Adult Protective Services Supervisor Core Curriculum

Managing Staff Challenges and Performance Issues

INSTRUCTOR-LED VIRTUAL COURSE

TRAINER 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 Trainer 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

Academy for Professional Excellence

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

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Academy for Professional Excellence

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

Jennifer Spoeri, Executive Director, National Adult Protective Services Association (NAPSA)

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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)

Supervisor Curriculum Advisory Committee

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Amy Waszak, APSWI

How to Use This Manual

This curriculum was developed as a 3-hour Instructor Led Training using the Zoom platform, paying close attention to virtual training best practices. It can be tailored to a different virtual platform (WebEx, GoTo Training, etc.), if necessary. It may also be trained in-person by modifying activity and engagement prompts as necessary.

Use of language: Throughout the manual, APS professional is used most often to describe APS line staff. The term client is used most often to describe the individual at the center of the APS investigation. However, if concept or material was directly quoted from copyrighted material, another term may be used.

"He" and "she" have been replaced with the gender-neutral "they" throughout this manual, unless quoted from copyrighted material. This should not be thought of as plural persons, but rather a gender-neutral term describing all humans.

Customizing the Power Point: This manual is set up so that the trainer script/ background material is on the same page as the accompanying PowerPoint slide.

Hide a Slide Instructions

1. On the Slides tab in normal view, select the slide you want to hide.
2. On the Slide Show menu, click Hide Slide.

The slide number will have a line through it to show you have hidden it.

NOTE: The slide remains in your file even though it is now hidden when you run the presentation.

The course outline, provided in the later in this manual, is the class schedule used for development of this curriculum. It can be used to help determine how much time is needed to present each section. However, times will vary based on the experience and engagement of the audience.

Participant Manual:

The Participant Manual should also be sent ahead of time as a fillable PDF if using Adobe Acrobat or to allow participants to print a hard copy.

The Pre-Work Reflection Activity should also be provided with the Participant Manual.

Trainer Guidelines

It is recommended that someone with experience with APS and supervising APS Professionals facilitate this virtual workshop. Co-presenting with an APS professional is encouraged.

Suggestions for virtual training when possible:

- Have a moderator or co-host who can primarily focus on the virtual aspects of this training (e.g., monitoring chat box, launching polls, assigning breakout groups, monitoring participant reactions, etc.).
- Test out the use of the breakout room feature prior to conducting this training.
- Log in at least 30 minutes prior to the training to ensure the virtual classroom is fully functioning and that you are comfortable navigating it.
- Your equipment and platform may dictate how you do some activities or discussion. There are times you may not be able to see everyone's faces, names or reactions (thumbs up, mute/unmute, etc.). There is a need for both verbal discussion and chat discussion. At such times, the moderator will fill a critical role monitoring those features you cannot. Practice during a run through how you will use the various functions for each section.
- The optimal size for this virtual training is 20-25 participants.

Teaching Strategies

The following instructional strategies are used:

- Lecture segments
- Reflection questions
- Interactive activities (e.g. breakout rooms, chat box discussion, polling activities)
- Question/Answer periods
- PowerPoint Slides

Materials and Equipment

The following materials are provided and/or recommended:

- Trainer Manual
- Participant Manual (fillable PDF)
- PowerPoint Slides
- Headset with microphone
- Computer

Virtual Training Tips

Training and facilitation have always been an art. Virtual training is no exception. Below are some helpful tips to remember and implement when training in a virtual environment.

Assume nothing.

- Do not assume everyone has the same knowledge/comfort level with technology or has access to equipment like printers, video camera, headsets or even reliable Wi-Fi.

Distractions are everywhere.

- Participants have greater access to distractions (email, phone, others at home) which can take their focus away from the training. Therefore, explain everything and summarize before asking participants to complete an activity and check for clarification.

Over explain when possible.

- The virtual room doesn't allow for participants to see everything you're doing as they can in- person. Share as you navigate the virtual environment. If you are silent while looking for something or finding a screen, they may think something is frozen.

Mute with purpose.

- "Mute all" function can help ensure we don't hear conversations we're not supposed to. However, it can also send a message to the participants that they are a passive participant and may not make them feel comfortable taking themselves off mute when you want them to speak.

Two screens can be a lifesaver.

- This allows you to move your chat box or participant gallery view away from your presentation so you can see more of what's going on.

Rely on practice, not luck.

- Winging it during an in-person training or facilitation may work from time to time, but doesn't work in the virtual environment. In addition to covering the content, you have to manage all of the technology

issues, learning styles in a virtual room, and it will show if you're not prepared.

Bring the energy.

- As trainers, we are no strangers to being "on," standing and moving around. However, some of the body language, subtle nonverbal skills we relied on the in-person training room do not translate well in the virtual environment. While this may make you more tired, it's important to up your enthusiasm, voice, and presence in order to engage with attendees.

Be mindful of your space.

- Training virtually brings an entirely new component of what we're willing to share with others. Learners can get distracted with what's in your background, whether what is physically there or if you set your video to use a virtual background.
- It's important to reflect on questions of privilege, diversity and equity when thinking of your training space.
- Are there objects in your background that can symbolize status, privilege and/or power? If so, consider removing them to dismantle any added power dynamics that already exist with you as the Trainer.
- Unknowingly, objects can come across as offensive or can activate unpleasant or traumatic memories, and can instantly discredit your rapport building. Think of neutral backgrounds that are not distracting and allow you to be the focus of what learners see.

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	Slide 16: Activity #3 Hand-Out 1: Equity Checklist	5-7 minutes
-Strengths Based Approach -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 (capture a work-related issue from this activity to use in later lessons on slides 27 – 29)	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 Use a work issue identified in Activity #4	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	Slides 33-34	TOTAL 15 minutes

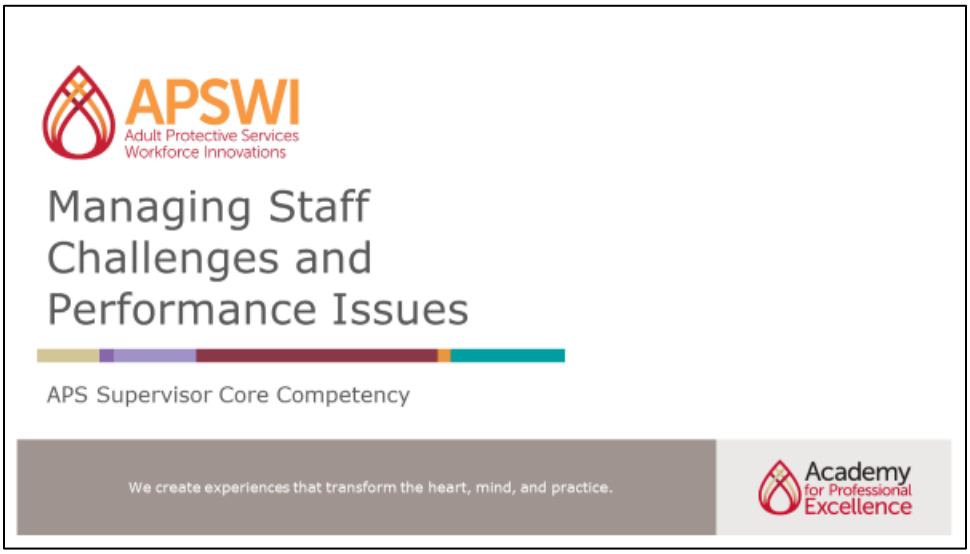
Welcome, Introductions, and Course Overview

Time: 20 minutes

Associated Objective: NA

Method: Lecture, chat features

Slide #1: Managing Staff Challenges and Performance Issues(Title Slide)

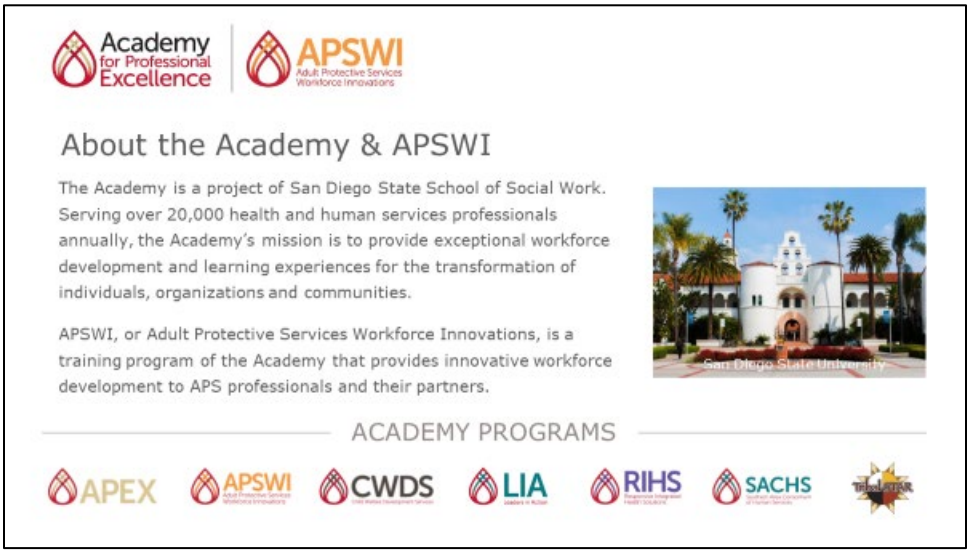


Welcome participants and allow everyone to settle in.

Turn on your camera if possible, verify that your mic is muted.

Chat Box: Ask participants to type in their name, title, agency/county for attendance purposes.

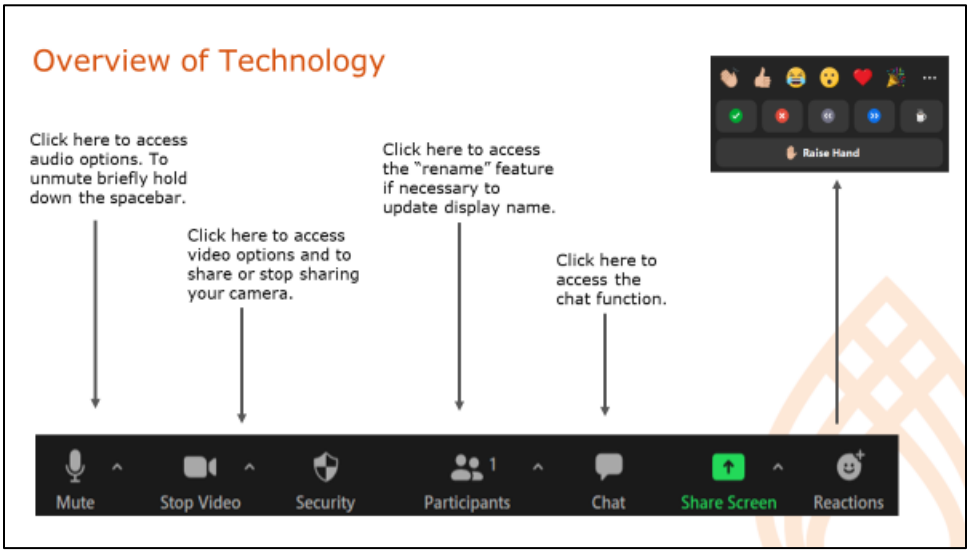
Slide #2: About the Academy and APSWI



Explain that the Academy for Professional Excellence is a project of San Diego State 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.

Explain that Adult Protective Services Workforce Innovations (APSWI), provides innovative workforce development to APS professionals and their partners. APSWI is a program of the Academy for Professional Excellence along with others listed on the slide.

Slide #3: Overview of Technology

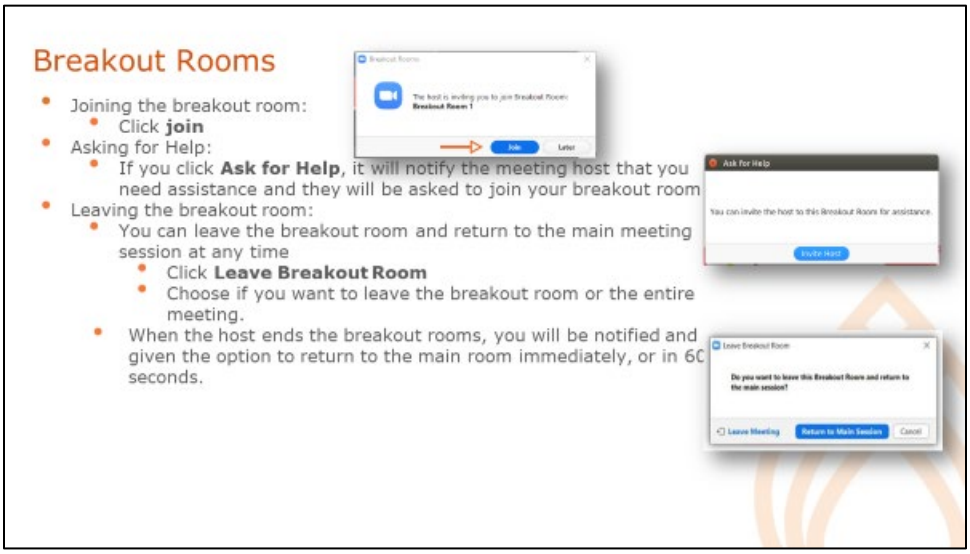


- Video camera
- Option to hide "self view"
- Mute, unmute
- Display name
    - Correct name
    - Pronouns if desired
- Chat box
- Hand clap, thumbs up or raise hand

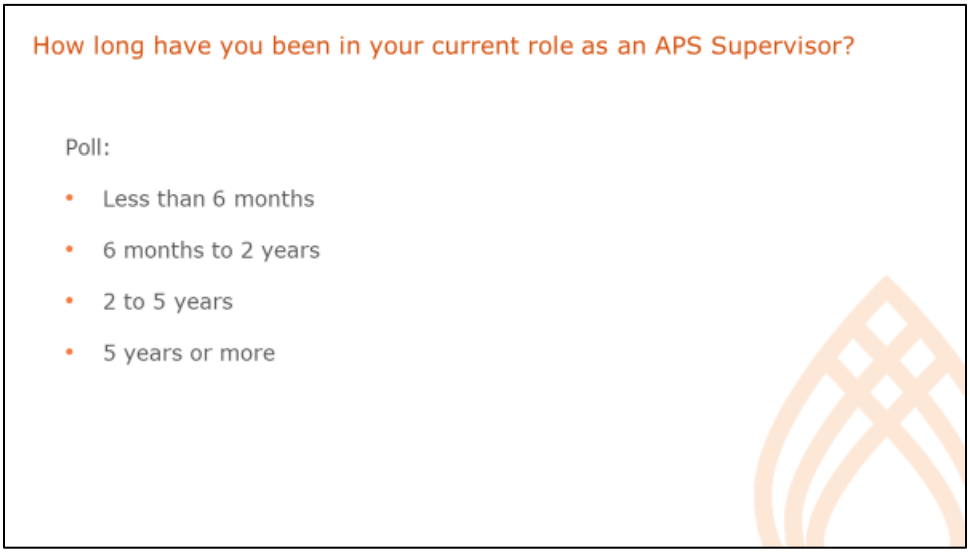
If you must step away briefly please let the moderator know.

Potential technical glitches are inevitable, we thank you for your patience in advance.

Slide #4: Breakout Rooms

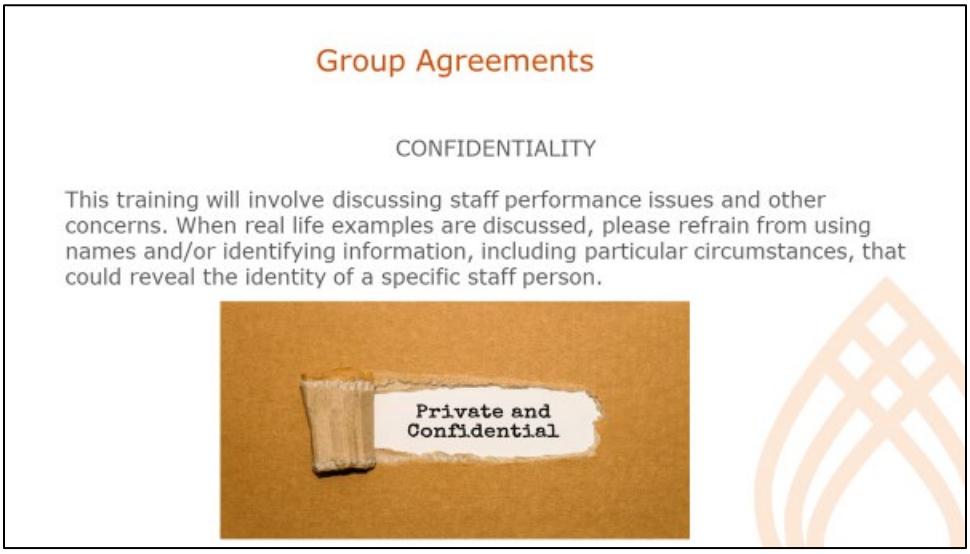


Slide #5: How long have you been in your current role as an APS Supervisor?



Conduct a poll to gather this information so that the trainer will gain awareness of the experience levels among the participants. Feel free to reflect out loud about the overall experience level or trends observed.

Slide #6: Group Agreements CONFIDENTIALITY



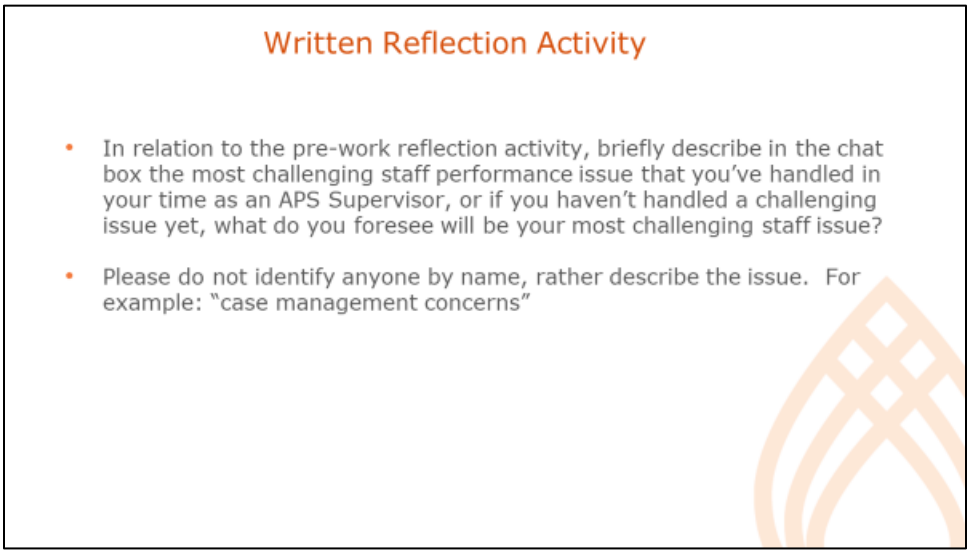
Explain the importance of confidentiality to the group and that we will be discussing staff performance issues and other concerns, and that in doing so, specific identifying information should be avoided to protect the confidentiality of staff. **Share** that in order for today's learning experience to feel realistic, we want to examine real-life examples, while also respecting people's privacy. Emphasize that information shared during the training should not be shared outside of the training.

Slide #7: Group Agreements



Discuss: To help create a safe and supportive environment, introduce the group agreements on this slide to see if they resonate with participants. Ask if there's anything else that should be considered here.

Slide #8: Written Reflection Activity



**Assign pre-work activity at the time of enrollment in the training, presumably this will be in advance of the delivery to allow sufficient time for participants to complete the activity, which should take approximately 15 minutes to complete.

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"

Conduct this Written Reflection Activity based upon pre-work. **Timing:** 10 minutes

Participants will be given this pre-work assignment prior to attending this training:

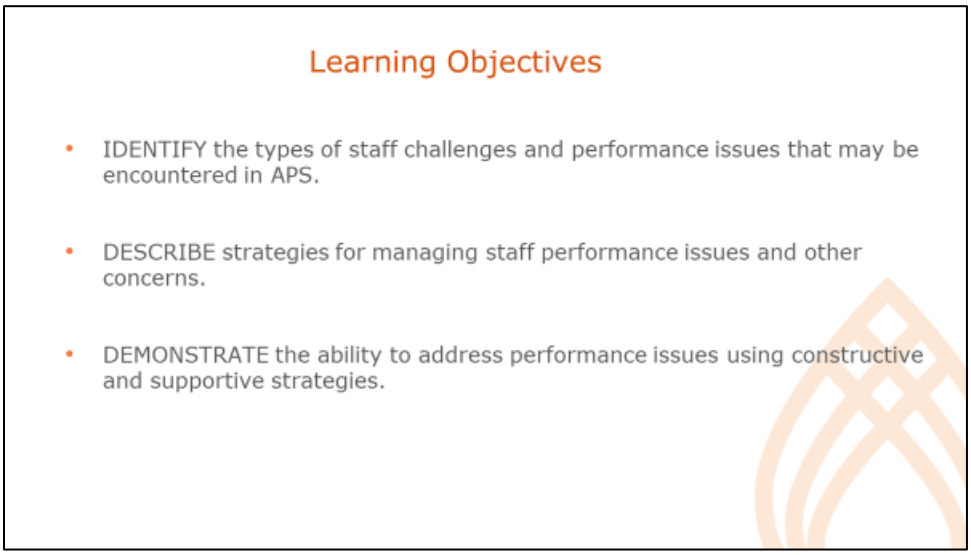
What has been your most difficult challenge related to staff performance or other challenges with APS staff? How did you address it? Was it addressed with success? What challenges or barriers did you encounter in trying to address the issue?

Draw attention to the challenges being put into the chat. Explain that these concepts will be divided into categories during today's training and we will be practicing addressing and managing the issues. Pay attention to any commonalities and well as any unique issues that can be referenced

throughout the training. You might ask participants to identify the most common theme being shared, and the most unique issue being shared.

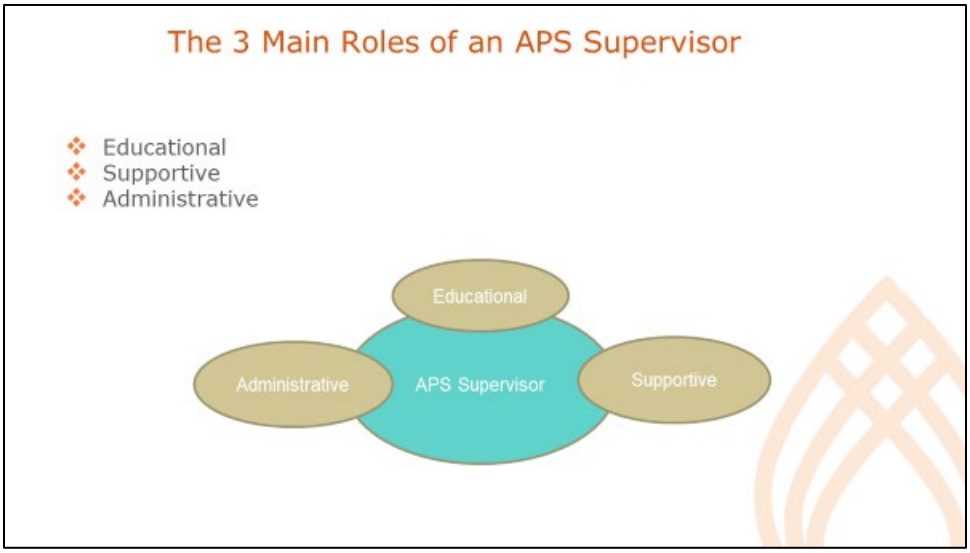
Section 1: Learning Objectives and Foundational Values

Slide#9: Learning Objectives



Review learning objectives with the group.

Slide #10: The 3 Main Roles of an APS Supervisor



Explain that we are going to briefly review the 3 supervisory roles that are the foundation of managing staff challenges and performance issues. Explain that everything an APS supervisor does, is likely to fall within one of these 3 roles.

Inform the group that there is a Supervisor Core module dedicated to The Unique Role of the APS Supervisor, which covers the 3 supervisory roles.

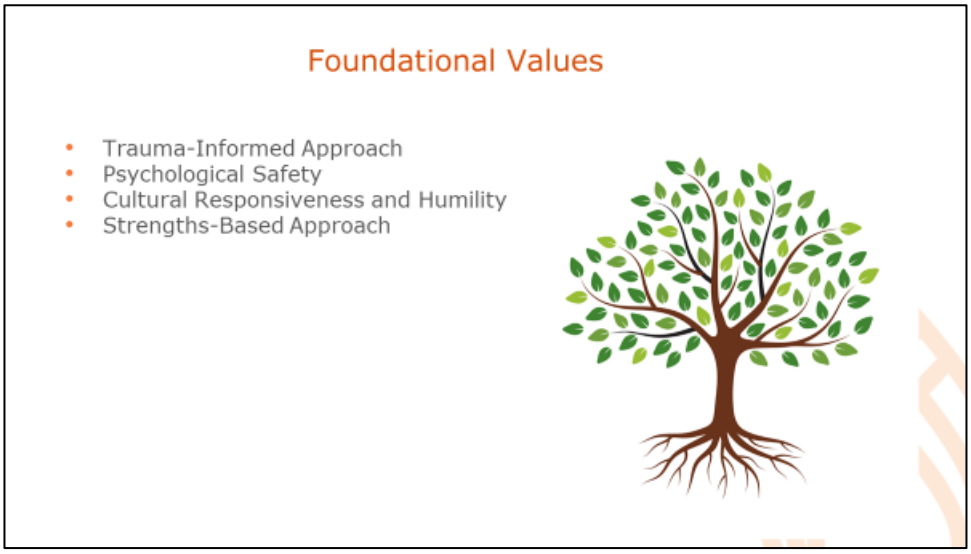
Briefly review the 3 roles. Explain: the 3 roles are the foundation for building a team of staff who are competent, confident, and healthy in their roles.

1. Educational: Onboarding, induction, training, coaching (also included in the support role), transfer of learning, information sharing.

2. Support: Coaching, consulting, supervising, professional development, strength-based, trauma informed, psychological safety at work.

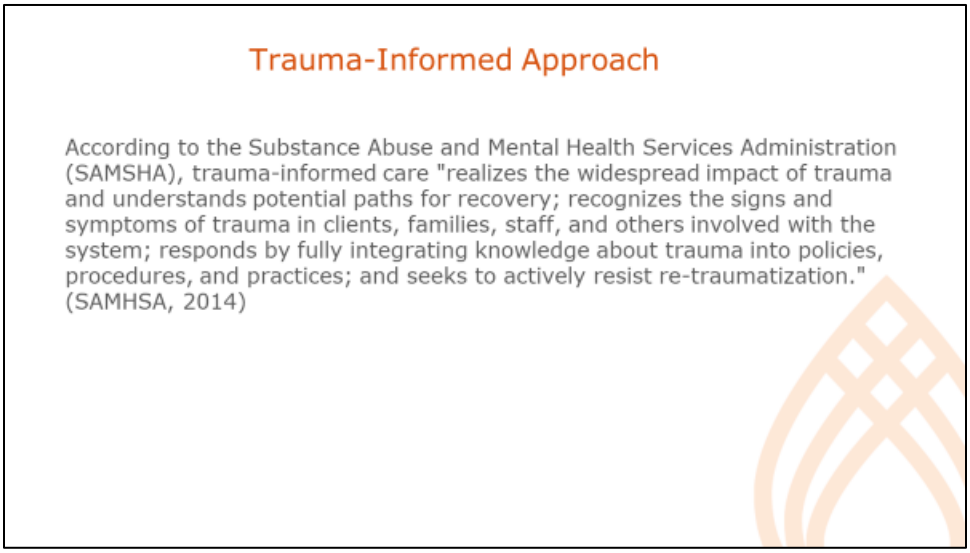
3. Administrative: Agency operations, monitor/evaluate performance, HR Liaison, connecting to benefits (such as Family Medical Leave, worker's comp, etc)

Slide #11: Foundational Values



Explain that these concepts are the foundation upon which supervising staff is anchored. Inform the group that there are entire Supervisor Core modules on the topics of Trauma-Informed Supervision, Cultural Responsiveness & Humility, and Strengths-Based Supervision. Explain to the group we will be revisiting these concepts later on in the training, and will be integrating them into our practice sessions.

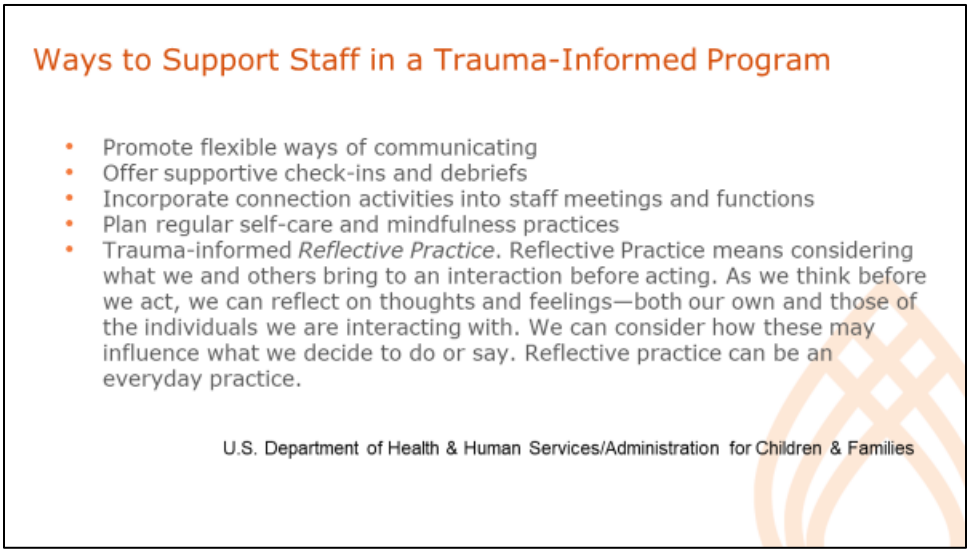
Slide #12: Trauma-Informed Approach



Provide (or read aloud) the definition of trauma-informed approach. Emphasize that all humans, not just our clients, likely have some amount of trauma history, including us and our staff.

Explain that in a trauma-informed culture, leaders work to strengthen trauma-informed care and practices for both the program (meaning, for clients) AND staff. Emphasize that a trauma-informed approach should not only be used with clients, but with all members of an organization.

Slide #13: Ways to Support Staff in a Trauma-Informed Program



Explain that Supervisors can interact with their staff using a Trauma-Informed Approach, and some of the ways are listed here on this slide. Explain that these strategies can be used to support healthy working relationships with staff.

Cover each point listed here with brief discussion.

Activity #1 for Reflective Practice. Trainer: Give participants the opportunity to think about the following questions. Put the questions in the chat box and set a timer for 5 minutes. Participants will think through the questions on their own and be prepared to share one idea or insight from the inquiry.

Questions for Inquiry:

Imagine you are about to have a difficult conversation with someone.

1. How might you mentally prepare for this conversation?

2. What would you think through before having the conversation?

3. What kinds of self-awareness would contribute to a trauma-informed conversation?

Trainer: Examples of self-awareness that might be beneficial (this is not a complete list)

•Being flexible

•Not being bound to one's own agenda- asking the employee what they need from the conversation

•Being aware of language that's not paternalistic. Paternalistic definition: "Relating to or characterized by the restriction of the freedom and responsibilities of subordinates or dependents in their supposed interest" (New Oxford American Dictionary)

- Being aware of one's power in the interaction, due to seniority and/or position in the organization

Slide #14: What is psychological safety at work?



Explain that creating psychological safety in the workplace can lead to the following benefits: improvement of work performance, enhances employee engagement, and supports DEI efforts. An employee who feels valued and safe to discuss issues with honesty and transparency may be more conducive to problem solving and professional growth.

Activity #2: Shout-out/chat box activity: how do YOU, as APS Supervisors, promote or create a psychologically safe environment at work?

Trainer: process responses with large group.

Slide #15: How to create psychological safety at work



Explain: we just discussed some ways that **you all** foster psychological safety in your work environment. Now, let's take a look here at some concepts provided by quantumworkplace/com.

Tie in responses from the previous activity to these dot points; emphasize any concepts listed here that were not brought up in previous activity.

Slide #16: Cultural Humility



Discuss that cultural responsiveness and humility plays a role in the relationship between supervisor and staff, and ways in which this can be beneficial when managing staff challenges.

Direct attention to **Handout #1** "Equity Checklist" and bring up the Equity Checklist on the screen (virtually or in-person) for all to see.

Activity #3 Allow the group a few minutes to read through the Equity Checklist.

Ask:

1. *What aspects of this checklist resonate the most?*
2. *How would you adopt this into your supervisory practice?*

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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Slide #17: Benefits of a Strengths-Based Approach

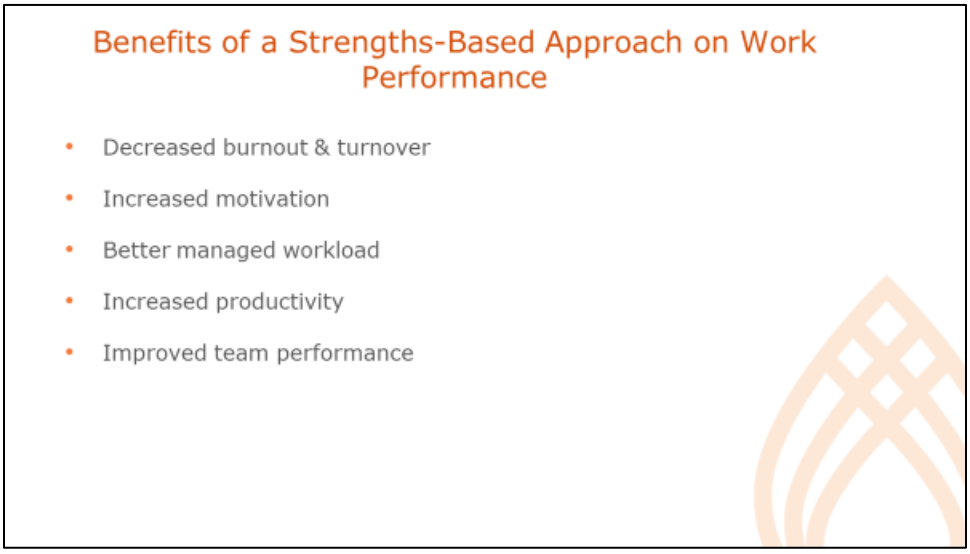


Explain that a strengths-based approach is a template for individual and organizational success. Inform the group that there is another entire Supervisor Core Module on Strengths-Based Supervision (Module 1C on APSWI). You might inquire if the participants have taken a strengths assessment, such as Clifton Strengths. It is likely that the participants are familiar with their own strengths and the strengths of their staff. If participants are not familiar with their staff's strengths, they can simply ask them what their strengths are. This could be done during individual supervision or a structured activity.

Ask: When was a time that you (the participants), or one of your staff, was doing their best work when they were doing something that was/is in alignment with at least one of their strengths. Trainer allow at least one example to illustrate the point- that people do their best work when able to tap into their strengths.

If time allows and participants are not familiar with Clifton Strengths, trainer may go to the GALLUP website: https://www.gallup.com/cliftonstrengths to familiarize participants with the concept.

Slide #18: Benefits of a Strengths-Based Approach on Work Performance

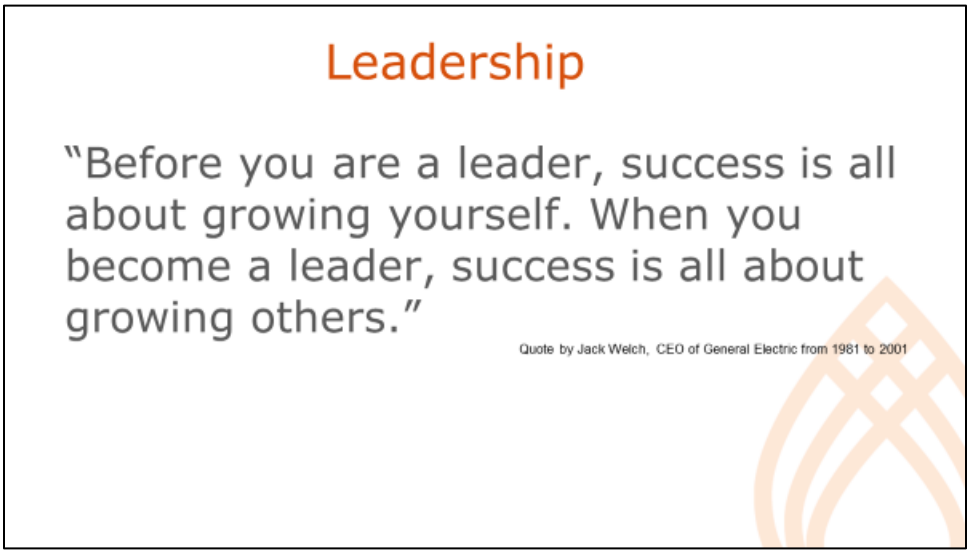


Explain: When thinking about managing staff challenges and performance issues, it is important to recognize the overall benefits of managing staff from a strengths-based approach. This approach can also contribute to preventing performance issues in general.

More Strengths-Based Supervision Practice: Facilitate a conversation with the group about how to assign work and special projects to staff using a strengths-based approach. Ask for examples. (e.g. Someone who is highly social and loves celebrations may be interested in event/celebration/holiday planning for the office)

Ask: How might this approach support the concepts listed on the slide?

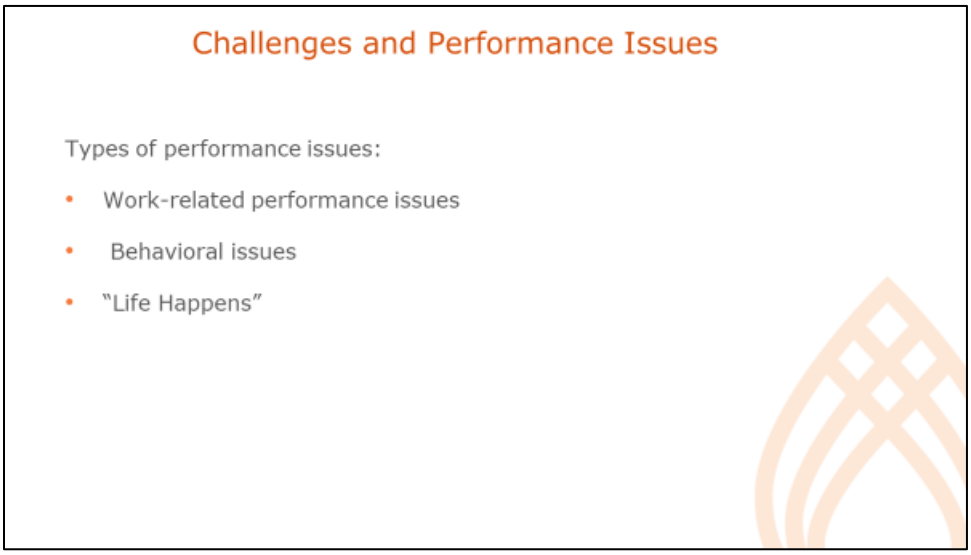
Slide #19: Leadership



Pause on this slide long enough to allow the group to read quote

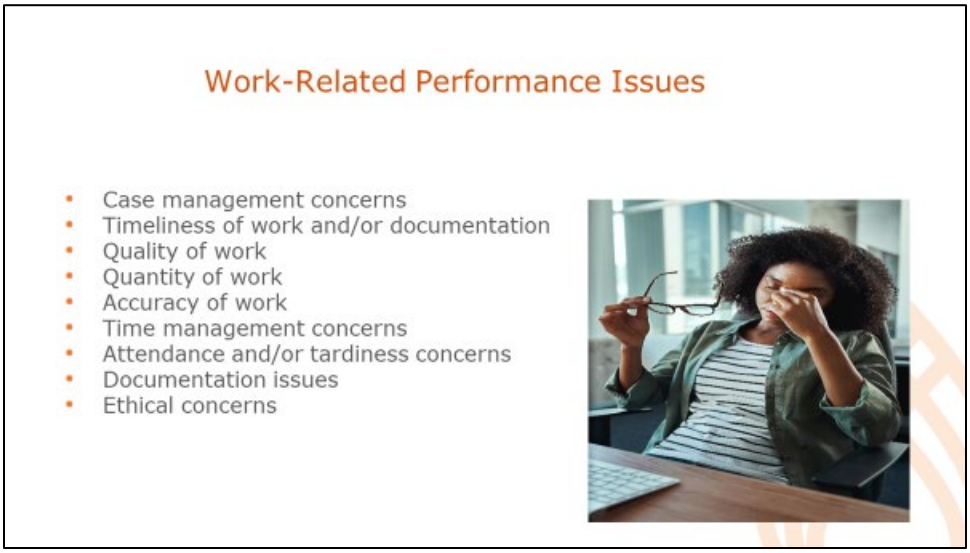
Section 2: Types of Challenges and Performance Issues

Slide #20: Challenges and Performance Issues



Explain that there are basically 3 categories of issues: work-related, behavioral, and "Life Happens." We will be discussing each category. These concern areas do not necessarily happen separate of one another, sometimes there is some overlap in these areas. For example: a person experiencing a behavioral health issue that is also affecting their actual work performance.

Slide #21: Work-Related Performance Issues



Explain that work-related performance issues are related to the actual work being done in APS, such as difficulty managing a caseload, meeting timelines, documentation standards, or other work performance concerns.

Ethical concerns are performance issues related to adhering to the professional conduct and protocols that are designed to fulfill the mission of APS work.

An example of an ethical concern would be a staff member who is not giving enough attention to a client's safety and/or is failing to facilitate appropriate interventions with a client who is in a high risk situation.

Reference Hand-Out #2 National Association of Social Work (NASW) Ethical Principles and **Hand-Out #3** NAPSA Ethical Principles & Best Practice Guidelines

Allow participants a few minutes to review the hand-outs. Then ask for a few volunteers to point out a principle or guideline from either of the 2 hand-outs that addresses ethics on the job.

Activity #4. Shout-out or chat box. Ask participants if they have ever experienced any of their staff having a work-related performance issue, and if so, what was the issue? Explain that we will be using one of the issues named here in a later lesson.

Trainer: take note of one of the performance issues to use in "Managing the Issue" section. Try and name the issue with a brief description using just a

few words that can be easily referenced later on in training activities, such as “incomplete documentation” or “difficulty managing caseload.”

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

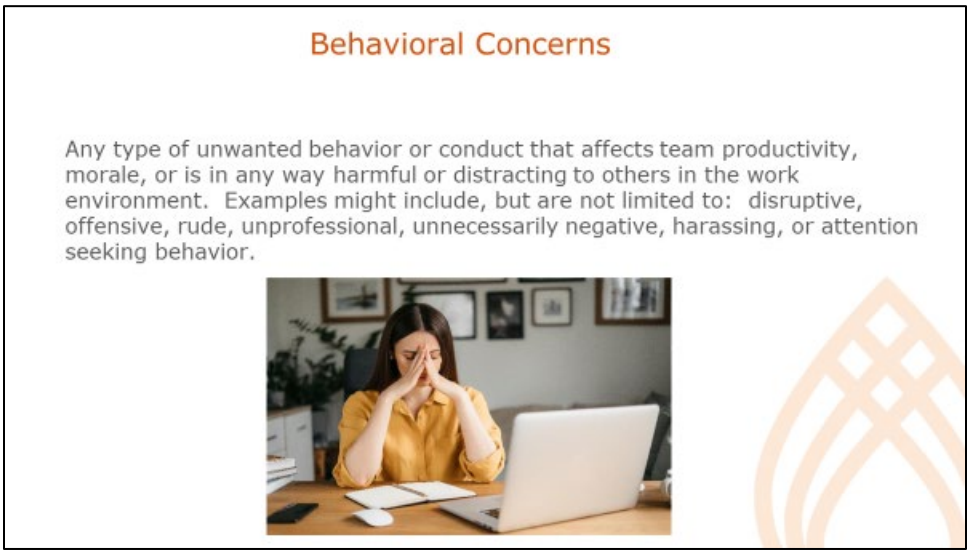
- Adults have the right to be safe
- Adults retain all their civil and constitutional rights unless a court adjudicates otherwise
- Adults have the right to make decisions that do not conform with societal norms as long as these decisions do not harm others
- Adults have the right to accept or refuse 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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Slide #22: Personality and/or Behavioral Concerns



Explain that occasionally, a staff member's behavior or conduct may negatively impact their work, the work of others, or the work environment in general. This can be a very difficult and complex issue to address. Behavioral concerns can be one of the trickiest and most perplexing problems for anyone to manage, and must be handled with care.

Later in this training, we will be learning about how to address concerning behaviors.

Explain that there are organizational policies, as well as state and federal laws that protect against employment discrimination and harassment. Here is an excerpt from the **U.S. Equal Employment Opportunity Commission**: "Harassment is unwelcome conduct that is based on race, color, religion, sex (including sexual orientation, gender identity, or pregnancy), national origin, older age (beginning at age 40), disability, or genetic information (including family medical history). Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. Source: https://www.eeoc.gov/harassment

Emphasize that if harassment or discrimination is occurring in the workplace, or a staff member reports such behavior to a supervisor, that it is imperative that the supervisor immediately act by following their organization's policies and/or consulting with a manager and/or HR to address the issue in accordance with the laws.

Slide #23: "Life Happens"



Explain that as humans with lives and families, staff may occasionally experience a personal or family issue or crisis that may affect their work.

This may include an illness or injury involving the staff member or their spouse, child, or other family member.

A staff member may experience a death of a family member and be eligible for bereavement leave.

A staff member or their spouse may become pregnant or adopt a child.

This category includes work-related injuries, such as falls, accidents, or repetitive use injuries.

Discuss how the pandemic caused a lot of work disruptions, and that there is another entire module dedicated to managing a remote workforce.

This category also includes a staff member experiencing a mental health concern and/or substance use disorder. Explain that if a Supervisor suspects a staff person is experiencing a mental health issue or substance use disorder, this concern should be addressed with the staff person, and they can be encouraged to connect with the organization's Employee Assistance Program (EAP) for counseling and/or substance use treatment.

If a staff member is under the influence or impaired by alcohol or drugs on the job, this would require a swift intervention per your organization's policies and support from a manager and/or HR. Your agency may have a very specific protocol that addresses substance use concerns; discuss with your manager and/or HR if this concern arises.

Section 3: Strategies for Addressing Concerns

Slide #24: Strategies for Addressing Concerns

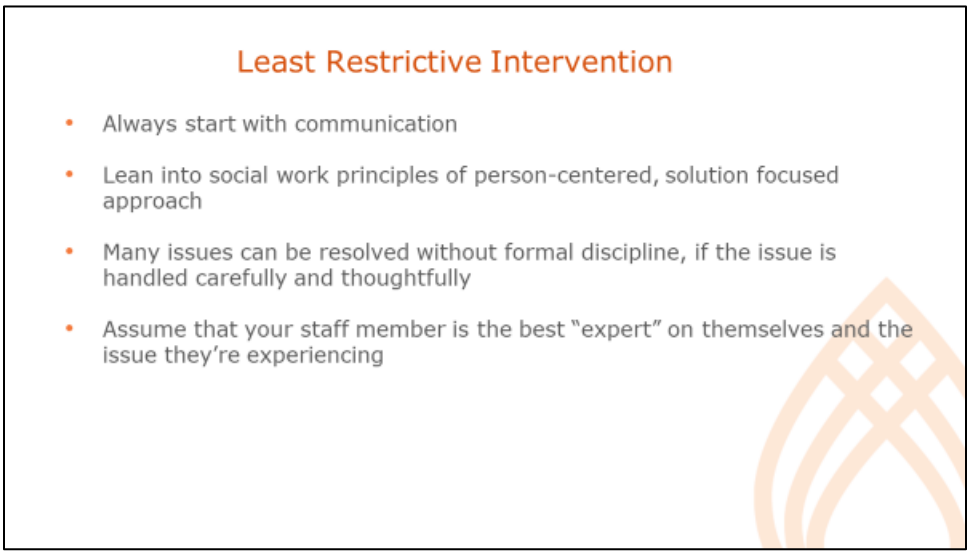


Explain: Now that we have identified the types of performance issues that might be encountered in APS, we are now going to discuss and practice strategies for addressing those issues.

***Share this important disclaimer: Emphasize that each organization has their own HR department and policies, and that this training is intended to be general in nature, and is not in exact alignment with any particular organization or HR dept.

Now on to the first step…….which is usually going to be having a discussion with the staff member.

Slide #25: Least Restrictive Intervention



Explain the following: There is a parallel here between the field of social work, and supervising social services staff. In the same way we strive to begin with the least restrictive intervention with APS clients, we can also apply that same philosophy to addressing concerns with APS staff. It is less about power from the top down, and more about allowing the employee to develop and recognize their own power and abilities to resolve any issues they may be experiencing. Operate on the assumption that your staff member is the best expert on themselves.

Activity# 5 minutes Using Person-Centered and Solution-Focused Techniques hand-out (**Hand-Out #4**). Give participants a few minutes to read through the hand-out, with cameras off, if desired. Ask them to turn their cameras back on when finished reading the hand-out, or thumbs up if not using their camera, to gauge when the participants are finished reviewing the handout.

Then, ask for volunteers to share something they have *already* been doing that demonstrates person-centered and/or solution-focused techniques. Try to elicit at least one example for both approaches. Use the examples provided by the participants for a rich discussion of these techniques.

Handout #4

Person-Centered and Solution-Focused Definitions and Techniques

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:

What is your preferred outcome for this issue?

What are your best hopes from us talking today?

What would you like to see happen?

What changes would you like to make?

What would you like to experience instead of this issue? (*Helps the person visualize a solution)*

How would you feel at work if this issue didn't exist?

Was there a time when this issue did not exist? What was different?

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*)

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.**

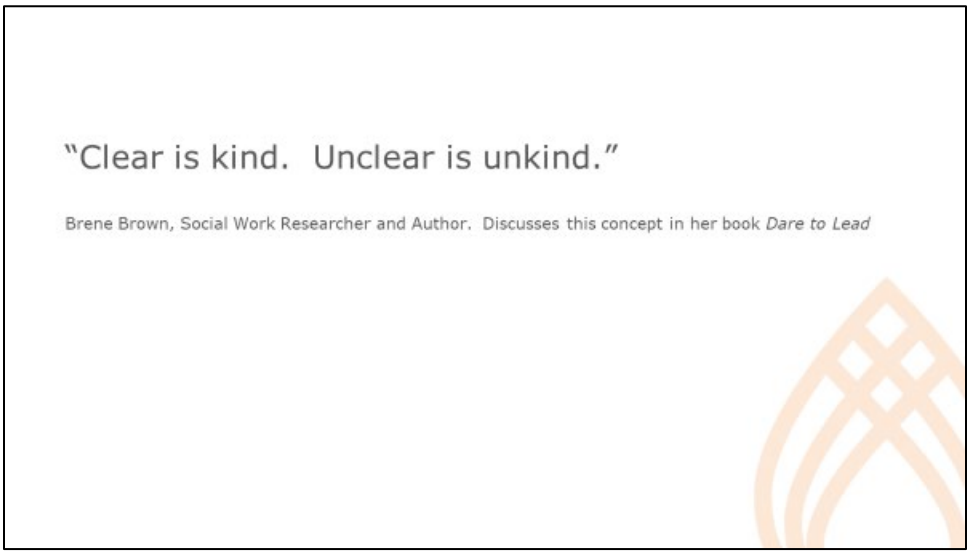
Questions for Solution-Focused follow-up conversations:

What's been better since we last talked?

What has been most helpful to address this?

Point out any and all improvements in work performance, and ask "how did you accomplish that"?

Slide #26: Clear is kind. Unclear is unkind.



Discuss: Brene Brown says "Most of us avoid clarity because we tell ourselves that we're being kind, when what we're actually doing is being unkind and unfair. Not getting clear with a colleague about your expectations because it feels too hard, yet holding them accountable or blaming them for not delivering is unkind. "

Activity #6: Shout-out/chat box activity. **Ask:** What does this quote mean to you?

Slide #27: Communication First!



Discuss each dot point with content below: Use a work issue identified in Activity #4 for this and the next 2 slides.

Invite a conversation. (what kinds of prompts are needed here?) For example: "I'd like to discuss ___(insert issue)_____ with you"

Approach with curiosity: Set aside being the expert, and transition away from being a "knower" to becoming a "learner."

Be present: Do not attend to emails, phone calls, or other distractions. Your attention conveys that this discussion is important. Set aside dedicated time and space to address the issue (in person, if possible).

Be clear and kind: Clearly and kindly state the issue, using language that is simple and descriptive. Avoid casual, slang, or euphemistic language.

(Example of vague and euphemistic language): "The documentation around here is sliding a wee bit" This example avoids specifics about who's documentation is of concern and to what degree of concern.

Clearer and kinder language: For example: "I can see that you've been working really hard lately and I know that caseloads have been high. I'm noticing that about 40% of your documentation is not in compliance with agency time frames. I'd like for us to have a conversation about that, does that sound ok?" Cite the policy or procedure that is being violated, if applicable. For example, "policy states that all case activities must be documented and saved in the case record within 7 calendar days."

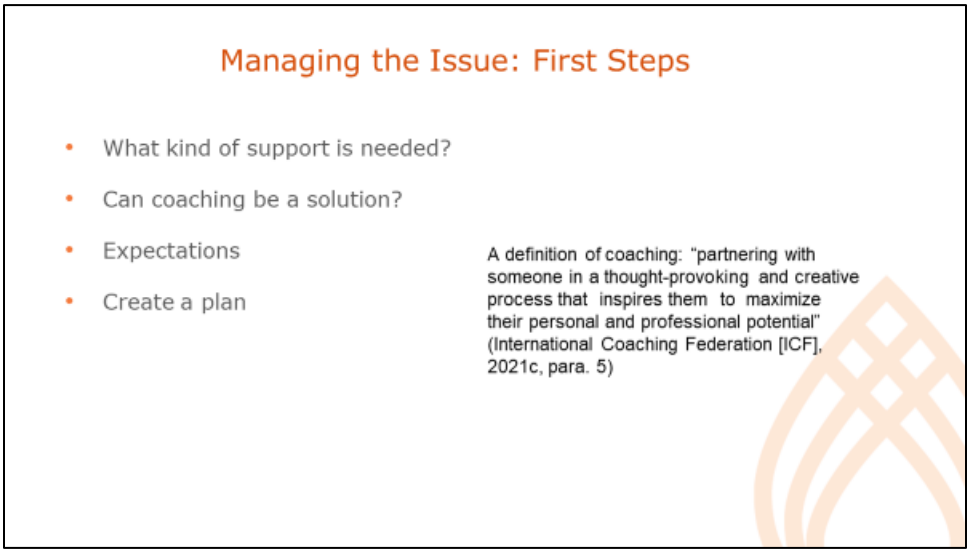
Silence is ok. Leave space in the conversation for response and reflection.

Use open ended questions: Be inquisitive with the employee about their feelings and opinions. For example: "do you have concerns about this issue?" "What are your thoughts about this?" "What do you need from me?" "What kind of support do you need?"

Promote psychological safety: Discuss the issue in a neutral and supportive manner. Trainer: weave in earlier concepts covered in psychological safety sections.

Communication has the potential to resolve the issue! Explain that simple and effective communication may resolve the issue without any further formal actions needed. For some situations, simply exploring the issue through conversation can lead to solutions. This is ideal!

Slide #28: Managing the Issue: First Steps



Using the same performance issue from previous slide, guide the learners through the next 4 steps. (**Refer to hand-out #5 Managing the Issue- Steps & Strategies**, and explain how supervisors can use this handout to help guide them through the process)

What kind of support is needed? How can the issue be addressed? What is needed to improve performance? Is further education or training needed? What kind of guidance or support is needed?

** And don't forget- you as the supervisor might need support in managing a staff issue- reach out to your manager when/if needed. Your manager can also be a link to HR, if HR support is needed as well.

Can coaching be a solution? Point out or read definition of coaching on the slide. Ask-With this definition of coaching in mind, what coaching techniques have you been using, even if you didn't recognize it as coaching? Is coaching the same as supervision?

<u>Explore the differences and similarities between coaching and supervision</u>:

•**Supervision** is focused on administrative and tasks and pertains to ensuring program operations are fulfilled, compliance with regulations that govern APS, ensuring clients are served appropriately, and managing and monitoring staff performance. Supervision includes such responsibilities as

case reviews, case consults, day to day unit/team management, balancing workloads, etc.

•**Coaching** is more about establishing a supportive relationship that encourages professional and personal development, and promotes greater self-awareness of how one's professional skills, communication, and behavior enhance the experience of direct reports, colleagues, and the organization as a whole. One of the highlighted techniques in coaching includes asking questions in a skilled and strategic manner designed to encourage critical thinking skills that enhance decision making, vs. feeding answers and information to learners.

Expectations: Together, set expectations and time frames for the desired improvement. For example: "It is expected that all of your case documentation will be entered and saved in the case record within 7 calendar days of the activity." What length of time is given for the improvement to take place? Be clear and specific.

Create a plan if needed: With the staff member's involvement, create a plan and put the plan in writing. Determine the process for monitoring improvement. The plan should include how often you will meet with the staff member to discuss progress, as well as how progress will be measured. Share the written plan with the employee via email to document the conversation and the plan. Send notifications via electronic calendar for planned meetings, either in-person or virtually (whatever is decided).

Handout #5

Supervisor Core Competency 5C- Managing Staff Challenges and Performance Issues

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)

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

_____
_____
_____

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?

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

_____
_____
_____

Briefly document types of support recommended and/or implemented.

_____
_____

Step 3: Establish Expectations:

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

_____
_____

Step 4: Create a plan:

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:

What monitoring methods will be used?

_____
_____
_____

Document and acknowledge improvements:_____

_____
_____

Step 6: Documentation (Briefly describe documentation methods):

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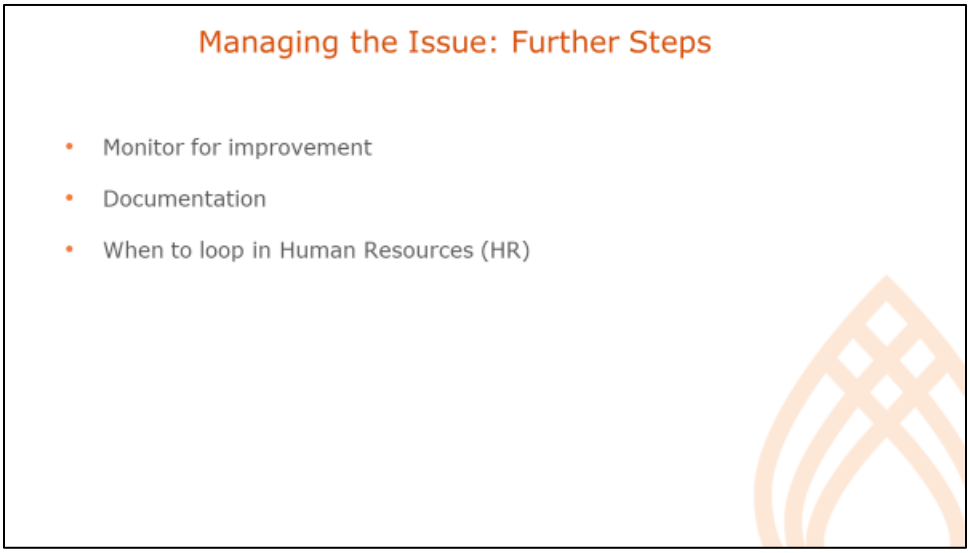
***TIP:** Documentation will be needed if the issue is elevated to HR

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.)

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Slide #29: Managing the Issue: Further Steps



Trainer: Using the same performance issue from the previous 2 slides, guide the learners through the final steps, if applicable (looping in HR may not be applicable in certain examples, but should be covered in generalities).

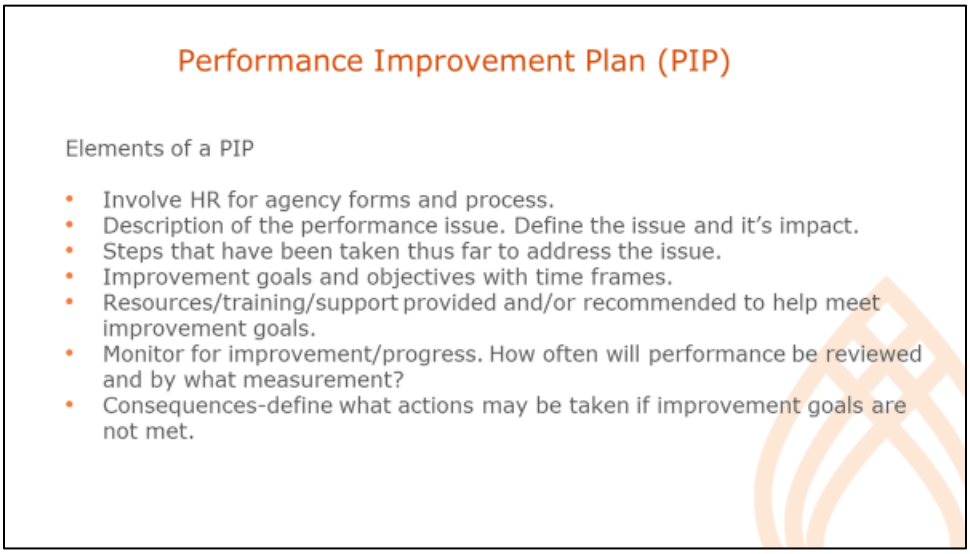
Monitor for improvement: What monitoring methods are being used? Acknowledge improvements. Address if there is no improvement- does the plan need to be modified?

Documentation/Confirmation of Conference: Document each conversation that addresses the issue and keep in a secure electronic file. You will need this documentation if the issue is elevated to HR.

When to loop in Human Resources (HR): If improvement cannot be attained with actions thus far. If performance concern is severe, deeply concerning, and/or chronic or persistent. If Family Medical Leave or other benefits are needed. If a Performance Improvement Plan is needed (In this training, we will cover the general elements of such a plan)

***Point out that HR policies and processes will differ in various organizations, and recognize the role of unions in workplace benefits, grievances, and other employee matters. Understand that an employee may ask their union to advocate for them in any workplace process or negotiation.

Slide #30: Performance Improvement Plan (PIP)



Explain: A PIP may be named or formatted differently, depending on the county/agency. Convey the idea that a PIP is a last resort, and only if the steps taken thus far have not been successful in achieving improvement.

Review the elements of a PIP listed on the slide.

In order to initiate a PIP, HR must be involved in the process, and it will require documentation of all steps, as well as consulting with HR and meeting with the employee on a regular basis to monitor objectives and improvement.

HR will likely have a process to initiate and process a PIP, including documentation, monitoring, and meetings to review progress and outcomes.

Slide 31: Addressing Behavioral Concerns with Development of Value-Based Behaviors



Explain that dealing with a behavioral issue can be very complex, uncomfortable, and challenging, depending on the behavior, personality, and dynamics at play.

Refer to **Hand-Out# 6** (TIP sheet on page 29-30 in the participant manual) **and Hand-Out#7** (udemy business guide for Providing Feedback to Develop Value-Based Behaviors on page 31-37)

This guide can help a staff member do the following:

- Identify and define their value-based behaviors. Strengths can also be used to develop the preferred behaviors.
- Determine what it would look like if they exhibited value or strength-based behavior, and what the impact would be.
- Use the BSI model (Behavior, Situation, Impact) to develop a deeper understanding of the behavior.
- Collaboratively develop a plan to shape and evolve value or strength-based behaviors for better outcomes.

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.

e. 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)

udemy business

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, positively framed, 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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Section 4: Let's Practice!

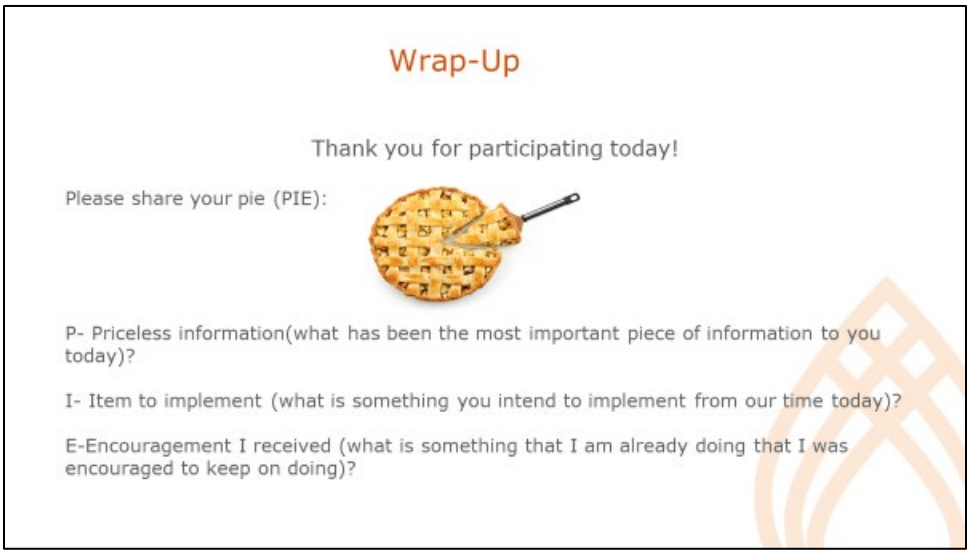
Slide #32: Let's Practice! Small Group Activity



Activity #7 Small group practice with addressing issues. Break-out groups. In small groups of 4-5, virtual or in-person, participants will read through one of 5 scenarios (**in Hand-Out 8**) and then discuss the exploration questions. Groups will report back to the entire group during debrief session.

Timing: Groups can be given 20 minutes to read through and then discuss the scenarios, then convene for a large group debrief for about 15-30 minutes

Slide # 33: Wrap-Up



Trainer: Wrap-up training and ask participants to share a piece of the PIE with the group (may share all 3 PIE or one of the letters of PIE)

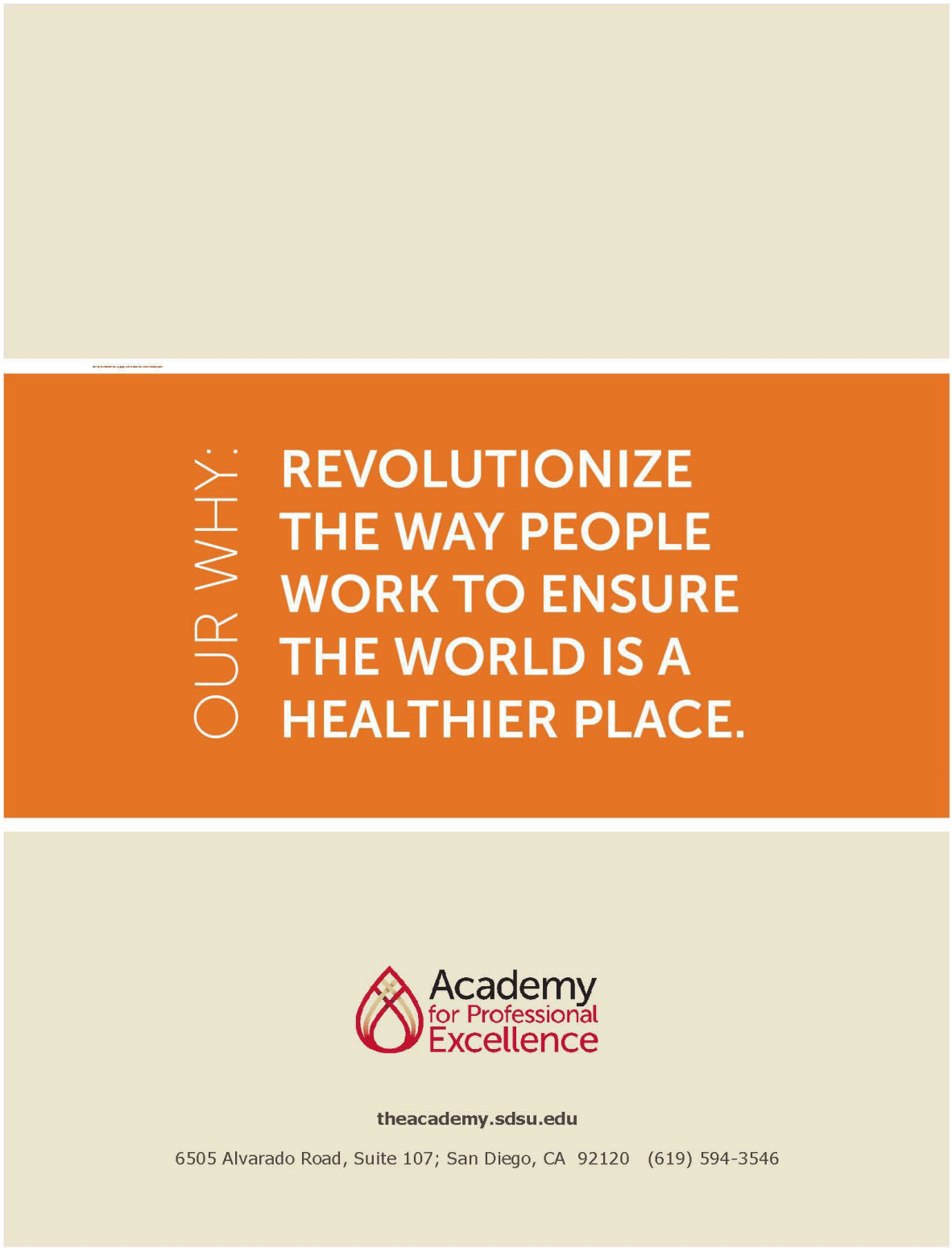
Allow participants to share, if they would like to do so, in chat or speaking off mute.

Slide #34: Thank You!



Thank participants for their time and provide training evaluation information.

References


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