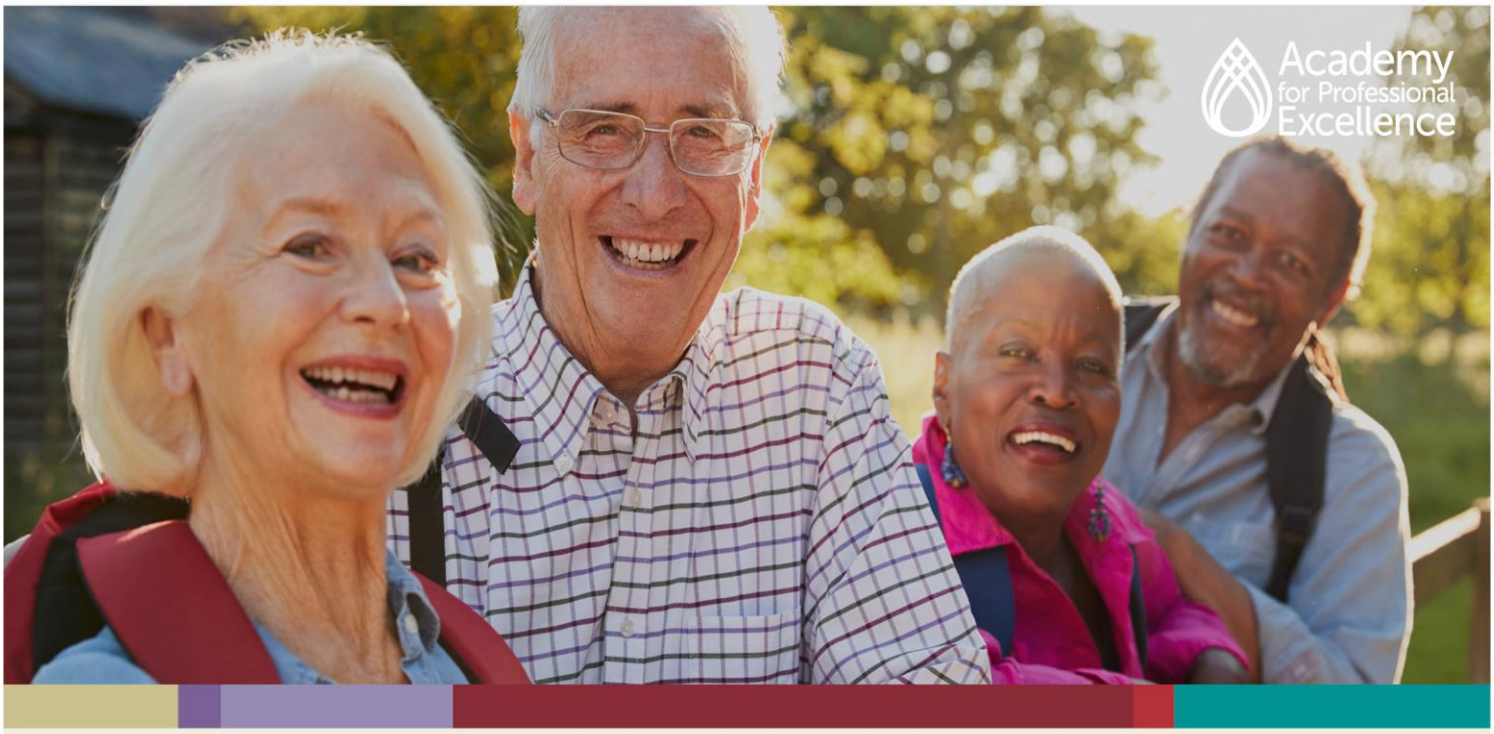

APSWI
Adult Protective Services
Workforce Innovations

Strengths-Based Development/Supervision Virtual Course

Participant Manual

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

Joanne Chen, MA, CPC
Curriculum Developer, 2020

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INTRODUCTION

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to Strengths-Based Development/Supervision Participant Manual (Module 1C), 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 (founded in 1963), 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 abused and vulnerable older adults and adults with disabilities 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)

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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

California Department of Social Services, Adult Programs Division
Arizona Department of Economic Security, DAAS-Adult Protective Services
National Adult Protective Services Association

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National Adult Protective Services Association Education Committee

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Joanne Chen, MA, CPC

TABLE OF CONTENTS

Introduction…… 3
Partner Organizations…….. 4
Acknowledgements…….. 5
Table of Contents…… 6
Executive Summary …… 8
Course Outline …… 9

WELCOME AND INTRODUCTIONS
Display Name Change Instructions …….. 12
Welcome, Introductions and Housekeeping …… 12
Technology Overview …… 13
Introduction of Trainer …….. 14
Learning Objectives …….. 14
Group Agreements …… 14

STRENGTHS-BASED APPROACH
What is Strength? ……. 15
Who Represents Strength?…….. 15
Deficit Model …….. 16
Discover Your Strengths …… 16
Benefits of Strengths-Based Approach …… 16
Poll #1: Strengths Use Gut Check ……..…….. 18
Limitations of Strengths-Based Approach ……..…… 19

STRENGTHS ASSESSMENTS
Strengths Assessments ……..... 20
Your Pre-work ……..…… 21
Part 2. Reflection Questions …… … 21
Solo Work – Matching …… 21
Solo Work – Action Planning …… 22
Small Group Discussion Questions …… 22
Large Group Discussion …….. 23

STRENGTHS-BASED SUPERVISION
Strengths-Based Supervision …… 24
Strengths-Based Supervisor Examples ……..…… 24
Poll #2: Strengths-Based Supervision ……..…… 25
Solo Activity – Self-Assessment ……..…… 25
Handout #1: Self- Assessment ……..…… 26

Tools: Strengths-Based Questions 29
Handout #2 30
Small Group Work: ASP Scenario 31
Large Group Debrief 32
What are you Committed to? 32

CLOSING AND EVALUATION

Evaluation 32
Thank You 33
References 34
Appendix A - Pre-work: Your Signature (Top) Strengths or Strengths Roles 36

EXECUTIVE SUMMARY
STRENGTHS-BASED DEVELOPMENT/SUPERVISION

Why focus on strengths? The research is clear that the use and development of strengths in the workplace increases work performance, retention, and well-being for staff at all levels. Join us for this interactive, foundational training on strengths-based development and supervision. Identify and explore your strengths and how to apply a strengths-based supervisory approach with your staff. Tips, tools and best practices will be shared for use on the job and in supervision.

Virtual Training:

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

- 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. The 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:

- Pre-Training Assignment: Prior to the training, participants will be sent a Pre-work Supplemental Manual. They will complete a strengths assessment and the Your Top Strengths Handout (parts as indicated in directions). It will take approximately 60-75 minutes. This must be completed prior to attending the training. This will be included as a major processing activity and needs to be readily available for the training.

- Completion of the entire module is required to receive course completion credit.

Target Audience: This workshop is intended for new supervisors or experienced staff who may require a refresher.

Outcome Objectives for Participants:
By the end of this training participants will be able to:

- Compare and contrast the benefits and limitations of the strengths-based approach.
- Identify how each of your top strengths/talents (as described in your strengths assessment report) have contributed to your role/career.
- Discuss how you might approach supervising staff in an APS case study using the strengths-based approach and your top strengths/talents.

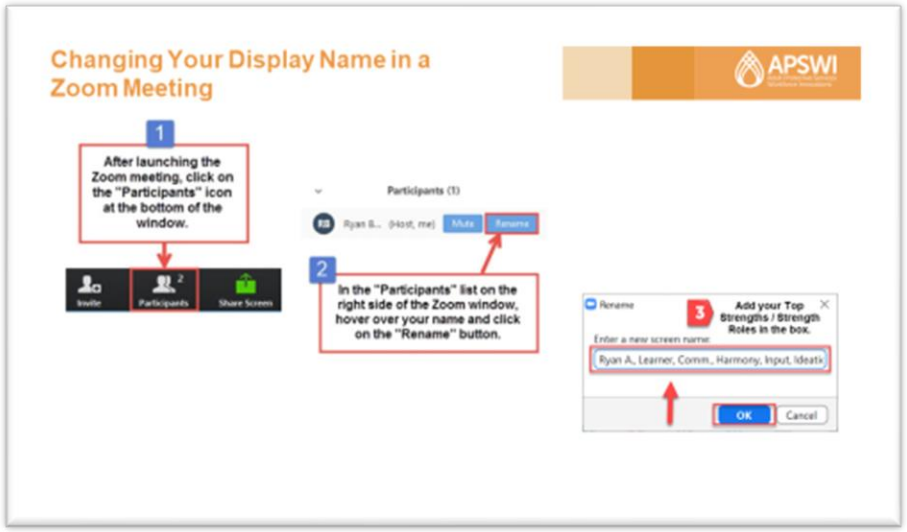
COURSE OUTLINE

CONTENT	MATERIALS	TIME
WELCOME, HOUSEKEEPING AND INTRODUCTIONS		15 minutes
Display Name Change Instructions	Slide 1	
Welcome, Housekeeping and Introductions	Slides 2-4	
Technology Overview	Slide 5-6	
Introduction of Trainer	Slide 7	
Learning Objectives	Slide 8	
Group Agreements	Slides 9-10	
STRENGTHS-BASED APPROACH		20 minutes
What Is Strength?	Slide 11 Chat Box Activity	
Who Represents Strength?	Slide 12 Chat Box Activity	
Deficit Model	Slides 13-14	
Benefits of Strengths-Based Approach	Slides 15-20	
Poll: Strengths Use Gut Check	Slide 21	
Limitations of Strengths-Based Approach	Slides 22-25	
STRENGTHS ASSESSMENTS		40 minutes
Strengths Assessments	Slide 26-27	
Your Top Strengths	Slides 28-33 Your Pre-work Solo Work: Matching and Action Planning Small Group Discussion Large Group Debrief *Pre-work* Handout: "Your Top Strengths"	
STRENGTHS-BASED SUPERVISION		40 minutes
Strengths-Based Supervision	Slides 34-36	
Poll: Strengths-Based Supervision	Slide 37	
Strengths-Based Supervision Self-Assessment	Slides 38 Solo Activity Handout #1: "Strengths-Based Supervision Self-Assessment"	
Tool: Strengths-Based Questions	Slide 39 Handout #2: Strengths-Based Coaching Questions for Supervisors	

APS Scenario	Slides 40-42 Small Group Work Large Group Debrief	
What Are You Committed To?	Slide 43 Chat Box Activity	
CLOSING AND EVALUATION		5 minutes
Evaluation		
Thank You		
References		
Pre-Work: Your Signature (Top) Strengths or Strengths Roles		
TOTAL TIME		**120 MINUTES**

MODULE 1C

Slide #1



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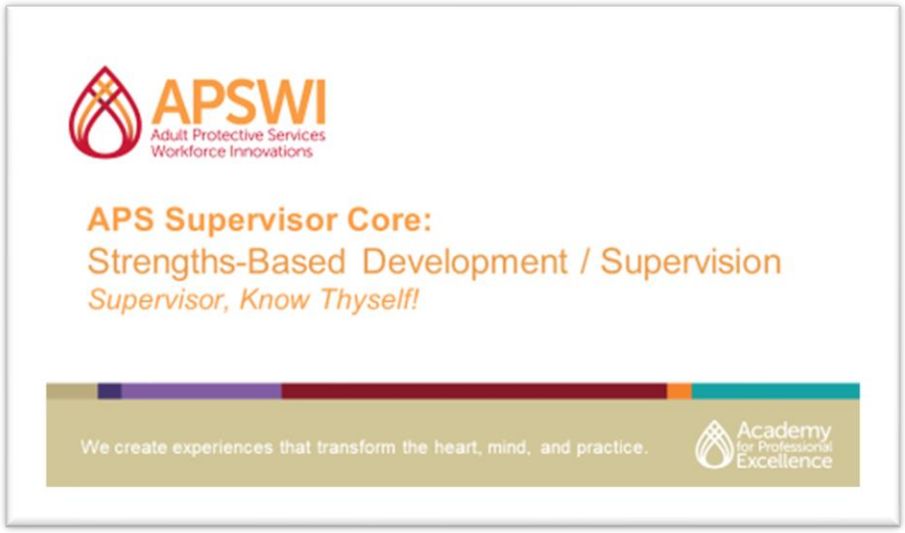

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Slide #4

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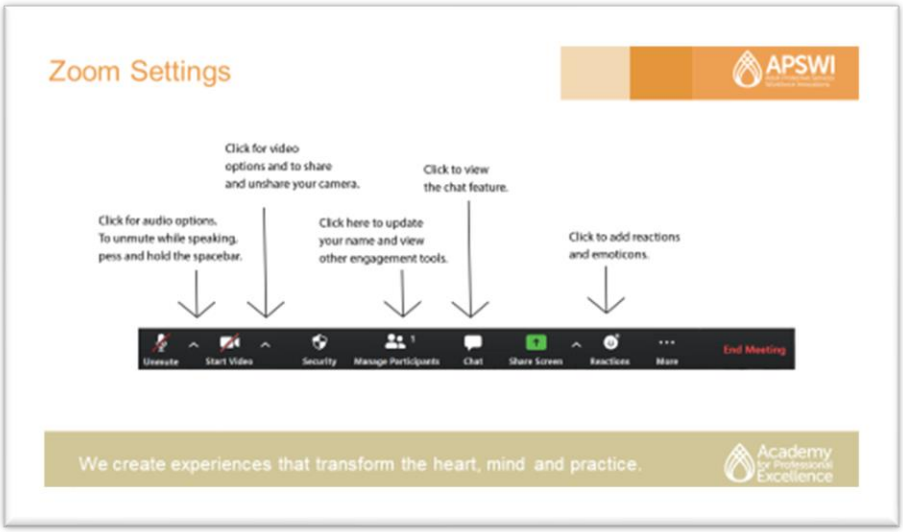

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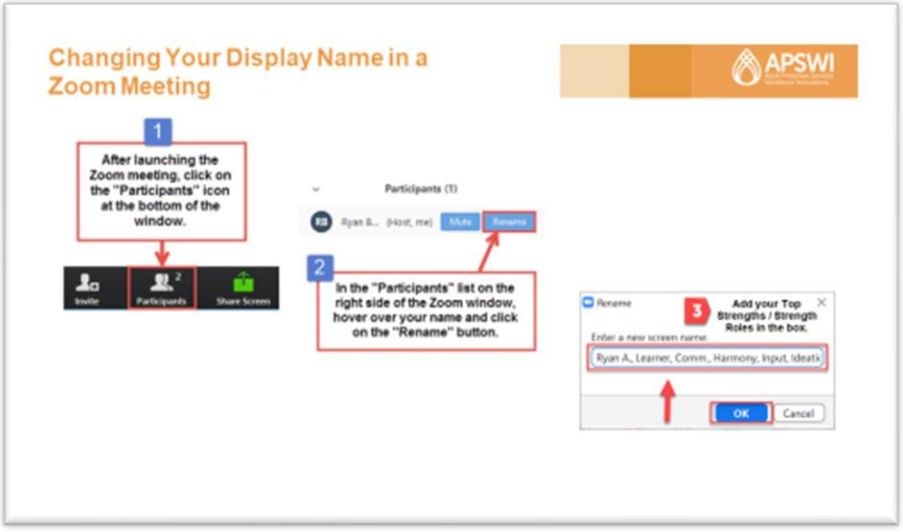

Slide #7

Your Trainer for Today:

Joanne Chen, MA, CPC

Organization Development Specialist

Certified Professional Coach
Gallup-Certified Strengths Coach

Top 5 CliftonStrengths:

- Learner
- Responsibility
- Input
- Belief
- Positivity

Slide #8

Learning Objectives

APSWI

1. Compare and contrast the benefits and limitations of strengths-based approach.
2. Identify how your top strengths/talents (as described in your assessment report) have contributed to your role/career.
3. Discuss how you might approach supervising staff in an APS case study using the strengths-based approach and your top strengths/talents.

Slide #9

Group Agreements

APSWI

- Supportive: Encouraging/Strengths-Focused
- Non-Judgmental & Respectful
- Permission to share only what I feel comfortable sharing
- Ask for clarification when needed
- Accountability - your role in implementation
- Acknowledge diversity of attendees
- Self-care

Slide #10

Group Agreements

"Confidentiality will be maintained: What happens during this training will not be shared outside of this group with the exception that the learning and key take-aways can be shared. Specific details shared by members of these groups during this meeting/learning session will not be divulged."

Slide #11

What is Strength?

- something that you're good/talented at
- what you are known for
- what comes easily to you / innate
- energizing, feels good/fun to use
- can be developed
- can atrophy due to lack of use
- drives performance
- flow

Slide #12

Who Represents Strength?

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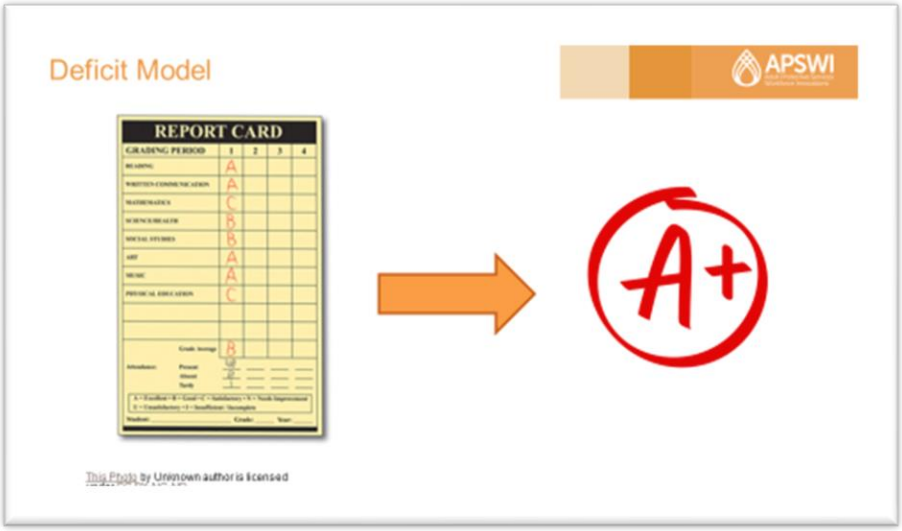

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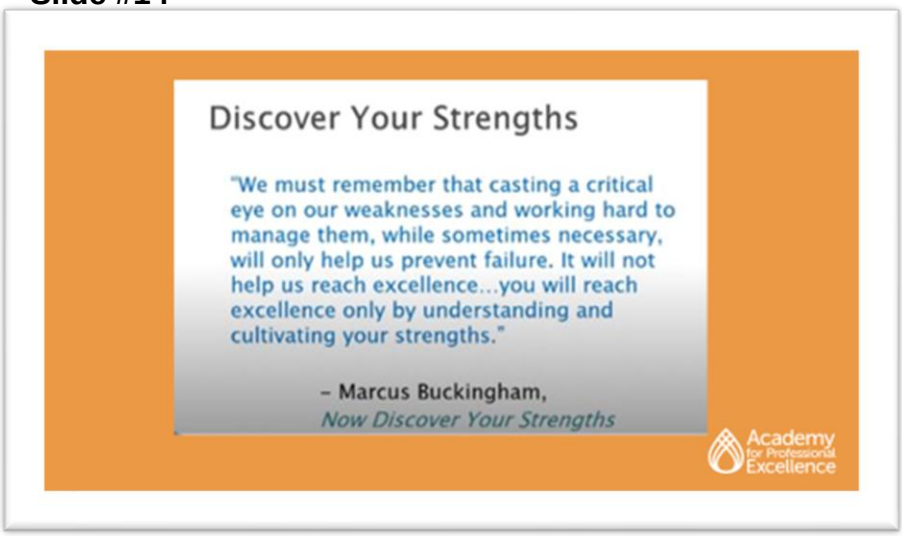


Slide #15

Slide #16

Benefits of Strengths-Based Approach

- Well-being
  - "Satisfaction, pleasure, commitment, and meaning"

Slide #17

Benefits of Strengths-Based Approach

- Work Performance
  - Decrease burnout and turnover
  - Motivation
  - Managing workload
  - "Productivity, sales, and profit"
  - Team performance

Slide #18

Benefits of Strengths-Based Approach

"Organizations that invest in strengths-based development achieve as much as a **29% increase** in profit."

https://www.gallup.com/cliftonstrengths/en/269615/strengths-meta-analysis-2015.aspx

Slide #19

Benefits of Strengths-Based Approach

- "Vitality, flow, passion and engagement"

Slide #20

Benefits of Strengths-Based Approach

If your manager primarily:	The chances of you being actively disengaged are:
Ignores you	40%
Focuses on your weaknesses	22%
Focuses on your strengths	1%

Rath, T. (2007). StrengthsFinder 2.0. New York: Gallup Press.

Slide #21

Poll: Strengths Use Gut Check

- How often do you leverage your strengths/talents at work?

Slide #22

Limitations of Strengths-Based Approach

Issue: Weaknesses, if unaddressed, may negatively impact work performance and career progression.

Solutions:

1. Strengthen a weakness if it's impacting a key part of your job.

OR

2. Find a complementary partner.

OR

3. Use a strength to compensate for a weakness or help approach differently.

Slide #23

Limitations of Strengths-Based Approach

Issue: Overusing strengths or using inappropriately (e.g., at the wrong moment) may hinder performance or achievement of ideal outcomes

Solution: Self-awareness is key.

Slide #24

Limitations of Strengths-Based Approach

Issue: Focus on strengths in the individual and how they compare with one another, instead of some sort of performance benchmark or in the context of organizational goals.

Solution - Ask yourself:

1. What outcomes are desired?
2. Who can best help achieve those outcomes?
3. What developmental support does my direct report need to strengthen their top strengths and meet the benchmark?

https://hbr.org/2016/01/strengths-based-coaching-can-actually-weaken-you

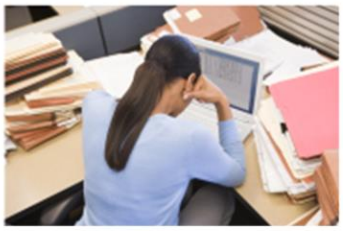
Slide #25

Limitations of Strengths-Based Approach

Issue: This approach places responsibility of performance on the individual while neglecting structural obstacles.

Solutions:

- Help remove structural obstacles.
- Provide resources.



Slide #26

Strengths Assessments

CliftonStrengths	• The oldest and most popular
VIA Character Strengths	• 2nd oldest, uses virtue categories, universal across cultures/nations
Strengths Profile	• 3rd oldest, measures energizing/non-energizing and frequency of use as well
StandOut Strengths	• newest, merges individual strengths to create role types (free of charge)

Slide #27

Strengths Assessments

- Measure intensity of strengths use
- Strengths can be developed
- Upgraded versions of some assessment reports available ($)
- Terminology of and approach to weaknesses differ
- Not for hiring.

Slide #28 (Please see Appendix A if you do not have your pre-work available)

Your Prework

Complete Part 1 and Part 2 (questions #1 and #2 only) of "Your Top Strengths" Worksheet.

Part 1.

Signature Strength/Role	At my best using this strength, I ...	What do I need to watch out for (i.e., blind spots) when using this strength ...	Support/Actions needed to be at my best with using this strength ...
Example: Responsibility	• Take ownership of every project to ensure high quality output/outcomes. • I am extremely reliable. Others can count on me and often turn to me for support.	• I tend to take on too much and get overwhelmed. I feel responsible for everything. I need to be more selective about what I take on.	• Delegate more. Divide up tasks with others and be clear about who's responsible for what. • Say no to projects that are not aligned with our annual priorities. • Negotiate deadlines if needed. • Work with my supervisor to come up with clear metrics to know what's enough.

Slide #29

Your Prework

Part 2. Reflection Questions

- At work, what are your top responsibilities?
- What are you known for at work?

Slide #30

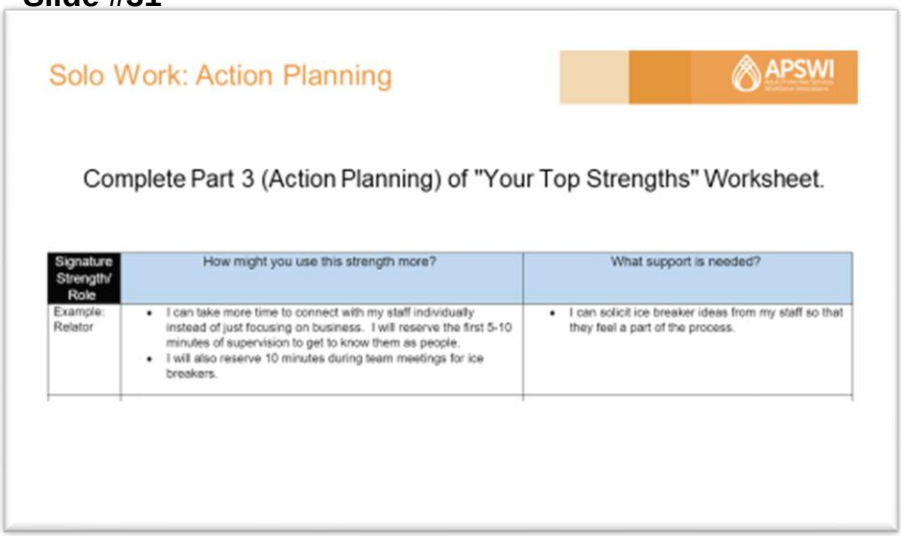
Solo Work: Matching

- Fill out the Question #3 (in Part 2) by matching top strengths to your important responsibilities:

How have your Signature Strengths supported you in your role, helped you be successful in the things you listed for Questions #1 and 2?

Top Responsibilities	Signature Strengths/StandOut Roles
Helping to resolve employee issues and disputes	Individualization, which helps me custom-design solutions that will satisfy all involved. Consistency, which helps me create clear and fair rules that everyone can follow.

Slide #31



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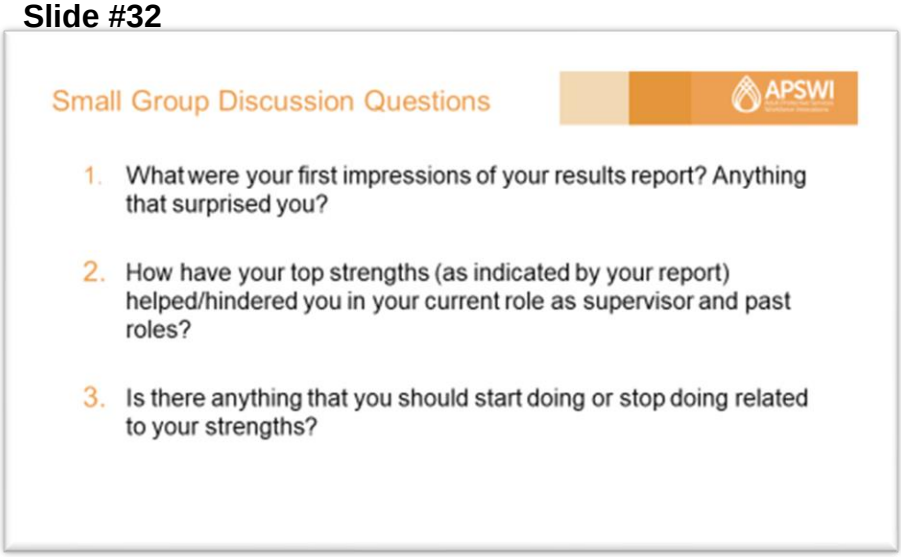
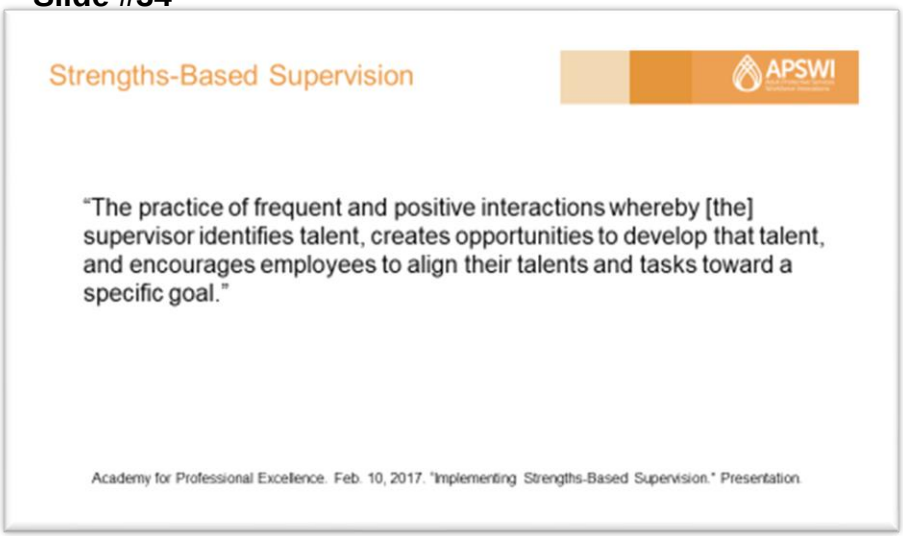


Slide #33

Large Group Discussion
APSWI
Briefly, please share with us:
Any takeaways, discoveries, surprises?

Slide #34



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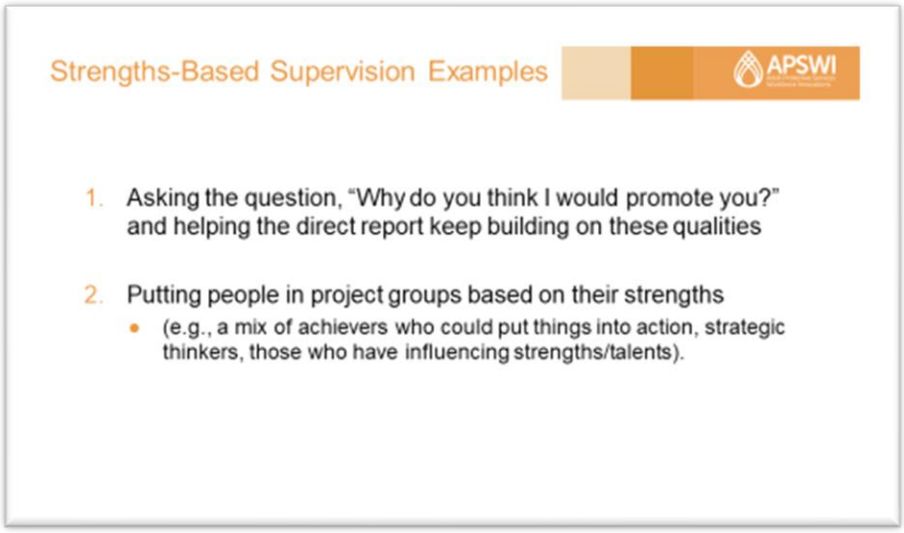

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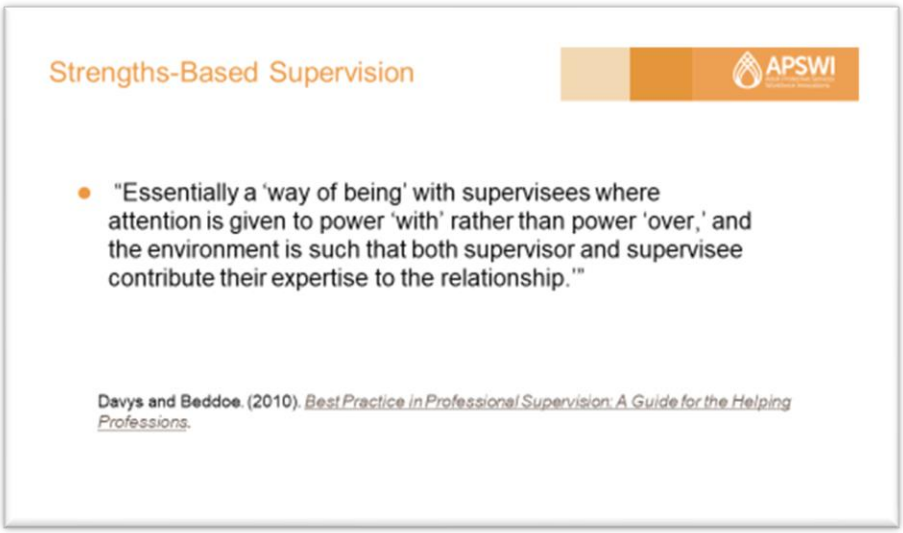

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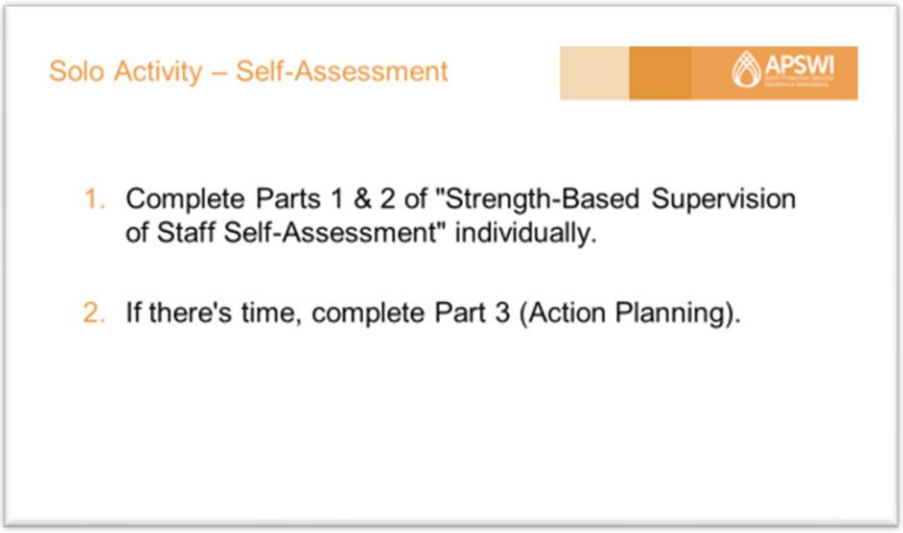

HANDOUT #1

Part 1: Self Evaluation

Instructions: In the table below, indicate with an "X" how often you practice each of the following strength-based behaviors in supervision.[1]

Best Practice Behaviors	Always/ Almost Always	Sometimes	Rarely	Never
1. I spend at least one hour a month with my staff on identifying their strengths and weaknesses in performance.				
2. I give my staff specific, strength-based feedback.				
3. I make expectations and outcomes clear with my staff, and expectations and outcomes are stated in strength-based language.				
4. I ask my staff for feedback on my supervision to learn about my strengths and areas for improvement.				
5. I celebrate with my staff when they meet professional goals.				
6. I take time to learn about my staff members' lives to better understand their unique cultural values and strengths.				
7. I acknowledge - verbally and in writing - my staff members who are doing good work. I try to notice those who are doing the right things.				

[1] Adapted from the work of Nora Gerber and Gil De Gibaja in *"Assessing My Own Strength Based Work,"* Strength-Based Family Centered Practice for CSWs. Training curriculum, Los Angeles County Department of Children and Family Services, 2004.

Best Practice Behaviors (Continued)	Always/ Almost Always	Sometimes	Rarely	Never
8. I regularly ask my staff members for ideas on how to improve the operations of the agency, perform follow-up, and advocate for ideas that might work.				
9. I write employee performance reports that are strength-based; each item reflects a positive outcome (change) that is expected/desired.				
10. I work to create a positive environment for my unit.				
11. I demonstrate confidence in the ability of my staff to make good decisions and let them do the job in a way they think it should be done.				
12. When mistakes occur, I avoid blame and, instead, work with the staff member to find ways to prevent similar problems in the future.				

Part 2. Summary

Instructions: In the text boxes below, summarize your strengths as a supervisor (i.e., behaviors indicated with an "Always/Almost Always" rating) and identify 3 areas for improvement.

My Strengths as a Supervisor:

Example: I make expectations and outcomes clear with my staff. I take time to learn about my staff members' lives to better understand their unique cultural values and strengths.

Potential Areas for Improvement:

Example: I need to celebrate with my staff more when they meet professional goals.

Part 3. Action Planning

Instructions: Create a developmental plan for yourself in the form of goal statements (specifying when, where, and what) to strengthen those areas needing improvement.

Action Plan for Improvement:

Example: Starting in April, I will set aside 10 minutes at the beginning of every team meeting for reviewing and celebrating milestones and successes achieved by my staff during the previous month.

Slide #39

Tool: Strengths-Based Questions
APSWI
Strengths-Based Coaching Questions for Supervisors
1. Describe a successful day. What made it successful?
2. What are you doing/managing well? What are you finding challenging/not managing well?
3. What are you feeling good about?
4. What's working well for you at the moment?
5. What's worked for you in the past? (e.g., strategies/tools/resources/supports/skills)
6. What have you learned so far that could be helpful in moving forward?
7. Which of your top strengths can you leverage to help you move forward?
8. How can we build on where you are now?
9. What's one thing that you could do to take a step in the right direction?
[Adapted from:

Handout #2

Strength-Based Coaching Questions for Supervisors

1. Describe a successful day. What made it successful?
2. What are you doing/managing well? What are you finding challenging/not managing well?
3. What are you feeling good about?
4. What's working well for you at the moment?
5. What's worked for you in the past? (e.g., strategies/tools/resources/supports/skills)
6. What have you learned so far that could be helpful in moving forward?
7. Which of your top strengths can you leverage to help you move forward?
8. How can we build on where you are now?
9. What's one thing that you could do to take a step in the right direction?

(Adapted from: https://positivepsychology.com/strengths-based-interventions/)

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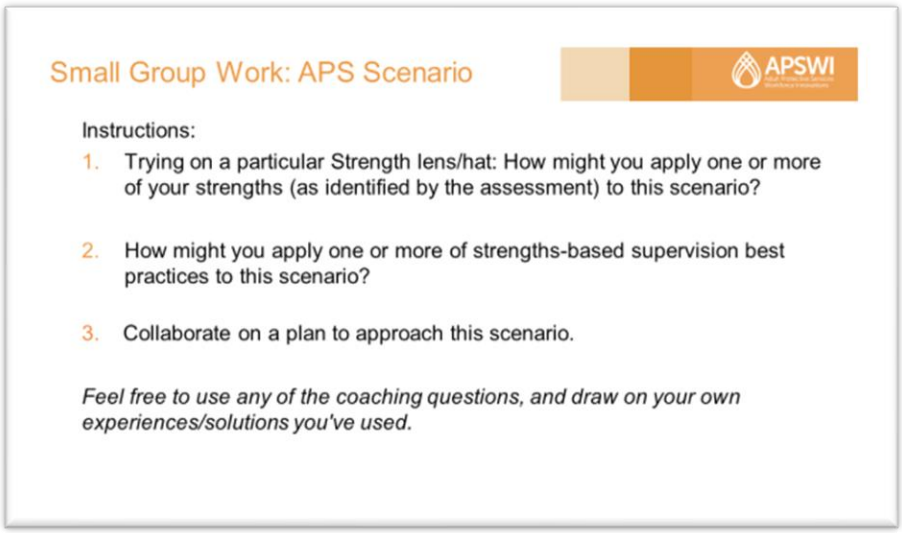
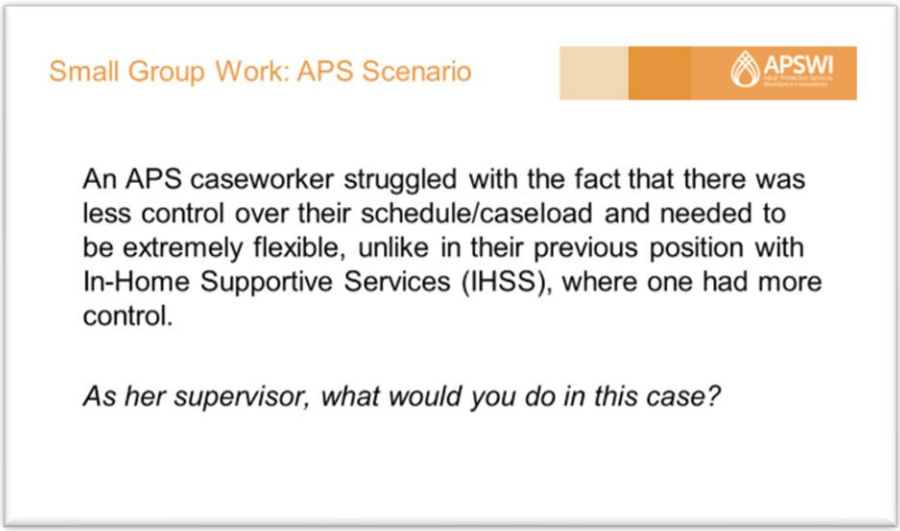


Slide #41



Slide #42

Large Group Debrief

Please share your plan with us!

Slide #43

What Are You Committed to?

Please share one of your goals in the chat box.

Slide #44

Evaluation

Date of Training

Online Evaluation
Link:
Activity ID:

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

Slide #45

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APPENDIX A – PRE-WORK

Part 1. Your Signature (Top) Strengths or Strengths Roles

Instructions: Complete the table below with your Top Strengths or Top Strengths Roles (according to the assessment), as well as insights from your results report and your own reflection. If your report gives you more than 5 Top Strengths, pick 5 that you would like to focus on for this training.

Signature Strength/Role	At my best using this strength, I...	What do I need to watch out for (i.e., blind spots) when using this strength...	Support/Actions needed to be at my best with using this strength...
Example: Responsibility	● Take ownership of every project to ensure high quality output/outcomes. ● I am extremely reliable. Others can count on me and often turn to me for support.	● I tend to take on too much and get overwhelmed. I feel responsible for everything. I need to be more selective about what I take on.	● Delegate more. Divide up tasks with others and be clear about who's responsible for what. ● Say no to projects that are not aligned with our annual priorities. ● Negotiate deadlines if needed. ● Work with my supervisor to come up with clear metrics to know what's enough.

Signature Strength/Role (Continued)	At my best using this strength, I...	What do I need to watch out for (i.e., blind spots) when using this strength...	Support/Actions needed to be at my best with using this strength...

Part 2. Reflection Questions

1. At work, what are your top responsibilities?

2. What are you known for at work?

3. How have your Signature Strengths/Strength Roles helped you be successful in what you listed for Questions #1 and #2?

Part 3. Action Planning

Instructions: Select 1 or 2 Signature Strengths/Strengths Roles that you could lean into more to increase your effectiveness at work. Create an action plan using the table below. Be specific in what, where, when, and how you are going to use your strengths.

Signature Strength/ Role	How might you use this strength more?	What support is needed?
Example: Relator	• I can take more time to connect with my staff individually instead of just focusing on business. I will reserve the first 5-10 minutes of supervision to get to know them as people. • I will also reserve 10 minutes during team meetings for ice breakers.	• I can solicit ice breaker ideas from my staff so that they feel a part of the process.

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