staff member's involvement, create a plan and put the plan in writing. Include planned meetings, and share the written plan with the staff member. What will the plan look like? (briefly document):

Step 5: Monitor for improvement:

a. What monitoring methods will be used?

b. Document and acknowledge improvements:

Step 6: Documentation (Briefly describe documentation methods):

***TIP:** *Documentation will be needed if the issue is elevated to HR*

Step 7: Is Human Resources (HR) needed? (In general, HR is needed if improvement cannot be attained with actions thus far, if a Performance Improvement Plan is needed, or if the staff member is entitled to certain benefits, such as Family Medical Leave, Worker's Compensation, etc.)

Managing the Issue: Further Steps

- Monitor for improvement
- Documentation
- When to loop in Human Resources (HR)

Notes:

Performance Improvement Plan (PIP)

Elements of a PIP

- Involve HR for agency forms and process.
- Description of the performance issue. Define the issue and it's impact.
- Steps that have been taken thus far to address the issue.
- Improvement goals and objectives with time frames.
- Resources/training/support provided and/or recommended to help meet improvement goals.
- Monitor for improvement/progress. How often will performance be reviewed and by what measurement?
- Consequences-define what actions may be taken if improvement goals are not met.

Notes:

Addressing Behavioral Concerns with Development of Value-Based Behaviors

- Hopefully this never happens, but we know this is occasionally a concern.
- Someone on the team becomes "toxic" to others and/or the work environment, due to their behavior and/or words.
- A supervisor's skilled communication and development of value-based behaviors can help!



Notes:

Handout 6

TIP Sheet for Managing Difficult Behaviors in the Workplace

Begin with skilled communication:

a. Listen for understanding instead of for your response. Be prepared to listen without your own agenda (this takes practice).

b. Attempt to learn more about the person, and deepen your understanding of why they might be demonstrating certain behaviors. A trauma-informed approach is key here.

c. Express neutral curiosity about their viewpoints/complaints/perspectives.

d. Create private space for the person to voice their concerns and/or complaints about their work, their colleagues, management, and/or the organization. The idea here is to give the person the time and space to express their concerns and have them specifically addressed, versus having them inject their complaints into a staff or team meeting, or share complaints with colleagues, which may not be productive and may negatively affect morale.

e. Steer the conversation away from "problem talk" towards solution-focused conversation (refer to **handout #4- Person-Centered and Solution-Focused Techniques**)

Encourage healthy interactions:

a. Encourage and model healthy group dynamics in meetings, so that staff feel free to openly discuss issues and engage in healthy conflict (see Psychological Safety for Teams).

b. Address complaints with facts. Use your factual knowledge about the efforts and policies of the organization to address a staff person's complaints about such matters.

c. Discuss boundaries that need to be established, especially if the person's behavior is affecting their work, the work of others, or the work environment in general. Ask what boundaries the person is willing to establish and honor.

d. When providing feedback, make sure to ask for feedback on your feedback.

After you've shared your thoughts, request feedback by asking:

- What are your thoughts or ideas about this?
- Is there any part of what I just shared that you'd like to clarify or discuss in more detail? (udemy business Manager Essentials: Providing Feedback to Develop Value-Based Behaviors)

Resources:

Trauma-Informed Workplace and Psychological Safety in the Workplace

Psychological Safety for Teams

Leading with Vulnerability: How Smart Managers Become Humane Teammates

Person-Centered and Solution-Focused Techniques (Hand-Out #4)

Embracing Conflict Tip Sheet

Transforming Conflict

Udemy business Manager Essentials: Providing Feedback to Develop Value-Based Behaviors)

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Workbook

Manager Essentials: Providing Feedback to Develop Value- Based Behaviors

It can be all too common for a company's values to be seen as empty words to its employees. For a company's values to drive its culture, they must be part of employees' everyday work and decision-making.

If you're trying to ensure your company values progress beyond platitudes, it can help to translate them into value-based behaviors. Connecting your values with behaviors makes them less hypothetical and more practical.
The defining qualities of value-based behaviors are that they're specific, observable regardless of level or team, positivelyframed, aspirational, and non-idiomatic.

For example, one of Udemy's values is "Courageously Experimental." The behaviors connected with that value are:

- We move quickly towards innovative solutions
- We take risks and celebrate failures in service to future excellence
- We adapt and iterate based on what we learn

Because the value-based behavior approach can be new to many managers and employees, it's helpful to create regular opportunities for feedback. This worksheet will help you think through how you can best use feedback to develop value-based behaviors on your team.

3 ways to develop value- based behaviors

When it comes to receiving feedback, a majority of workers are dissatisfied with the status quo. According to Gallup, only 14% of employees strongly agree that performance reviews help them to improve.

As a manager, you want to help your team members see the value of feedback and create regular opportunities for sharing effective feedback (as opposed to waiting until the annual performance review to have these essential conversations).

The Situation Behavior Impact (SBI) framework for giving feedback is especially powerful because it connects an employee's behavior in a specific situation to the impact they're having. It ensures that you're providing helpful suggestions and ideas so employees can make positive changes without feeling like they're being criticized on a personal level.
Use the SBI framework in the following exercises to develop value-based behaviors on your team.

1.

Connect behaviors to the work

Has your company already defined your value-based behaviors? If so, use that information when you respond to these prompts. If not, you will want to spend some time working with your team to define value-based behaviors that make sense for them.

Ask your team members to identify a few values they want to focus on and behaviors that support those values. Focus this exercise on two values and a few behaviors (no more than three) that support those values.

Work with your team members to create connections between the value-based behaviors they've identified and their work. What would it look like if they exhibited each behavior? What impact would it have?

2.

Give feedback to find a baseline

We can't expect people to change their behavior if we haven't defined our expectations, or we're introducing a new framework like value-based behaviors for the first time. Use the prompts in this section to establish a shared understanding of your team members' current behavior.

How is your team member currently performing when it comes to the value-based behaviors they decided to prioritize? You can use the SBI model (or you may want to flip it to a BSI format to emphasize the behavior aspect). Don't forget to provide positive feedback, too!

- Behavior: What is the observed (or not observed) behavior from our values?
- Situation: What is the specific situation (or pattern)?
- Impact: What is the impact of this behavior?

For each of the behaviors you've outlined, work together to create a plan for the future. Which behaviors should stay the same? Which behaviors should they strive to start, increase, or evolve in some other way?

3.

Ask coaching questions

One of your goals as a manager is to provide ongoing, real-time feedback to your team members. This will be much more enjoyable and effective if you aim to be a thought partner and coach rather than prescribing exactly what you think your team members should do.

Coaching questions can help ensure you're not overly prescriptive during feedback conversations. Make a note of coaching questions you can use, such as:

- What clarity do you need about what X behavior means?
- What's a skill or behavior you are strong in that can be leveraged to develop X behavior?
- What specific actions will your teammates see when you demonstrate X behavior?

Kick off any feedback conversation by ensuring it's a good time to receive feedback. You can do this by saying something like: "I have some feedback I'd like to share.
Is this a good time for you?" And don't forget to ask for feedback on your feedback. After you've shared your thoughts, request feedback by asking:

- How did that feel to you?
- What is your response to that feedback?
- Is there any part of what I just shared that you'd like to clarify or discuss in more detail?

Feedback fuels top performance

Feedback has the power to positively transform your organization. The vast majority — 94% of feedback recipients — say that corrective feedback improves their performance when it's presented well. Imagine the impact if employees at every level of your organization felt comfortable giving and receiving feedback on value-based behaviors.

Like any other skill, giving feedback requires effort and practice to develop. For more ideas on how to gain confidence in giving feedback and other critical leadership skills, request a Udemy Business demo.

About Udemy Business

Udemy's mission is to improve lives through learning by providing flexible, effective skill development to empower organizations and individuals.

Udemy Business enables employers to offer on-demand learning for all employees, immersive learning for tech teams, and cohort learning for leaders. With our integrated learning solutions and strategic partnership, we equip companies with the tools to build a future-ready workforce, increase employee engagement, and achieve critical business outcomes.

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Let's Practice! Small Group Activity



Handout #8: Let's Practice! Small Group Activity

PRACTICE SCENARIOS A- E

Small group practice with addressing issues. In small groups, participants will read through the assigned scenario and then discuss the exploration questions.

Scenario A: "Time Frames" (Work-Related category)

You are the supervisor of APS Professional- "Yuko" (she/her/hers). Yuko is a very dedicated case manager, who does a lot to help her clients and connect them to services, which is very time consuming. She visits her clients more frequently than other workers, and does a lot of "hand holding" to help them navigate systems and processes in trying to help them resolve issues and enroll in services. You notice when reviewing her cases that she is not meeting the documentation requirements in about 30% of her cases; specifically, she is not entering documentation of case activities within the 7 day guideline which is agency policy.

Exploration questions:

1. *What supervisory roles (Educational, Supportive, Administrative) will most likely be involved with this issue? Will more than one supervisory role be involved?*
2. *How might you approach this from a strengths-based perspective?*
3. *How do you initiate a conversation with the staff member about this issue?*
4. *What kinds of support might be needed in a situation like this?*
5. *Do you involve HR and if so, at what point?*
6. *How do you monitor this issue and what does a successful outcome look like?*

Scenario B: "Family Crisis" ("Life Happens" category)

You are the supervisor of APS Professional "Kai" (he/him/his). Kai asks to speak with you, and when you meet with him, he tells you that his husband has been diagnosed with an advanced stage cancer and will be facing numerous medical appointments and treatments that will likely cause him to feel ill and he will be needing some care at home on and after treatment days. Kai informs you that he

will need to be available to help care for his husband, and he will not be able to maintain a full caseload under these circumstances.

Exploration questions:

1. *What supervisory roles (Educational, Supportive, Administrative) will most likely be involved with this issue? Will more than one supervisory role be involved?*
2. *How might you approach this from a strengths-based perspective?*
3. *How might you address this using a trauma-informed approach?*
4. *What kinds of support might be needed in a situation like this?*
5. *Do you involve HR and if so, at what point?*
6. *How do you monitor this issue and what does a successful outcome look like?*

Scenario C: "Toxic in the Workplace" (Personality and/or Behavioral category)

You are the supervisor of APS Professional "Rhonda"(she/her/hers). Rhonda is exceedingly negative during work meetings and interactions, and frequently makes disrespectful comments about clients that are not in alignment with agency values and mission. Rhonda's negativity towards management has reached a level that is harmful to the rest of the team, and she frequently makes comments that reinforce negative beliefs about management that are not based in reality. Other staff on the team are now coming to you to discuss this, and share that Rhonda's behavior and statements are creating an uncomfortable work environment and they are considering transferring to another unit or program.

Exploration questions:

1. *What supervisory roles (Educational, Supportive, Administrative) will most likely be involved with this issue? Will more than one supervisory role be involved?*
2. *How might you approach this from a strengths-based perspective?*
3. *How do you initiate a conversation with the staff member about this issue?*
4. *What kinds of support might be needed in a situation like this?*
5. *Do you involve HR and if so, at what point?*

6. *How do you monitor this issue and what does a successful outcome look like?*
7. ***BONUS QUESTION:*** How might you connect one of the strategies from the *udemy business Manager Essentials: Providing Feedback to Develop Value-Based Behaviors workbook* to this situation?

Scenario D: "Client Risk" (Work-Related "ethical" category)

You are the supervisor of APS Professional, "Veronica"(she/her/hers). You start to notice a trend when reviewing Veronica's cases that indicates she is not offering appropriate protective interventions to clients that are in high risk situations. You have consulted with her about this on several cases, asking that she implement certain interventions before the case could be closed. She complied, but now you are reviewing yet another case where the client was left in a dangerous situation without appropriate interventions being offered.

Exploration questions:

1. *What supervisory roles (Educational, Supportive, Administrative) will most likely be involved with this issue? Will more than one supervisory role be involved?*
2. *How might you approach this from a strengths-based perspective?*
3. *How do you initiate a conversation with the staff member about this issue?*
4. *What kinds of support might be needed in a situation like this?*
5. *Do you involve HR and if so, at what point?*
6. *How do you monitor this issue and what does a successful outcome look like?*

Scenario E: "Casey" (Work-Related category)

You are the supervisor of APS Professional, "Casey"(they/them/theirs). You begin to notice that Casey's 10-day stats are below standard; meaning that they are not meeting the expectation of seeing most of their clients within a 10-day window as required by the state and APS policy. In the past 3 months, Casey has not met the 10-day face-to-face requirement in 7 out of the 54 cases assigned to them during that time period.

Exploration questions:

1. *What supervisory roles (Educational, Supportive, Administrative) will most likely be involved with this issue? Will more than one supervisory role be involved?*
2. *How might you approach this from a strengths-based perspective?*
3. *How do you initiate a conversation with the staff member about this issue?*
4. *What kinds of support might be needed in a situation like this?*
5. *Do you involve HR and if so, at what point?*
6. *How do you monitor this issue and what does a successful outcome look like?*

Wrap-Up

Thank you for participating today!

Please share your pie (PIE):



P- Priceless information(what has been the most important piece of information to you today)?

I- Item to implement (what is something you intend to implement from our time today)?

E-Encouragement I received (what is something that I am already doing that I was encouraged to keep on doing)?

Notes:

Notes:

Thank you!

We envision a world where
the quality of life for individuals,
organizations, and communities
is transformed into a healthier place.

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Notes:

REFERENCES

OUR WHY:

REVOLUTIONIZE THE WAY PEOPLE WORK TO ENSURE THE WORLD IS A HEALTHIER PLACE.



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