



Planning for the Life Cycle of Your Career in Prevention

Presenter: Chuck Klevgaard
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REBECCA: Good afternoon. Welcome. We're going to get started in just a minute or so. We're going to let some folks get into our webinar, and then we'll get underway.

All right, we're going to go ahead and get started. We've got some good information to share with you today. You have joined Planning for the Life Cycle of Your Career in Prevention with Chuck Klevgaard. This presentation was prepared for Great Lakes PTTC under a cooperative agreement from the Substance Abuse and Mental Health Services Administration, or SAMHSA. The opinions expressed in this webinar are the views of the speaker and do not reflect the official position of the Department of Health and Human Services. The PTTC believes that words matter and uses affirming language in all activities.

We have a few housekeeping items. If you have technical issues, please individually message Rebecca Buller, Jen Winslow, or Alyssa Chwala in the chat section at the bottom of your screen, and we'll be happy to assist you. If captions or live transcript would be helpful, please use your Zoom toolbar near the bottom of your screen to enable by going into the More section, select Captions, and-- let's see, yes, and Show Captions, sorry.

If you have questions for the speaker, please put those in the Q&A section at the bottom of your screen. Different from the chat section, this helps us keep them straight and be able to not lose them as the chat rolls by. At the end of the presentation, you will be directed to a short survey. We would really appreciate it if you'd take time to fill it out. It's only a few minutes. And it helps us continue to provide trainings like this one through our reporting to SAMHSA.

Certificates of attendance will be sent out to all who attend the full session. And it can take up to two weeks. Those things come into your email. And do check your spam or junk folders before you let me know you've got an issue, and you may find it there. We want to let you know more about what we're doing or get more information about our events. And by revisiting our social media pages, you can do that at any time.

And let me introduce our presenter. Chuck Klevgaard is a nationally recognized expert in substance misuse prevention, public health, and school-based health. Drawing on his experience and collective impact and prevention focused partnerships, he builds the capacity of states, tribes, schools,



communities, and cities to use evidence-based substance misuse prevention and intervention strategies. He specializes in behavioral health support, training and technical assistance, and evidence-based alcohol, opioid, and substance misuse programs and policies. Nationwide, he provides trainings to prevent opioid overdose, including working with the first responders to administer naloxone.

As a consultant to the Great Lakes PTTC, Klevgaard provides training and technical assistance to substance misuse prevention entities within the Great Lakes region, which includes, if you didn't know, Illinois, Indiana, Minnesota, Wisconsin, Michigan, and Ohio. Chuck is a certified senior prevention specialist through the Illinois Certification Board and holds a BSW from the Minnesota State University in Moorhead. And I want to welcome him now and turn things over.

CHUCK KLEVGAARD: All right. Thank you, Rebecca. I am excited to be with you all today. This is a bit of a cool opportunity for me in that we've had lots of conversations in recent years about how workforce issues have evolved and in how the role that prevention can play in all kinds of conversations, it has both evolved, shifted, changed, and presents real opportunities as well. So this particular sort of lens that we're going to use today is to sort of look at the life cycle of prevention as career and put some context around it with regard to what's happened in the last five years in particular with regard to the way that we do our work in the field.

So we know from education to retirement, that there are some recognizable cycles that folks have in their career. So I've taken some time to look at that issue and what we understand about career cycles and look at specifically through the sort of framework of the way that we work in the field of prevention, mostly from the standpoint of thinking about the ways that we can be really intentional about our careers.

So instead of sort of being sort of victims of the ebb and flow of what comes and goes with our lives to be able to look at it, to be able to forecast it, to be able to be intentional about where you want to land in the field and have a good sense about how to assess where you are now in terms of those career cycles that are somewhat predictable.

Now, that said, all of those things can be significantly impacted by changes in folks' personal life. They can be impacted by a move. They can be impacted by having a family. And again, in terms of where you came from in your previous career, all of those things have real significant sort of individual bearing on the way that any one of us moves through a life cycle. So keeping that in mind, I'm not saying here's a prescriptive sort of channel that you will all follow. Everybody will have their own path.



So we will talk about some of the stages in a typical career for preventionists and from the standpoint of helping us think about what a self-assessment might look like in terms of where am I in that process. Where do I want to be? Where do I want to go? And how do I deliberately get there? We'll talk a little bit about some very specific kinds of strategies for leveraging sort of professional development and leadership for career growth. We'll definitely spend some time looking at that in a discussion sort of format.

And then we'll also talk about steps that everybody can take, whether you're looking at your individual career path, whether you're looking at supporting colleagues in that environment, or whether you're a supervisor or a leader in your organization or your agency, and you're looking at creating a supportive environment for people to grow in the prevention field. So, again, we'll have a really in-depth conversation in the second half with that third bullet there.

So starting with the initial context, we're going to have these buckets of conversations that might feel a little sort of separated from each other and they're all interrelated. So I think starting with the basic context of what I said a moment ago, that with any life cycle of your career, there can be internal changes that you make that impact your path. And then there can be external forces that impact the way that prevention plays out. And so I want to start with that context of looking at what are some of the examples of things that have happened in recent years that in fact have changed our lives as preventionists.

So, in just a short period of time, these are examples of things that have shifted our role. And so I'll give you a quick example and then we'll talk about this a little bit. So we know we've had a global pandemic that's lasted for now going on beyond two years, again, sort of 80 million cases and nearly a million deaths around the country. And the reason that's important for us is that it has had dramatic impact on well-being, mental health. Social and economic determinants were worsened by marginalized populations already, all of that leading to sort of increased risk for substance use and substance use disorders.

One study looked specifically at just increases in use. About a 1/4 of adults in that survey said that they increased their alcohol or drug use as a result of dealing with either boredom or stress or the ongoing economic impact of stress in their lives. I also think a politically charged election-- we always have elections, but I think in this case, this took on a different form for many communities, talking about the sort of extreme camps that folks find themselves in led to a significant amount of stress and well-being and increased depression.

Sort of homicide and violent crime is up in some cities in direct relation to this. Remember what happened in Minnesota. And I live in Chicago. We certainly have seen significant sort of issues with regard to how politics has changed



the way that we interact in communities. First-time gun ownership doubled between 2019 and 2021. What a weird statistic, again, and I think some of that's political in that way.

I think that here in Chicago, and some of you are not from Illinois, but I'll give you this example, sort of the issue of our mayor was just not reelected in part because of the way that folks think about the word "woke" as being described in some capacity as sort of systematic sort of inequities that need to be addressed, is one of the definitions for being woke. And I think that in some cases, an increase in enforcement seems as the opposite of a woke community.

Now, whether you land on that as red or blue isn't the point. It's just that that divisiveness has created change in our communities that has impacted the way that people feel connected or engaged in communities has changed. So finally, sort of the trauma impacted by children and communities from both the pandemic and the opioid issue and just what we would call a syndemic, a number of sort of ongoing issues that are all happening at the same time that sort of have this multiple effects on people that escalate their risk for substance use disorders, opioid use disorders, depression, suicide.

If you've read more recently the sort of statistics about young people and depression and girls and suicidal ideation, in particular, young girls, extremely depressing, all of it related to some of these same kinds of issues compounding one another, evolving cannabis, alcohol policy issues where we've lost significant ground on access, availability, and social disapproval and perception of harm starting to erode, erosion of economic issues and social determinants.

And finally, a lot of racial justice issues. There are hundreds of legislation moving through different parts of states right now that have to do with sort of limits on education being able to talk about gay or lesbian or transsexual or being able to use words that might be attributed to what we would think of as social emotional learning got tied politically in some places in the Midwest to critical race theory. And it's hard to undo a Pandora's box like that. All of that impacted the way that we think about schools and prevention.

So quick poll, I just gave you some one or two fact examples about why those things matter to us in the field. Which of these issues has directly impacted your job or the role that you play in your agency or your career? So you go ahead, and I think, Rebecca, we have a poll here.

All right, thank you for cuing that up. So again, we're interested in acknowledging, if you agree with some of what I just said about the fact that one context we want to start the conversation today with is what's going on in the last five years that is somewhat that background and the foreground for prevention. So you can select any one of these, multiples of these, any of



these issues that you believe has had a direct impact on your job, your role in your agency. And invariably, then, maybe even your career and down the road. So it can be any one of those impacted your job.

So lots of you saying the pandemic overwhelmingly. People acknowledging that the charged politics has impacted the prevention field. Certainly, overdose and trauma. Subsidies, mental health. You scroll down in that poll, there's a little scroll bar on the side, you'll see that, again, significant numbers of folks identifying and agreeing with racial justice and economy even impacting our lives in significant ways.

All right, so thank you for doing that. It sort of, again, makes the case that we can now say, OK, one of the major things before we even start talking about career cycles for prevention is that we acknowledge this context. Our lives have somewhat shifted in some significant ways because of what we would call a syndemic, all of these things happening at the same time in the last five years. Any one or two of these things happening at the same time would be significant, but the fact that we have what, again, looks like eight things that are all happening and compounding in some significant ways.

So one of the reasons I present this as a starting point is that we are going to spend one bucket of time, one conversation with some dedicated conversations around sort of looking at the issues of diversity, equity, and inclusion. So, DEI. In terms of what role does prevention play with diversity, equity, and inclusion, it's something, again, that sort of when you think of words that if you did a wordle about prevention-- and we'll do one in a moment-- that's not necessarily what would come up.

Diversity, equity, and inclusion wouldn't necessarily have come up as a key word in roles for prevention as it does now. When I do that with folks around the country, I hear equity, sort of justice as showing up as big words as part of the role that preventionists play. So that's one of the immediate sort of shifts that we'll spend a little dedicated time talking about. So you can close that pullout, and we'll go ahead and move on.

All right, so really five years, but in terms of the last three years, this is significant in that one of the things I mentioned briefly that's happened is that the sort of longstanding inequities that are rooted in a long history of systemic discrimination have been made worse by many of those things. So that, again, makes the case why are we focused on equity, why are we reexamining some of the issues around how we think about selective and indicated populations. Are we sort of recommitting ourselves to looking at a new way of doing things?

So it's a moment of opportunity, an inflection point, in some ways, as a way of framing this in some positive ways. I would say that some key points that we can talk about here that are, again, sort of more on the positive side of things,



sort of racial equity commitments have reached \$200 billion since George Floyd. And so that's a 2021 update. Now there's commitments by corporate America to do more around racial equity. So Fortune 1,000 companies have committed \$66 billion to racial equity initiatives.

So in spite of the fact that it's sort of politics sort of blurs that line in some places, there's a real clear public, private commitment to this. And that's led to the way, in some cases, how our job descriptions in prevention are even written in different ways. So not only is it an opportunity, it's a shift that impacts the way that we think about educating and preparing preventionists, as well as the way that we write job descriptions in the world. So with all that in mind, this is that wordle.

So when I've done this in different parts of the country, we're not going to do that together electronically right now. We'll do a few other things in a moment that will engage you all. The word "equity" shows up as often as it does trauma or justice as being some of the bigger, newer words that show up in terms of when you ask the question what words come to mind when you think about the ways in which we do prevention or the roles that prevention plays in our lives. Sort of selected, indicated showing that more often, social determinants of health, diversity as a specific issue.

Modernizing the spiff, whatever-- and what that means to a lot of folks is sort of updating the way we think about the strategic prevention framework to reflect these kinds of issues are all against sort of critical ways in which that foundational context of what we're doing today to talk about the issues of prevention and planning for our careers.

So I want to start with getting a sense of where you are personally in the room. Have you been in prevention less than a year? Have you been two to five years in your job? Are you 6 to 10? Are some of you 11 to 15? Are some of you like me, more senior and more than 15? So we won't say anybody behind that. Again, this is an anonymous survey, so we're not going to call anybody out and say, wow, I didn't know you've been in the field for 37 years, Chuck.

So as we back up to that, sort of, let's continue to vote. Let us know where you're at, and so that we get a sense in the next hour where people are. Are you new to the field, kind of in the middle of that, more senior? And probably, again, if you're in that 11 all the way to 15 and beyond, you might be a manager. You might be an agency head. You might be a coalition leader. You might be somebody who works for county or public health. So we see a pretty even spread. This is amazing.

So about a quarter of you, less than a year, which is exciting. So we're going to talk directly to you and at various points. Two to five years, about a third. 6



to 10, 20, and then 10, and so, again, and then a lot of senior folks. And I'm thrilled to see that.

So we're going to talk a lot about creating supportive environments for that career cycle to advance and to promote professional development so that people can be able to, again, be that intentional and deliberate way of choosing that path for your prevention career. So thank you for doing that. So we can go ahead and stop sharing that. And again, what an even spread. I am both pleased and excited that we have folks from all five of those levels with us on today's call.

So I want to begin with a thought about one of the things that's become more true in the last 10 years, is that we can recognize where folks are coming into the field for prevention. There are some related fields that we see some significant parts of the country, where we see people coming from counseling or mental health. And we see people coming into prevention from Family Services and even a significant portion of folks coming from early childhood.

So here's another one of those invitations into the chat. Where else do you see people where you live? What fields are they coming from? So if they didn't go to school to become a preventionist, but that they started under another discipline or another type of career, but shifted to prevention, what does that look like where you live? Public health and education. Lots of folks in education around the country, peer recovery, nonprofits. Law enforcement, interesting. Cool.

Lots of folks there, seeing rolling, rolling lots of nonprofits who probably do a variety of different types of work on Urban League. Very cool. Juvenile detention. Health care, faith-based stuff as well. So all of this mix of folks comes into our organizations into our prevention agencies with a real variety of skills and backgrounds. And so that makes a very rich mix, but it also means that we have to think about folks as we develop professionally in our organization about creating a space where people can move from where they are, from where they start, because each of these disciplines brings different skills to the field.

So, again, sort of a great list, a great survey to probably take in your own agency or bureau to think about that issue. Now, the other sort of literature about what causes folks to choose a career is a lot about interest and education. What goals they have for themselves in terms of the kind of way that they want to live their life are all, again, sort of bigger buckets of what draws us in to prevention. But want to sort of say what else. So this would be true for any career that your interest, your education, and your goals would play a role. So as well the sort of skills that people have that I just mentioned a moment ago from different disciplines plays a role.



So in addition to those four things, what else draws us in to prevention? Let's acknowledge some of what we know. So when you look around in your agents, your organization, people showed up in prevention because they had an interest, they had a skill, they went to school. But what else? Desiring community change, love at mission, personal experience. I would say there was a time early on in my prevention career, which the majority of folks that I knew had family history with substance use or were in recovery. I think that's less true today, but that's still a big portion.

Public policy issues, sort of passion for the work, the desire to help young people or create healthy communities, a stronger sense of purpose. Love all of these, sort of taking education further, passion, a sense of pride, and again, that pride could be in community. It could be in lots of different ways, moving things upstream to create change where it's needed. Again, lots of focus on upstream work in public health, healthier communities. Amazing sort of examples of what draws us in.

So that's an important frame as we look now, OK, what are these stages that look like and what do they look like for us in the field? So as we think about the ways that people move in and through prevention, I want to sort of take a minute and talk a little bit about each of these phases as they're recognized more broadly for other careers and how they might apply to us, what's uniquely different when we begin to look at this for us.

So the first thing I would say the literature is clear that when you think about how folks move through career cycles, it may not be a linear process. So we're going to present it as linear, but for many of you, you're going to see I was here, and then I jumped all the way to the middle. And now I'm towards the end. And I'm not sure I ever sort of breezed through some of these other areas. Or some of you feel like, boy, I've been at this step, too, for about 10 years. I'm not sure if I'm stuck.

So I think each of you, as you listen to kind of the way that this plays out, keep that in mind, that it's very individualized, and it's very sort of non-linear for most folks. It isn't like you go through this, and then you get to do that. It is in general the way the literature describes the ways in which people think about some of these issues. Certainly, in that context, is that interest, education, what I came in with in terms of whatever discipline I might have come from or if I went to school to become a preventionist. What goals I have and skills, all of that's context in this pipeline.

So we created it visually as a pipeline because it's kind of somewhat like that from your initial career or exposure to prevention. Maybe you went to some event as a high schooler that was prevention focused and that led you into an education, or you came in at any one of those other 10 ways that we just talked about. So the first area might be thought of or described as sort of



learner in that sense. In some parts of the literature, this is described as sort of follower. It's not a very positive way of describing it.

I like the idea of calling this sort of early entry into the field that's sort of when we're learning maybe first job. For some of you in the room, those of you who felt like one or two years in the field, you may still be in this phase of sort of learning the job. A lot of what preventionists do in the first several years is action oriented or task focused. What I mean by that is I think that there's almost a sort of tendency in some agencies and organizations to have early preventionists be sort of glorified admin, meaning that they're taking notes, or they're sort of capturing minutes or printing agendas.

So in that case, I think those are less constructive things and have very little to do with advancing a career. I think that one of the things that's paramount for this particular stage of preventionists to ensure that they both develop at this stage and that they move to the next is that we think about really very deliberate and comprehensive onboarding, as well as sort of ongoing training in the early years.

So I say this to folks all the time. So believe it or not, the [INAUDIBLE] course doesn't prepare anybody to be a preventionist. So even if you've done substance misuse prevention skills, whatever sort of foundational training, those are great to have in terms of giving you some basic sort of content knowledge about the field and about some of the concepts we use, like risk and protective factors or public health approach. They don't really prepare us to do the work very well.

So even sort of preparing yourself through credentialing, I think, gets us a long way into that entry level learner phase, but it doesn't help us really do all that much with regard to the actual work that we're going to perform in the field.

So the literature suggests that sort of shadowing a key staff person, being clear right as somebody enters the organization, the coalition to work with colleagues to get some clarity about where do you want to go with this career. What is it that you want to learn? What do you want to contribute? So getting back to both the interests and that passion that some of you identified in the chat a minute ago is really key at this stage to say why are you here and what do you want to do is really an important part of that piece.

So a lot of contributions that folks can make beyond taking minutes and printing agendas are things like helping with sort of interviews, helping with things like doing an initial literature review or scan of the literature to look for some evidence for some aspect of the work that you're doing.

So thinking about meaningful roles that don't require high level skills but that have a meaningful contribution to the conversation and the work that's



happening is an important part of both satisfying that part of the stage as well as ensuring that that person's going to advance into the next level.

So having a framework for professional development, thinking about standardization of jobs and positions is an important aspect in the literature for really supporting entry-level folks, having a clear job description with some of those roles and those opportunities defined is an important piece of the system that we have, defining responsibilities and expectations for learners in order to be able to move into what we would call collaborators.

So again, just sort of broadly in the literature, we think about any career cycle, as you're moving and you learn the job, you move into what you think of as working more closely with others. So the reason this stage is often called that collaborator is because you're now working very directly in a collegial way with folks.

It moves outside of being told, here are some actions or tasks I need you to do into actually working in a collaborative way professionally with folks. So you're still operating from a technical skill set at this stage in life. But I think at this point, you're more valuable as a colleague and a peer in that same way. Some of what we know in the prevention field itself with collaborators is to identify educational experiential work-related activities that prepare folks for prevention, sort of transferable skills within the profession. Competencies that relate directly to the prevention field at this point are really key in being able to satisfy this collaborator role of how to work with people. To work in that sort of collaborative mode with folks is really key in this phase.

So as folks continue to move now, again, there's sort of no science about how many years it takes to move out of collaborator. You may stay there and be happy there. But if you do move on into the next area and the literature shows up, and this would be true for us in prevention in my own observation is that a lot of us then move into what we would think of as an instructor stage. At this point, you might become a team leader. You're instructing others. It's about getting a job done, and that job might be specifically about an area of work that your agency does, your coalition does. A lot of what's a hallmark of the instructor stage of career development has to do with staff leadership, having responsibility, not necessarily a lot of authority but having responsibility to oversee a project or some aspect of our work.

You might become the community engagement specialist in your organization as an instructor. You may move into specific kinds of leadership expanding the scope and scale of your job. This is at a point where the sort of modification to job descriptions and job roles is worth a reinvestment. As somebody who's been in your agency and now they're here, this is the time to redefine and sort of reclarify this issue.

I would say when I hear folks in this stage, they're beginning to have a deeper understanding of how prevention works. Now, folks who are instructors



understand the levers of change at the community level and at the evidence level. They understand the importance and role of a logic model in understanding how prevention functions. So in terms of the influence, the delivery of prevention programs and services and their ability to change and improve the quality of life.

So this is, again, a sort of a meaningful place in your career. You're at that midpoint or nearing the midpoint of your career. There are some things that really click, some lights that have gone on and that you get both how it works, why it works, why it's important, lots of sort of important pieces.

So as folks develop that meaningful role and they continue in the field, a lot of us become what we would think of as managers. Now at this point, the skill set is managing larger teams, bigger goals and objectives, sort of directly motivating people that you would think of as direct reports of yours or people you supervise, being able to play a role in helping to both help them think about their careers, to motivate them, to learn how to manage and as well to align the sort of tasks of a project with objectives and goals, sort of having, again, a sense of the means to pursue and achieve meaningful development of the people you work with and for and especially the people who you're directly responsible with as charges.

I would say what's critical and again in the literature is at the manager role for prevention is having a framework to influence the training for supervisory skills and management practices. I could say there are critical sort of corporate literature that about the sort of key ways in which organizations train and prepare managers and project directors.

And I can tell you that in the field of prevention, it's something that's very scattered. And some agencies do it exceedingly well of saying that we're going to promote you up through becoming a manager, and we're going to prepare you every step and every skill and competency that it takes to be a good manager. And other places, simply the time you have on the job gets you there.

And so I think, again, that sort of principle of sort of does time get you there, or is my agency really deliberate about what it takes to be a good manager, to manage both people and to manage projects? Lots of competencies there that we have to be incredibly deliberate to get people here. So sometimes, and again, you all would recognize this, that we've worked in organizations or agencies that people got to this place simply because of the passage of time rather than the preparation that we would do deliberately.

So know again, this takes a very sort of thoughtful dialogue with your organization about what does it take to become a manager, whether that's a project manager or somebody who oversees lots of charges. In that same way, we think about that career part of our lives as managers.



As folks continue and stay in the field, they may move into what we would call in the literature an influencer. So at this point, folks move somewhat away from managing teams to influencing people across levels. Now, what that looks like in the field of prevention is that we're now communicating with people outside of our immediate organization.

We now might be talking in the community. We now might be communicating with supervisors, peers, and colleagues, but we might also be talking about culturally diverse populations and representing the importance of that issue in your community. You might be interpreting the implications of evidence of problems to partners and individuals within and across different sectors of the community.

So you see people in this role in your organizations who you would think of, wow, that is somebody who is out there working specifically to reason with folks, to make the case for prevention, to express some of the issues. Specifically, this sort of notion of persuasion as a skill-- not manipulation, but being able to persuade with facts, with really sort of important intellectual and sort of experience from the field and from their own career about how to create the sort of healthy communities that you all talked about. So influencer is, again, sort of something that, again, more of us would be at the latter stages or latter cycle of our career as something that we might describe ourselves at.

And then finally, the issue of leadership. So you can think of this as a final stage, and this is one of those areas that's clearly in the literature that you can be a leader at any level. So I don't want to say that you're only a leader when you're here for 20 years. That's absolutely not true. You can be a leader right as you're a learner.

You can exhibit leadership and exhibit influence and support for others around you and colleagues. So this sort of label at this end here really is more capturing what we mean by the sort of role people play in their jobs as being more motivating-- sorry, just moved the chat box. It was covering my screen. Empowering, motivating, and inspires others to become more-- what a cool job that it would be to say that is my primary job right now is to motivate and inspire and encourage and support others in my organization. So for many folks at this stage of their career and if they would describe themselves in this mode or this stage, they become senior advisors to project directors. They become sort of support folks or mentors for project managers or project directors in that sense. So I think that that is a description of the pipeline as it might relate and what we say of career stages and looking at it through the lens of prevention.

So that said, let's sort of reengage you all with what I just said for the last 20 minutes. And tell me where you are. Where do you see yourself when you



look at these kinds of stages? Am I a learner? Am I a collaborator? Am I sort of in between a couple of these? Am I a manager, influencer, or a leader? So what the sort of intuitive nature of the spread that we saw a minute ago about where you all are in your careers, we should somewhat see a similar pattern in that we might see some folks who identify themselves as lifelong learners. That's the other one. Learner and leader are probably the two that are least discrete in terms of the alignment of sequence in that same way. So some of you might think of yourselves as a leader and a learner at the same time.

Very cool, lots of folks identifying with collaborator and instructor and what those things mean to us in that same way. Manager and influencer, some of you there. So again, lots of you picking more than one thing. Again, very typical in terms of what the literature says about the stages of career development, that we see ourselves in multiple ways with these kinds of pieces.

We're going to stop sharing and sort of move into this next piece. It talks about how do you be more deliberate. So these are some of-- one more slice at looking at our job. So we looked at some context of prevention right now in the last five years. We've now looked at sort of a flow of sort of stages that relate to the ways in which we think about how we do our work. And now we're going to sort of move that one more time into some of the ways that we think about typical roles that we play. And then we'll have the conversation about how to be more deliberate.

All right, so just closing that poll out. These, again, are some of the ways when I say to folks, what are some of the competencies or skills that you think are really universal for prevention? What are things that we do that are also part of that conversation? So I would capture that each of these things we said fits into those cycles in different ways. We are conveners of process, meaning that we bring stakeholders together. We convene groups together. We create linkage agreements between and across organizations, like a school and law enforcement. We do lots of that. We design processes in that same way.

We are facilitators and leaders. Often we are provocateurs, meaning sort of creating an issue and making a case for something that needs attention in a community. And that way, we can become a way of provoking a conversation, provoking change, provoking policy are all great examples.

Many of us have had skills directly as implementers of programs, implementers of curriculum, implementers of specific kind of approaches. Most prevention folks think of themselves as educators or trainers at various points in their career or various points in their day as organizers. So these are standardized in terms of the ways that I hear from folks as being examples of the kinds of roles for prevention. And this is where I would say, I



think we need to add two more things based on that sort of first conversation that we had. One of those things is this sort of diversity issue of diversity manager is something that many folks, especially from that midpoint of those cycles to the latter cycles, of becoming a diversity manager is something that we all think about playing a role in doing.

And then finally, an equity promoter-- again, these sort of unofficial names that I'm giving these roles as they relate to some of the roles that we just highlighted real quickly. And diversity manager, examples of what I hear happening in bureaus, agencies, public health departments, coalitions is the ways in which we sort of support and promote diversity itself to establish mentorship programs to ensure that we can reduce barriers to folks coming into our organization who are more representative of the community.

Doing culturally intelligent recruitment, again, just thinking about culturally intelligent, meaning that I understand. I've learned, and I've taken the time to recognize not just diversity but the cultural differences and that I'm specifically recruiting in ways that reflect that and both in terms of the way we recruit, the way that we support performance, and the way that we reward people all with a cultural lens to the fact that people have differences in the way that we sort of seek jobs, in the way that we apply for jobs, and the way that we find our jobs gratifying.

Setting public goals for accountability is part of a role, again, for prevention organizations. I hear increasingly talking about communicating progress with humility and transparency as one of the hallmarks of the way that we do diversity management. And finally, sort of equity inclusion promoter-- so it's a little different here in that, often, so when we talk about DEI, diversity, equity, inclusion, often a term to describe policies and programs that promote the representation and participation of different groups or individuals.

And that's our job in part because of where we started in that very first context of the things that have happened in the last five years. It's everybody's-- everybody plays a role in that creating space for ideas and perspectives, I think, is a really key thing I hear prevention folks talking about, practicing self-awareness, being cognizant of bias.

If we did a quick poll in this room. I would bet lots of us in this room have been through implicit bias training. I went through a six-session course myself this year on implicit bias and understand the issues. So when I see people say, elimination of bias, obviously, that's not possible. Being aware of bias and finding ways that you can manage bias both personally and in support of programs and policies in your organization, those are the ways that here prevention is talking about bias.

Addressing actions that don't align with your values and then collaborating to develop, embrace, and infuse sort of equity across everything that we do-- a



lot of organizations have equity principles. Our EDC has equity principles, the company that I work for. And I think that's been an important valuable way in which we think about the work that we do in our organization.

So value added, all of this, it serves sort of new perspectives, a wider talent pool, more productivity, job satisfaction, better innovation. Big corporate companies have looked at diversity, equity, and inclusion as having an impact on the business case and their bottom line. Not only are they more productive at problem solving and innovation, they're more productive in terms of financial organizations.

Better employee performance, increased profits, all things that are, again, well established in the literature and things that become talking points for prevention. So we can be the conveyors of that message about DEI Isn't just a good idea because it's important to reflect our communities. No, it's a good idea for 100 reasons that we all need to get better at talking about.

All right, so a couple of quick, and again, I think we have another quick poll. Again, we're going to move more into a conversation in a moment where we're going to use a padlet but bringing some summary to this. If you agree with some of these statements-- diversity, equity, and inclusion are everyone's responsibility. I love seeing the number of folks who are clicking yes, yes, it's everyone's job.

I would say 10 years ago, I would say diversity, equity, and inclusion are HR's job. I wouldn't have recognized it as a prevention role a decade ago. And certainly, again, with my own sort of moving through stages of career development, I certainly began to understand the value and importance of it for every organization. But I think in terms of a role specifically in a prevention job description I think wouldn't have gotten there until probably five years ago. So cool, love seeing that folks are agreeing with that.

Establishing a culture of DEI as to start from the top down, I would think it's critically important, but can it happen on every single level? And can somebody who is, in fact, early in their stage of career bring an important perspective about valuing diversity and equity to an organization? Absolutely, so agreeing with that on the one hand, but also saying doesn't limit us if we don't have top-down experiences. It's really critical in the literature that leadership has to get behind this in some ways for us to be as productive as we can be.

One person's life experience doesn't discredit another is something that's growing in the way that we think about bringing people into the field not only with lived experience but with different experience as being something that we're embracing in the field of prevention as being an important part of what we do. Suggesting other attitudes, go ahead and type those in the chat.



And again, I want to move us into this next conversation because it's sort of the meat of where we wanted to go today. I'm going to go ahead and stop sharing. If you have one more attitude that you think of just as important as one of these but also something you see happening in the field of prevention, type that attitude into the chat.

All right, so we're now going to use a padlet. And for some of you who've been with us recently, we are starting to find new ways to interact with you in meaningful ways so that you can participate in a conversation, that we can engage you really directly and hear from you because it's important to sort of leverage the expertise, the life experience, the career experience that's in this room specifically.

So we're going to spend a moment identifying strategies that you all are using to pursue your own professional development and career advancement. We're going to then move into a conversation about ways to support colleagues with professional development, and finally, the ways in which agencies, employers, and supervisors, the role that they can play in creating and promoting that.

So we are going to move into what we would call a padlet. So Rebecca has posted that link for you all. And as we move into that padlet, know that you'll click that, and you'll go there. You're going to stay on Zoom. And when we're done with this padlet, you'll simply X out of it, and you'll come right back to Zoom. So we're going to click there for now, and we should now be in the padlet. So you should see what was on your screen a minute ago as a slide should now be showing up through that link that you posted.

So where I mentioned, we're going to start is under self-initiated strategies. So that first question was, what are some things that you're doing right now to sort of advance your own career? What are things that you're doing to support yourself in either developing professionally or advancing in your career? So you see the little plus that's right under that word. If you click on that plus, it'll bring up a screen in which you can type something to say that I'm attending training, for example. And then you can hit the word Publish, and it's going to show up there. Absolutely, love it. So I see lots of you starting to type. So continue to do that.

While we're talking about these self-initiated strategies, I want you to notice that you can also weigh in on somebody else's issue. So if you don't want to type something yourself but you just want to agree with the fact that I'm attending training, you can click that little heart, and you can see it's adding a number. So if you agree with or like somebody else's strategy, you can click that heart.

Taking all the training I can, absolutely. So reading books, listening, and podcasts, finding social determinants of health justice-related materials on my



own, initiating conversations around public health, love that one as well. It's moving things down so that I can scroll down into this area. And for those of you, you'll see that right on to the right of the self-initiated, there's a little bar. And you can scroll down yourself and begin to see. Finding mentors, I am finding my own mentors, love that. Staying up to date and informed, professional development, getting my master's degree, attending trainings, furthering my education. Love this. I'm going to save this for us and send it to you all. Taking classes-- again, sort of very deliberate and specific things that you guys are describing about but that go beyond professional development that have to do also with advancing your career.

Some of you already started this but now move into-- if you haven't yet, move into that middle one, which has to do with colleague supported. What are the ways in which I am supporting people around me, whether that's a new staff, whether it's a colleague who's in the same place as me or even it's somebody who's in my organization that's in a different place than I am? How can I support people around me, supporting colleagues?

Going to conferences, I love the idea that people are co-presenting together, doing poster sessions together at meetings, practicing, having conversations and building relationships, absolutely. It goes a long way to building supportive environments. One study simply suggests asking somebody how they're doing and what they're interested in or what they're working on right now doesn't happen as often as it can or should in terms of advancing environments to support people.

Every two weeks checking in with folks, reaching out to colleagues in the field about different perspectives. Again, sort of look at all of the great ideas, networking with stakeholders. Also, sort of finding or being a mentor in that same way, sort of manager supports for training and sharing job opportunities with folks. Lots of amazing ideas for supporting colleagues in their own career development. Weekly coordinator meetings, weekly supervision meetings with folks, again, sort of amazing things.

So things I can do as a supervisor, what can I do with my agency, my organization, my coalition as a supervisor? So in that way, how do I create an environment that's more agency level, organization level, bureau level, coalition level kinds of things? Agency providing equity training, love that idea. Lean Six Sigma, say more about that in the chat so we know what that's about. Mentoring staff, my boss sends us to training that helps us build skills, certification, supporting credentialing, creating work-community connections, bringing systemic change in policy.

What about the idea of thinking about promoting company culture sort of beyond the sort of training, actually taking direct sort of ways in which you're promoting culture in an environment that supports professional development and career advancement because, again, those are different things? Career



moving and advancing is different than just learning. It involves learning, but it goes further. Love all of this stuff, very cool. Recommending podcasts for prevention-- lots of really cool ideas happening. In addition to into our padlet today, I also see folks typing into the chat itself, very cool.

So I want to invite you to finish up and continue now to go back and like those strategies that you see other people doing. So if you didn't do that a minute ago, before we leave here, I want people to have this collective feeling about the kinds of stuff that's in here. So if you didn't pose something yourself or you didn't as you were going like things, go back and click those things that you connect with most or that you agree with most or that you say, yeah, that's true for me, too. So now go back and click the heart on as many things as you can, and we'll leave this open for another moment so that you can do that.

All right, seeing lots of folks interested in supporting agencies, supporting credentialing is being really key in lots of places. Challenging others to practice what we've learned as being a really-- getting a lot of clicks. Collaborating with more experienced coworkers, finding those opportunities as being something that's important to a lot of folks. Lots of people checking training, of course. I love the idea of listening and podcasts as being a powerful way in which people are sort of advancing their own learning or learning these skills or competencies.

Awesome, so again, we're going to save this for you and send it to you all. And hopefully, as you did this for yourself, one idea jumped out at you that you're thinking of. Oh, I love the idea of sharing podcasts and recommendations. We have a new category. So again, there's a podcast channel that you can check out with regard to learning new things. Lots of ways in which you can go across PTTCs and using the Great Lakes current channel to listen to previously recorded webinars and looking at materials from some of the events that you've been to are all great ideas.

All right, so again you're going to X out of this. We're going to save it for you, but we're going to go back to our PowerPoint. And say again this sort of huge gratitude about the immense number of ideas that, again, are the ways in which we now think about 15 or 20 things that you can do in each of those three buckets. So whether you are advancing your own sort of professional development or career or whether you're supporting colleagues or whether your prevention bureau, agency, coalition, organization can do.

So some of what is in the literature about self-initiated proactive strategies-- sort of developing yourself continuously and purposefully. Now, this has to do with that intentionality that I started the conversation today with of thinking about not just showing up for trainings when they happen or thinking maybe I'll go or not go, but really thinking, where do I want to go? Having a sense of direction and a reason shows up in the literature as having a better way of



advancing through that sequence or moving into the next cycle of your career if you're more purposeful.

The idea of seeking mentors, whether that's informal or formal, the notion of you as the person initiating it as being self, being initiated proactive strategies, those folks who seek mentors themselves. And again, whether that's formal or informal, the literature is just as powerful with regard to thinking about, I'm finding mentors. I want to find opportunities. Someone typed in the padlet a minute ago, I am deliberately creating opportunities for me to spend more time with people who are more experienced in the ways that I want to work. Sort of networking, clearly important in any job but equally important in the field of prevention to do self-initiated strategies. Requesting the time it takes-- so for some of us, it's, again, being deliberate to say, I need time a way to do this. I need time during my day to do that. I need to be able to take time to attend meetings, conferences, trainings. I want to participate in a community of practice. I need to make that part of my role so that it's something I can build into my work day.

So whatever it is, requesting the time is a real key factor for us in prevention. Asking for what you want in that same sense, having that sort of deliberate sense of where I want to go in my career as a preventionist is to begin to oversee all of our community engagement aspects, or I want to be able to take on a role of more of a research assistant for our organization so that we're sort of grounded in evidence more across the way and I become more of a research associate into a research specialist or the director of evidence for our agency.

So whatever it is, thinking about what is it that you really want to contribute and then how do you make that part of your job is part of what the literature says. Asking for what you want goes deeply into thinking about where do you want to go in your career. What contribution do you want to make? Where is your passion in this work?

It might be about data and finding more opportunities to analyze and present findings. It might be about, again, that sort of engagement piece, that you're good at creating partnerships and that you want to become the person who helps develop new and engaged linkages with other organizations.

Saying yes to opportunities is really key in the literature. This would be true for any field, but I think it's really critical in the field of prevention. When you have the opportunity and somebody says, I need somebody to co-present on this poster at APHA or I need somebody to just help me pull this content together for this training that we're doing, I need somebody to help teach instructional design to the rest of our team, I need somebody to-- so saying yes as often as you can, even if that yes is conditional on I might need some support in this way to do it, but I'm going to say yes to that request is an important part of being able to advance.



So giving back and paying forward show up in the literature and lots of different ways of being able to think about how do I in the sense of being able to give back to what I had benefited from in organizations as prevention is but being able to give back directly to colleagues to give back to my community. So this shows up in the literature in lots of different ways in terms of the give back and paying it forward, thinking about both ways of even if I haven't contributed, I'm going to make that contribution now so that the cycle of sort of universal law comes back, that what we put into the lives of others comes back into our own in the positive side of that frame is what that means in the literature.

So many of you identified colleagues strategies. So what shows up again in what we look at as being important levers here, taking personal interest in folks as being one of the really critical things that we can do, not just in who they are and what they care about and where they want on vacation or how the play went with Suzie and their daughter, having a personal interest in their lives is absolutely critical.

But also, taking the next step to be interested in their career goals, where do you want to go in this organization? What are you hoping to do? Where do you want to be? How can I help you to get there? And sometimes even just asking and knowing about what their goals are is a part of supporting that environment for them to get there. Promoting training and development as many of you talked about the importance of doing that with colleagues. Encouraging, mentoring, or shadowing of folks in significant ways.

Rotating employee roles shows up as a colleague skill in lots of ways, meaning that I always run the meeting with the coalition. I always run this aspect of our staff meeting. I'm the one who trains people on this piece every year. Rotating that around so that you have an opportunity every three months, every six months, once a year to do something that Fred always does or that somebody else in your organization has traditionally always taken. We know that building and creating ways to rotate employee roles is a really significant part of advancing in professional development, to move somebody from one part of that stage in their career to the next. Rotating employee roles is a lever in that.

So supporting work-life balance is important, both for our own sort of level of well-being but also to support colleagues in a way that so we're not just promoting self-growth or even promoting sort of employee growth. We're supporting work-life balance in a way that creates an environment that's supportive of people as individuals.

Painting the big picture is part of what shows up for colleagues as sort of, why does this matter? What you're doing right now, you're taking notes at a meeting, but the director of our organizations is going to take notes at that



same meeting a month from now. So part of what we're doing every day feels big and important, and sometimes it doesn't. But it's still an important part of the picture is what that literature says about prevention, making sure that we make the case that we're all part of a moving sort of goal and that what part we're playing today may not seem as significant, but it's all significant is what it says in the literature, creating a succession plan.

I love the idea if you think about how many of you have been in an organization like me where I feel like, boy, if this person ever retires, we are in big trouble because they do so many important things. So having somebody moving into our organization that takes on and learns one of those important functions that that prevention leader has in our our group so if that person ever retires, we will absolutely miss them, but we won't miss a beat in terms of the way our organization functions.

So thinking about a succession plan for key people in your organization so that we're moving mid-level people into those roles well before that person retires or leaves our organization is part of what the literature says about supporting colleagues in that same way.

Now, many of you identified agency supervisor strategies as well. Sort of soft skill development is a part of what organizations can do in that sense. Again, some of that showed up in the padlet for you all in that same way, sort of soft skills applicable to-- different prevention soft skills might be problem solving, public speaking, listening skills, teamwork skills. It might be digital literacy skills are all examples of soft skills that agencies can support, too, to sort of, again, lay the groundwork for folks to be able to have opportunity.

Regular feedback shows up critically in terms of being able to have and support an environment where people can move through that pipeline. Training lunch and learns is something that, again, sort of having opportunities where everybody can participate regardless of being able to travel sort of has been important both during a pandemic as well as sort of creating equal opportunity for folks is what shows up there for agencies being effective.

Both coaching and mentoring, coaching being, again, sort of more direct ways in which we support people that might not be a formalized mentoring program but coaching people about how to facilitate a really strong training or how to move into a role where you're working with a superintendent in a new way of a school district. So coaching in lots of ways to help prepare somebody and then giving them feedback about the ways in which they did that.

So job rotation shows up again in this side of things as well. Sort of switching roles and having that succession plan for organizations is part of the colleague piece. But having a direct job rotation program shows up in terms of



what prevention can do to help prepare and strengthen their organizations but also help people with their own professional development and career stages. Stretch assignments, again, is something our organization does all the time. And when we think about folks advancing from one grade to the next, we think about what are the stretch activities that you need to do, and stretch being something that's outside your comfort zone, something you haven't done yet.

So in our organization, an example of stretch might be that you're going to lead a project. You're going to be a project manager. You're going to be a senior advisor on something might be a stretch activity for someone later. It might be that you're going to be the driver of a proposal for an RFP that comes out next week. You've never done that before, but the best way to learn it is to shadow somebody and then take on that role as a stretch assignment. Take on some online learning for agencies.

And obviously, promotion playing a significant role, having formal and deliberate sort of milestones in somebody's career to say, now, you are a research assistant. Next month, when we promote you, we're going to call you a research associate. You're a public health official. You're a community engagement specialist. You're a community engagement director. So thinking about the ways in which you create formal milestones where we promote and move people through is a critical part of that sort of cycle of the career that an agency supervisor role can take.

So overall strategies for leveraging leadership sort of tying this whole piece up, where are you? So understanding where I am and where I want to go is really critical in the sense of where I would take this conversation with individual folks is, where are you? Where do you see yourself in all of the different buckets of conversations we just had?

Where are you in that? Where do you want to be? And not just in the next 10 years or 5 years, but where do you want to be in 6 months? Where do you want to be a year from now in that sense so that you have some very sort of shorter within sight sort of goals that are milestones that get you to that next level? What skills do you want to develop? What opportunities do you want to have?

And again, maybe it's to deliver some aspect of training that your organization has done or to work with some community engagement opportunities that you haven't done. Or maybe you want to be the one who presents the next round of data from your needs assessment that your organization did. So the skills that you want to develop, thinking about those deliberately and then saying, I want to be the one to do that. I want to take the lead on that in that way in the next three months of my life.

How to assert opportunities, to think about how you can support colleague growth because remember, this sort of pay it forward and sort of pay it back



and pay it forward kinds of opportunities. There's a great deal that we learn and benefit from being the mentor, being the one who's supporting colleagues in their own growth. It has an amazing impact on our own growth. So thinking about, how do I support colleagues, how do I support people around me is an important sort of thing to put on your checklist today.

And then if you're a supervisor, you're an agency, a bureau director, what clicked with you when you heard all of the different activities that agencies, organizations, and bureaus can do? What are you doing well? And how do you do more of it? And was there anything on that list that said, well, we haven't done that? We don't really have formalized stretch activities. Let's add that component.

So thinking about that piece as well. So this is, again, a short checklist to give you some examples of ideas because where I want you to go is the kind of training where I'm going to pause for a moment and invite you to think about these two questions. So actions I'm going to take the first week back at work-- so today is Tuesday. So by the time I get through the end of this week or early into next week, what's something I'm just absolutely going to walk away and do? So don't write it yet.

So write it on a piece of paper for yourself right now. What's one thing I'm going to do? It might be about my own professional development. It might be about changing something about my organization. It might be about supporting a colleague who I realized I could play a role with. And it's specific, and I'm going to do it right away. I'm doing it within a week.

The second one is actions I'm going to take in the next three months. So this is sort of a longer term, further out. And again, write it on a piece of paper. Don't type it in the chat yet. I'm going to give everybody a moment to write those two things, actions I'm going to take in the first week, actions I'll take in the next three months. Writing them down.

And those of you who do training and professional development know the value of writing something down is making a personal commitment. It has a huge contribution to the number of folks who actually go and deliver. If you take the minute to even write it, even if that takes you one minute to write something down, the likelihood that you'll actually do it is enhanced, increased in some cases tenfold. So know that what you just did by writing that down has taken you a long way toward actually doing that.

So we're going to do what's called a waterfall in a moment in the webinar chat. So we're going to start with the first question. And you just type it. But don't click Send yet. And it's typed for everybody. So make sure everybody is selected. And just type in the actions you're going to take in the first week but don't click Send.



So everybody type in the chat right now the actions you're taking in the first week. And then in a moment, I'm going to say go ahead and click Send. But let's all do it at the same time so you see a waterfall of ideas. So right now, everybody's typing that action you're going to take the first week. Don't click Send yet. All right, so for this first one, we're all going to hit that Enter button at the same time, actions we'll take in the first week. Go ahead and click Enter. Amazing, very cool, very cool. Still flowing in, sort of a waterfall of ideas all happening at once.

Actions I'm going to take in the next three months, now type that into that chat area, what I'm going to do in the next three months as a result of what I heard today. An action that I'm going to take that's a little bit further out than what I'm going to do this week, it's something I'm going to do in the next three months. Type that in. Don't click Enter yet.

And all right, so everyone has next three months. Go ahead and click Enter, and we'll see a waterfall of ideas of what you all are going to do in the next three months. Research and present. Review my skills. Seek areas in the office that need help. Obviously, great ideas, very, very cool. Keep letting them flow as we sort of wrap up this piece. Create positions for staff to grow. Think about skills and competencies.

Quick Q&A, do we have any questions in the pod? Anything, Rebecca?

REBECCA: I do not have any questions in the Q&A, but I'm always welcome to have new ones put in. Does anyone have any comments or observations? Here we go. Got some coming in now. Where can I find guidance on how to be a better mentor?

CHUCK KLEVGAARD: Oh, very cool. Awesome, we'll post some resources. There's a collection of places I would send folks. So I'm going to pull together some ideas about mentoring. Mentoring prevention specialists, I think a lot of that is based on very specific competencies that we have in our field. And a lot of them we mentioned, everything from the sort of becoming a facilitator and instructor, a persuader, a public health specialist, a child development specialist, socioemotional learning. There's a whole bunch of very specific areas, but there's also some great mentoring stuff that I'll put together. And we'll post it with the activity.

REBECCA: Wonderful. We've got another person asking about sending out the lists that have been generated. I'm going to pull them together and send them in a follow-up email to everyone who's here today. And a number of them, maybe not all of them, will get posted to our website as well. So you'll get them personally, and then they will be available along with the recording and a PDF of the slides on our website. We have a question about how do we find a mentor, any guidance in finding a mentor.



CHUCK KLEVGAARD: I think someone who works in the way that you do or is in a role that feels like a role that you want to begin to play in your organization. And sometimes that's specific to-- like I said, I think that the folks who work in organizations that have a very sort of narrower focus like they're data and epidemiologists, I think finding a mentor who has that background is more important for those folks who are big about impact or evaluation. That's the same thing. So in those extremes, finding the mentor in your organization who does that matters a great deal.

In general, I think the other thing is finding somebody who's experienced in the field who you feel connected to already or feel like that you have some similarities in the way that you think about and approach the work and that you have access to. I think that in more recent times, you can be a virtual mentor. I think that that's possible. So I don't mean that you can't have a mentor in another part of your Bureau or agency.

But I think access is the broader term. So somebody that is accessible to you would be key. So we'll look also for some ways to think about selecting a mentor. I'll find some of-- there's, again, some good resources about how to do that specifically for preventionists.

REBECCA: All right, we have another question. Are there any states that have workforce development team? I'm assuming in the preventionist area, not just a basic workforce development. I don't have any clarification on that. But do we know of any states that have a specific workforce development team?

CHUCK KLEVGAARD: I think that there are sort of within-- oftentimes, within the single state authority, the NPN or National Prevention Network, identified person is going to likely be the person who knows the most about how the prevention workforce is supported across a state infrastructure.

I do think that some states are very deliberate in assessing the needs of the workforce in terms of for training purposes. But I'm less aware of states that actually deliberately support that pipeline, meaning that they support people coming into the field from those different disciplines all the way through figuring out how do we continue to advance people so that we end up with lots of strong leaders on the far right side.

It would be a good question of having some ways. I think a quick survey of your NPN would be a place to start with your state about who is it in your state that would likely know the most about overall workforce development. I think there's states that definitely do assessments, and there are states that have plans or part of their strategic plan for prevention includes a very deliberate plan for workforce development. But in terms of having a key person, I would start with the NPN. I don't know if others would suggest other things.



REBECCA: We're getting some comments and suggestions in the chat so check those out. It looks like there are different kinds of resources in different states so check them out. You might get an idea by looking at what they're doing in other states.

CHUCK KLEVGAARD: Yeah, cool. Yep, see a whole variety of different states that have different ways to think about where that happens. There might be a technical assistance infrastructure. There might be a training contractor who knows more. There might be-- I love these regional systems that may even know more about place-based kind of professional development opportunities, career development that are based more on whether you're in a particular part of the state or working with a specific population.

I just want to say thank you to you all for allowing this very different way of presenting not a prevention training but a prevention discussion today. It's been great to sort of interact with you all. And thank you for taking the time, especially in the padlet. What amazing lists you all created for yourselves and for your colleagues today. Turning it back over to Rebecca.

REBECCA: All right, and I'm going to turn things over to Kris

KRIS: Hello, everybody. I wanted to share a few things coming up that we have coming your way. First of all is I wanted to let you know the Using Social Media in Your Prevention Work is filled. I know I've gotten quite a few emails asking to get in. Unfortunately, that training is full. We do have on March 22 Using Podcasts to Promote Your Prevention Messages. And I should say the podcast one also has a limited number of slots available. So if you're interested, sign up right away.

On April 6th, this is also a limited number of slots for this is the Deep Dive into Prevention Ethics. This is part of a series. You don't have to have attended the previous ones in order to come to this one. But we do ask that you have taken the Foundations to Prevention Ethics before you attend these.

We have Engaging Young Adults in Prevention Planning and Implementation on April 12th. And we have the Sustainability Planning Intensive Training Course coming up again. So this is for folks who are ready to dive into sustainability and really do some planning, active planning. So this is not a good course of just I want to learn about what sustainability is. We have other ways for you to get that information. This is if you want to jump in and start doing some sustainability planning.

And we have coming up a series of webinars on recruiting, hiring, retaining, and promoting. This is a cross-TTC webinar series, meaning the Mental Health TTC, Addiction Technology Transfer Center, and PTTC, the



Prevention Technology Transfer Center in the Great Lakes region, we've partnered up to offer this series.

After the webinar series, there's going to be a Change Leader Academy on this topic where you can dive into it more. And then for those who complete the Change Leader Academy, there's going to be some individual technical assistance and coaching available for you. So if you're ready to dive into this topic deeply in your organization, I highly recommend that you sign up for this series.

If you haven't already, I highly encourage you to and follow our Facebook page. This is the way that you get information that is coming. As soon as we get it, we can post it up there. So it's the quick and easily accessible way to get that information. We do the same thing on our LinkedIn page. So if you are a LinkedIn kind of person, please follow us on LinkedIn.

And last but not least, please complete our post-training feedback form. That's our GPRA form that once this webinar is closed out, you will automatically be sent to this page. This is really important because this is the way we can give information back to our funding agency to show how we're doing with our training so that we can continue to offer you free trainings. And with that, any last thoughts from Chuck or Rebecca before we close this out?

REBECCA: Just thanking everyone for being here. Watch for an email. It may take a little bit because I'm going to wait for some of those resources that Chuck is pulling together and add to that email. And we'll will also let you know when our website is up with the recording if you'd like to share this with colleagues or see it again.

KRIS: All right, yes, and a huge thank you to Chuck for pulling this together, for the great information. Really appreciate all the time and effort you put into it. And also, a thank you to all of you who participated with the great participation via the chat and padlet and polls. It was great to hear from you all. So all right, thank you, everyone. Have a great rest of your day. Bye-bye.