Walden University
ScholarWorks

Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies Collection

1-24-2024

Human Services Professionals' Perceptions of Messaging from Administration About Serving Diverse Clients

Tina Cheree Martin
Walden University

Follow this and additional works at: https://scholarworks.waldenu.edu/dissertations

Part of the Social Work Commons

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Psychology and Community Services

This is to certify that the doctoral dissertation by

Tina Cheree Martin

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Gregory Hickman, Committee Chairperson,
Human and Social Services Faculty

Dr. Shari Jorissen, Committee Member,
Human and Social Services Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2024

Abstract

Human Services Professionals' Perceptions of Messaging from Administration About Serving Diverse Clients

by

Tina Cheree Martin

MS, Capella University, 2012

MA, Park University, 2000

BS, Missouri State University, 1993

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Human Services/Community Intervention/Leadership

Walden University

January 2024

Abstract

The study's purpose was to better understand human service professionals' perceptions of messaging from administration and whether it is consistent with their training. The perspectives of human service professionals were examined regarding messaging from administration on how to serve diverse clients. Bronfenbrenner's ecological systems theory was the theoretical framework used to explore diverse environmental systems and its effect on human development. A generic qualitative research design was used in conjunction with semi structured interviews to examine the perspectives of human service professionals. The themes developed were (a) inconsistencies in messaging led to decisions and actions made by human service professionals that contradict their policies/procedures; (b) human service professionals can better plan and deliver services effectively when messaging from administration is consistent across managers; and (c) contradictions in administrative messaging negatively impact effective services, their progress, and well-being for clients. The results of the analysis indicate that consistent messaging from administration can foster better planning and service delivery for the client's well-being and progress. The results of the study could help administrators make changes in their professional staff training and how methods are applied to reduce unintended delays or mishandling of service delivery. Additionally, results from this study could impact social change by helping administrators to improve services to diverse clients by reexamining the policies and procedures to align with human service professionals' training.

Human Services Professionals' Perceptions of Messaging from Administration About Serving Diverse Clients

by

Tina Cheree Martin

MS, Capella University, 2012

MA, Park University, 2000

BS, Missouri State University, 1993

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Human Services/Community Intervention/Leadership

Walden University

January 2024

Dedication

I dedicate this dissertation in memory of my parents, Charles and Charlotte Ward. I know you were with me every step of the way! Mom, you passed away with your textbooks by your bedside in the hospital before you could complete your degree. I kept running with your torch! To my son Malik, this one is for you, love Mom!

Acknowledgments

"We have the power of God within us, and because of that, we can achieve anything according to His plan."

Ephesians 3:20

I thank God for seeing me through all the ups and downs, fears, frustrations, self-doubt, and all of the "life happens" moments throughout this journey. He said, "The victory is Mine." I'm so grateful to have achieved such a significant milestone in my life. I thank all the participants who shared their experiences with me. It is my hope that the experiences you shared will help contribute to positive social change with the potential to help understand whether messaging from administration contradicts with organizational policies, and if so, how they may impact your ability to work with diverse clients.

I want to thank my committee chairperson, Dr. Gregory Hickman, and Dr. Shari Jorissen, my second committee member, for your guidance and support throughout this journey. Much appreciation for the both of you!

Table of Contents

List of Tables vi

Chapter 1: Introduction to the Study 1

Background 2

Problem Statement 4

Purpose of the Study 5

Research Questions 6

Theoretical Framework 6

Nature of the Study 8

Definitions 10

Assumptions 11

Scope and Delimitations 12

Limitations 13

Significance 14

Summary 16

Chapter 2: Literature Review 19

Literature Search Strategy 21

Theoretical Foundation 22

Components of EST 23

Literature Review Related to Key Variables and/or Concepts 29

Evolution of Human Services 29

Training of Human Service Professionals 30
Expectations of Human Service Organizations & Professionals 33
Ethics in Delivering Human Services 40
Job Satisfaction in Human Service Professionals 44
Supervisors & Their Role in Supporting Employees 47
Summary and Conclusions 52
Chapter 3: Research Method 54
Research Design and Rationale 54
Role of the Researcher 55
Methodology 57
Population 57
Sampling Strategy 57
Inclusion/Exclusion Criteria 58
Sample Size & Saturation 58
Instrumentation 59
Recruitment, Participation, and Data Collection 59
Recruitment 59
Data Collection 60
Data Analysis Plan 61
Issues of Trustworthiness 62
Credibility 62

Transferability 63
Dependability 63
Confirmability 64
Ethical Considerations 64
Summary 65
Chapter 4: Results 67
Setting 68
Demographics 68
Data Collection 69
Data Analysis 69
Step 1 69
Step 2 70
Step 3 73
Step 4 75
Evidence of Trustworthiness 75
Credibility 75
Transferability 76
Dependability 76
Confirmability 77
Results 77

Theme 1: Inconsistencies in messaging led to decisions and actions made by human service professionals that contradict their polices/procedures..... 77
Theme 2: Human service professionals can better plan and deliver services effectively when messaging from administration is consistent across managers. 79
Theme 3: Contradictions in administrative messaging negatively impact effective services, their progress, and well-being for clients..... 82
Summary 84
Chapter 5: Discussion**,** Conclusions, and Recommendations 86
Introduction.....86
Interpretation of the Findings.....87
Training of Human Service Professionals 87
Protection of Clients 88
Decision Making..... 90
Supervisors and Their Role in Supporting Employees 92
Theme 1: Inconsistencies in messaging led to decisions and actions made by human service professionals that contradict their policies/procedures. 93

Theme 2: Human service professionals can better plan and deliver services effectively when messaging from administration is consistent across managers. 95
Theme 3: Contradictions in administrative messaging negatively impact effective services, their progress, and well-being for clients. 96
Limitations of the Study 98
Recommendations 99
Implications 100
Implications for Positive Social Change 102
Conclusion 103
References 106
Appendix A: Recruitment Materials 137
Appendix B: Inclusion Questions 138
Appendix C: Interview Protocol 139
Appendix D: Human Subjects Training Certificate 144

List of Tables

Table 1. Participant Demographics (n=10) 69

Table 2. Step 1 Coding 70

Table 3. Step 2 Categorization 72

Chapter 1: Introduction to the Study

Human service professionals who provide day-to-day care services to individuals who may be developmentally delayed, have intellectual disabilities, have mental health challenges, and additional characteristics (Pinals et al., 2021). People who work in the field of human services are constantly being evaluated based on the soundness of their decisions which can sometimes be seen as unethical behavior (Evans & Hardy, 2017). Additionally, human service professionals are taught to utilize code-based models to decide whether or not their activities with their clients are ethical based on the outcome (Ylvisaker & Rugkasa, 2021).

According to Wilkins et al. (2018), it is concerning how supervision of human service professionals has evolved to become a surveillance function in response to the organizations' needs. At the expense of the other instructional and support roles, there appears to be an overemphasis on the administrative and accountability function of supervision (Wong et al., 2022). This can result in a lack of trust for supervisors and hinder the growth of human service professionals (Asif et al., 2023). Supervisors should be the undoubtedly the most reliable source of trusting information for employees (Men et al., 2022). Trusting relationships can bring about positive outcomes for the organization as a whole (Tosun & Ozkan, 2023).

In response to the above, the purpose of this study is to gain an understanding of human service professionals' perception of messaging from administration about serving diverse clients. In chapter 1, I discuss the background, problem statement, research

question, conceptual framework, and nature of study. I will also note the definitions, assumptions, scope and delimitations, limitations, and the significance of the study.

Background

When discussing the role that administration plays in the human services industry, one of the primary foci of attention has been on the interaction that occurs between decision-makers and the environments in which they operate (Taylor & Whittaker, 2018). Researchers posit making decisions has been seen as a crucial component of organizational effectiveness and workplace happiness in complex situations along with job engagement and outcomes (Ceschi et al., 2017). Ylvisaker and Rugkasa (2021) suggested that human service professionals learn to make decisions through professional practices, but there is often a disconnect when applying it to real experiences. Real experiences for human service professionals can include experiences with diverse clients (Gopalkrishnan, 2018).

Human service professionals who work with diverse clients are often guided by administration through challenging situations (Pasini, 2015). Decisions guided by administration are intended to result in positive outcomes for the human service professional as they provide services to their clients (Lee et al., 2019). However, human service professionals who work with people from diverse backgrounds have been found to be unable to use their professional power to make decisions based on their clients' needs because administration that guide the decisions are often dominant in these interactions (Liu, 2016). Administration who can effectively communicate with human service professionals can help to develop their skills and knowledge when working with

diverse clients. Miscommunication, or dominant communication, from administration can contribute to human service professionals providing poor service delivery to their clients and experiencing employee stress and burnout (Savaya et al., 2018).

Forty-three percent of human service professionals who work with diverse clients report decreased levels of job satisfaction, significant burnout, and increased stress with communication from administration that does not align with their training (Montuori et al., 2022). The interactions between the human service professionals and clients are related to an employees' mental health in terms of burnout (Lampert & Glaser, 2018). Often, the emotional burnout and the connection with communication from administration is not recognized (Savaya et al., 2018). Although some of the reasons for administration messaging to human service professionals has been connected to employee burnout, much is still unknown about these messages and their association with policies, training, and procedures and resulting burnout in human service professionals.

Human service professionals often make choices based on their expertise and values, but they are nevertheless subject to the messaging from administration (Price & Kelly, 2021). Variation in the application of ethics from human service administrators is paid little attention in human services profession textbooks (Pak et al., 2017). Messaging from administrators to human serve professionals can adversely impact the outcome of services delivered when it is not aligned to clients. Professionals who work in the field of human services frequently must make difficult decisions when dealing with diverse clients and may have opposing opinions from the administration's messaging on how to serve them (Price & Kelly, 2021). Additionally, uncertainty can be experienced by

human service professionals when making decisions in the best interest of their clients (Giannetta et al., 2021). Because of minimal current research regarding messaging from administration and whether it aligns or contradicts human service professionals' training, it is unknown how human service professionals feel about their experiences.

Problem Statement

The human services profession was created in the 1960s in response to emerging problems and the growing needs of people (Ricciardelli et al., 2020). The human services profession consists of professionals who work with individuals with various characteristics including mental health issues, developmental disabilities, substance abuse, experiencing homelessness, and other characteristics that result in them being marginalized (Hajighasemi, 2021). Researchers have found that human service professional engagement with their clients are highest and most productive when the professional is happy with the administration, can manage change in policies, and exemplify the values of their organization (Metz et al., 2022).

Human service professionals are traditionally taught effective and ethical practices with clients with various (Ylvisaker & Rugkasa, 2021). Human service professionals' perceptions are influenced by different sources that affect how they treat and interact with their clients (Ineland et al., 2018). Some human service professionals can receive conflicting information from administration that may affect their decision-making while serving clients, which can possibly lead to unfavorable outcomes (Pak et al., 2017). Moreover, some human service professionals can exhibit unethical behaviors towards their clients due to systematic reasons such as burnout, inadequate or outdated

resources, and working under oppressive systems (Shanafelt & Noseworthy, 2017). Heavy workloads, extended work hours, a face pace, lack of physical and mental safety, moral conflict, and lack of support from leadership within the agency can contribute to less than desirable outcomes for the clients (Sovold et al., 2021). Therefore, the problem that will be addressed in this study is how when messaging (written or unwritten) from administration does not align with what human service professionals are trained to do, it leads to conflicts that can lessen the quality of services to clients as well as negative client outcomes (Travis et al., 2016).

Although the aforementioned research regarding perceptions of messaging from administration on how human service professionals serve clients illustrates important findings, I have found no research that examines the perceptions of human service professionals of the messaging from administration on how to service diverse clientele. This messaging may or may not align with their training, which could potentially lead to issues in providing services and negative client outcomes. Given such, further research is warranted to examine perceptions of human service professionals regarding the messaging that comes from administration on how to serve clients to address the challenges of inconsistent outcomes for human service clients due to inconsistent messages from administration (Travis et al., 2016).

Purpose of the Study

The purpose of this qualitative generic design study is to gain an understanding of human service professionals' perception of messaging from administration about serving diverse clients. This research is being conducted to better understand human service

professionals' perceptions of messaging from administration and whether it is consistent with their training.

Research Questions

The research questions for this qualitative generic design study are as follows:

RQ 1: How does messaging (written/unwritten) from the administration for human service professionals align with or contradict their training or organization policies/procedures?

RQ 2: How does messaging from administration that does not align with the human service professional's training and/or organization policies/procedures affect client service delivery?

Theoretical Framework

The ecological systems theory (EST) is the theoretical framework that underpins this study. EST elucidates how individuals develop and change throughout their lives, as the systems continue to interact on multiple levels (Guy-Evans, 2020). The structures are interconnected and influence one another (Eriksson et al., 2018). The microsystem, mesosystem, exosystem, macrosystem, and chronosystem are the five structures within the EST. Each system is interconnected and influences how an individual interacts with their environment (Guy-Evans, 2020). The microsystem is the person's immediate environment and is the source of the most potent impacts as it incorporates all the relevant relationships and interactions (Kilanowski, 2017). The second system is the mesosystem, which describes the way in which a person's microsystems are not completely autonomous but instead exert influence over and are influenced by one

another (Guy-Evans, 2020). The third system is the exosystem, which describes factors that have an impact on a person's life, although this system's components don't directly relate to the person (Ettekal & Mahoney, 2017). The fourth system is the macrosystem, which includes values and influences from society, religion, and culture (Kilanowski, 2017). Finally, the chronosytem is made up of all the historical events and key life transitions that occur over the course of a person's lifetime and influence their growth and development. (Crawford, 2020).

The theory ultimately explains how individuals function as adults due to the ongoing interaction between the various systems at various levels. For this study, I will be looking at human service professionals and their interactions within systems. The microsystem is the first system, and it consists of the immediate settings in the environment that influence how a person responds and treats others (Fitzsimons & Clark, 2021). The microsystem is relevant to human service professionals because their first level of influence is determined by what they learn in college and how that message is incorporated into their interactions with clients. The second system is the mesosystem, which consists of interdependent systems that cannot function independently (Ettekal & Mahoney, 2017). When it comes to interacting with their clients, human service professionals working in the mesosystem can rely both on their formal education and on the job training.

The third system is the exosystem, which encompasses all indirect events that occur during a person's development and influence their lives (Drew, 2021). Human service professionals operating in the exosystem may suffer as a result of a team member

encountering difficulties with their caseload and discussing them throughout the day. The macrosystem associated with culture is discussed next, as is how it may influence individuals' beliefs about life events (Zaatari & Maalouf, 2022). In their interactions with clients, human service professionals who work in macrosystems may draw on a combination of their personal beliefs, formal education, and employer training. Finally, the chronosystem refers to the events that occur during human development. Human service professionals working in the chronosystem may reflect on a variety of events that have occurred during their professional careers and influenced their interactions with clients.

Throughout the lifespan, the interaction within these environments becomes more complex. This complexity may develop throughout an individual's physical and cognitive development and maturation into adulthood. Thus, the theory demonstrates how social environments influence human development. According to this theory, the environment in which you are raised has an impact on every aspect of your life. This theory, which is founded on how the social environment influences human development, can help explain the effect of messaging from administration on how professionals serve diverse clients (Ettekal & Mahoney, 2017).

Nature of the Study

The purpose of this qualitative generic design study is to gain an understanding of human service professionals' perception of messaging from administration about serving diverse clients. Qualitative research can be useful in gaining a deeper understanding of the participants' experiences and perceptions that may affect certain

populations (Tenny et al., 2022). The qualitive approach will be used for this study because it will provide an opportunity to use open-ended questions, which will allow participants to share data-rich detail (Weller et al., 2018). A generic qualitative study was selected because it doesn't adhere to a single qualitative methodology (Liu, 2016). Semi structured one-on-one interviews will be used to allow the research participants to discuss their perceptions, views, and thoughts on their experiences with the topic (DeJonckheere & Vaughn, 2019).

The sampling strategy for this generic qualitative study will be purposeful convenience and snowball sampling. Purposeful sampling seeks to identify participants who meet the specified criteria of the study (Merriam, 2009). Social media sites and the Walden University participant pool will be used to recruit participants. Snowball sampling will also be used so that those who see the recruitment materials or participate in the study can share the information with others who may qualify to participate.

The study will begin with the interviewing of 10 participants. Additional interviews will be conducted if needed to reach saturation. Generally, about 10-15 participants are needed for the study; however, it could be as many as 25 (Landrum & Garza, 2015). Potential research participants must be a human service professional, have a minimum of a bachelor's degree in human services or related field, and have been in the field for at least 1 year. Interview questions will be open-ended and based on my research questions, theory, and literature review to gain an understanding of human service professionals' perception of messaging from administration.

Once the interviews are complete, I will begin to analyze the data. Data analysis consists of the following stages: gather data that is relevant data from the interview, categorize data once it is thoroughly reviewed, identify themes, and then identify a new topic developed (Gergen, 2015). The words will be put in categories to recognize their relevance for the study. Once an overall theme is found, it will be identified, and it will show the relevance of the study (Lester et al., 2020).

Definitions

Core values: Principles that guide an organizations' actions (Sigurdsson et al., 2020).

Ethical decision-making: The act of considering and selecting one course of action over another in a manner that is in accordance with one's values (Banks et al., 2022).

Ethical standards: Standards of behavior that define the boundaries between what is acceptable and what is not acceptable behavior (Resnik, 2020).

Role conflict: Conflicting demands that employees face (Ebbers & Wijnberg, 2017).

Role ambiguity: Lack of clarity in the expectations of others (Ebbers & Wijnberg, 2017).

Transdisciplinary: Utilize varied modes of knowing, as well as diverse knowledge, to facilitate mutual transformative learning (Metz et al., 2021).

Moral distress: Institutional constraints keeping a person from making the right decision (Berlinger & Berlinger, 2017).

Perceived Organizational Support (POS): Employees' perceptions of which employers care about their wellbeing and offer resources to help with the requirements of their job position (Andrade & Neves, 2022).

Assumptions

Qualitative researchers seek to describe and explain the world from the perspective of people who live in it (Merriam, 2009). These researchers collect and analyze data based on the perspectives of the people they interview (Busetto et al., 2020). During the interview process, it is necessary to stay neutral to avoid leading questions that may force specific replies (Ivan, 2021). Because this is a generic qualitative study, and it will consist of in-depth one on one interviews, I will operate under the assumption that participants will be willing to talk to me for the necessary period of time, and that they will be open and thorough in their answers.

I will utilize prompts throughout the interviews if I need a participant to expand on their answer. I am going to assume that people who choose to participate in the study will answer interview questions in an honest manner. I also assume the information provided by the participants will be in-depth based on their memory of their experience. Finally, I am assuming that the participants' perception of messaging from administration on how to serve diverse clients had an effect on them.

Although I will take detailed notes during the interview process, I will not solely rely on them as I gather the data. Raw data can be looked at more closely when video or audio recording devices are used instead of solely the researchers' notes (Gray, 2018). On the other hand, rich data gives a clearer picture when the interview transcripts are made

verbatim instead of using the interviewer's notes (Knott et al., 2022). I will use the interview transcripts from the recording device to ensure all data is accurately represented.

Scope and Delimitations

This generic qualitative design's primary focus is human service professionals' perceptions of written and unwritten messaging from administration on how to serve diverse clients that may or may not align with their training. I will seek at least 10 individuals for this study with the understanding that I may include up to 15. All who agree to participate in the study will be professionals in the human services field with a minimum of a bachelor's degree. I will seek possible participants through chain referrals, social media, and the participant pool through Walden University. I will interview participants via telephone and video technology. This study will exclude any persons who may not have access to a telephone or internet connection.

Prior to selecting Bronfenbrenner's ecological systems theory, another theory was considered. The job demand resource theory (JDR) was considered for this study, as it states that it is possible to experience less stress even if you work in a demanding role, provided that the organization you work for provides you with the resources necessary to support you (Tummers & Bakker, 2021). Job resources are those described as the organizational, social, and physical features of a position that might facilitate the attainment of work objectives, lower demands of the job, and the accompanying psychological and physiological costs, and foster personal growth and development (Roskams & Haynes, 2021). Additionally, the job demands-resources model of burnout

suggested and evaluate regardless of occupation when job demands are high, and resources are inadequate, employees become less motivated (Adil & Baig, 2018). People are more likely to experience the negative effects of stress if they don't have enough resources. I did not choose the JDR theory due to the main focus on work pressure and job demands (Tummers & Bakker, 2021), whereas ecological systems theory focuses on how human development is influenced by different environments (Guy-Evans, 2020).

Although this research is focused on human service professionals' perception on messaging from administration on how to serve diverse clients, there is a chance of transferability. This research has implications for our understanding of not only messaging from human services professionals, but also outcomes of services for clients. While transferability is not a primary goal of qualitative research, it is even less of a concern in intrinsic studies (Korstjens & Moser, 2018).

Limitations

There are several limitations to this study. Data collection for qualitative research is time-consuming and labor-intensive and is a limitation to this study (Mozersky et al., 2021). In addition to time constraints with data collection, it also applies to the length of time for interviews and the analysis and data transcribing process (Busetto et al., 2020). Researcher bias is a limitation to this qualitative study as it can threaten the validity (Coleman, 2022). Throughout the process of data collecting and analysis, I will make it a goal to maintain objectively so that I can reduce the likelihood of this study being affected by researcher bias. Bracketing will be used in order to set aside bias. Bracketing is a method described as a researchers' ability to separate themselves from any

components of their work such as their personal beliefs, views, and knowledge (Neubauer et al., 2019). In addition, I will avoid personal connections with any study participants.

In this study, limitations to using a qualitative approach include the issue of generalization due to the smaller sampling sizes and interpretation of experiences (Rahman, 2017). Along with participant sampling size, limitations may also arise during the interviews. Participation is voluntary; therefore, participants may choose to be a part of the study because they have an interest in the topic, whereas a person who does not choose to participate may have a different perspective. A possible barrier for this study could include research participants' hesitance to participate for fear of their information getting back to the employer, although no personal identifiers will be a part of the study.

Limitations can also take place during the interview process. I will make the interviewee comfortable during the interview process by remaining neutral when asking questions. Some individuals find it hard to engage in conversation or may be reluctant to share about sensitive or personal topics. Some people may find it difficult to converse with and may be reluctant share topics of a sensitive nature (DeJonckheere & Vaughn, 2019). This study may not be diverse because participants won't be chosen or excluded based on their ethnicity, age, or gender. Another possible barrier is getting participation for interviews during the pandemic, and whether it will be conducted in person, over the phone, or via Zoom.

Significance

This generic qualitative design's primary focus is human service professionals' perceptions of written and unwritten messaging from administration on how to serve

diverse clients, which may or may not align with their training and potentially lead to internal conflict. This study is significant in that it could contribute to positive social change by clarifying whether messaging from administration contradicts with organizational policies, and if so, how they may impact their ability to work with clients. Additionally, it could help to build the knowledge capacity of providing services to diverse clients, which can aid human service professionals dealing with complex situations and reducing stress on the job.

Results from this study could provide useful information for human service organizations. The results may indicate the need to restructure training if it is found to affect the delivery of services in an adverse manner. Lastly, results from this study could help administrators improve services to diverse clients by reexamining the policies and procedures to align with human service professionals' training. Furthermore, administrators can make changes in their professional staff training and how methods are applied to reduce unintended delays or mishandling of service delivery.

Stakeholders that would care about this study are a wide range of human service professionals who work at social service agencies, community health centers, mental health agencies, and additional agencies where human service professionals have interactions with various individuals. Specific organizations that could benefit from the research are the Missouri Department of Social Services, Community Action Agency of Greater Kansas City, Urban League of Kansas City, The Whole Person, The Redemptorist Social Services Center Inc., and the Bishop Sullivan Center Inc.

Summary

In Chapter 1, I described how messaging (written or unwritten) from administration that may or may not align with what human service professionals are trained in may lead to an internal conflict is a significant problem in the field of human services. I selected a generic qualitative study so that I can discuss the perceptions of human service professionals and their thoughts on messaging from administration. In the interview process, I will seek how, or if, the phenomenon has influenced their thoughts on how to serve diverse clients.

Messaging from administration in the field of human services plays a significant role on how human service professionals serve diverse clients (Taylor & Whittaker, 2018). Human service professionals can be faced with challenges in making decisions due to decisions guided by the administration (Liu, 2016). The decisions guided by the administration are intended to lead to positive outcomes for the clients (Lee et al., 2019). In some cases, miscommunication from administration can have an adverse effect on the delivery of services and the stress of the human service professional (Savaya et al., 2018).

The purpose of this study is to recognize how messaging from administration affects perceptions of human service professionals on how to serve diverse clients. This will be accomplished using a qualitative generic study guided by Bronfenbrenner's ecological systems theory. Ecological systems theory attempts to explain how diverse environmental systems influence human development (Ettekal & Mahoney, 2017). Specifically, I will be seeking to understand how messaging from administration impacts human services on how to serve diverse clients. Gaining an understanding on the impact

of messaging from administration is essential to expand on the knowledge of how it affects the outcomes on serving diverse clients.

Participants will be interviewed to find out about their experiences of messaging from administration on how to serve diverse clients, how they feel about it, and if their perspectives on the topic have influence on how they serve diverse clients. Study participants will be recruited from social media platforms and the participant pool with Walden University. The study's limitations were discussed, as were future plans to remedy them.

The purpose of this study is to contribute the body of knowledge on how messaging from administration to human services affects client outcomes. The information is intended to clarify whether messaging from administration contradicts organizational policies, and if so, how it may impact their ability to work with clients. By providing more details on the effects of messaging, organizations may change, or new initiatives may be introduced to help those impacted.

Chapter 2 will include a review of the literature as it relates to human service professionals' perception of messaging from administration on how to serve diverse clients, along with a review of the literature strategy used for this study. Additionally, Chapter 2 will include discussions of the theoretical foundation, its development, components, the interaction of the components, and the application of EST in the workplace. It will explain Bronfenbrenner's ecological systems theory, how it will be a guide for this study, and why it was the most appropriate framework to use for this study. Chapter 2 will discuss the literature review of key variables and concepts of evolution of

human services, such as training of human service professionals, the expectations of human service organizations and professionals, ethics in delivering human services, job satisfaction in human service professionals, and supervisors and their role in supporting employees.

Chapter 2: Literature Review

Human service professionals are traditionally taught effective and ethical practices with clients from various backgrounds (Ylvisaker & Rugkasa, 2021). Human service professionals' perceptions are influenced by different sources that affect how they treat and interact with their clients (Ineland et al., 2018). Some human service professionals can receive contradictory information from administration that may influence their decision-making when providing services to clients which can possibly lead to unfavorable outcomes (Pak et al., 2017). Moreover, some human service professionals may engage in unethical behaviors against their clients for a variety of reasons, including burnout, insufficient or outdated resources, and working in oppressive organizations (Shanafelt & Noseworthy, 2017). Heavy workloads, extended work hours, a fast pace, lack of physical and mental safety, moral conflict, and lack of support from leadership within the agency can contribute to less than desirable outcomes for the clients (Sovold et al., 2021). Therefore, the problem that will be addressed in this study is how when messaging (written or unwritten) from administration does not align with what human service professionals are trained to do, it leads to conflicts that can lessen the quality of services to clients, as well as negative client outcomes (Travis et al., 2016).

Human service professionals rely on management for administration, advocacy, education, and support in the decision-making process (Sovold et al., 2021). Furthermore, Goussinsky and Livne (2019) assert that supervisor support may play a role in buffering the burnout symptoms generated by abuse exposure. One of the most crucial aspects of administration within human service organizations is the decision-making process

because it can make or break the organization (Koziol-Nadolna & Beyer, 2021). The support (or lack) that human service professionals receive from management can show up in a number of ways and ultimately impact the service outcomes for the organization (Foglesong et al., 2020). When coping with client mistreatment, human service professionals with a supportive supervisor are more likely to employ effective emotion regulation skills taught through training (Goussinsky & Livne, 2019). I will focus on the impact of messaging that human service professionals receive from supervisors and/or administration on how to service diverse clients.

Human service professionals don't always think management supports them as much as management thinks they do (Vries et al., 2022). Administration may overestimate or underestimate their own behavior towards their staff, and this can result in them being less effective as a leader (Vries et al., 2022). Variance in information, behavior, and messaging can create confusion and feelings of inequity (Collins, 2017). Feelings of inequity can then lead to disengagement by the human service professional, which can have a negative effect on the outcome of the treatment of clients (Scanlan & Still, 2019).

Human service organizations operate in a context where expectations for impact, efficacy, and performance are increasing faster than our understanding of the best ways to achieve those objectives (Mosley & Smith, 2018). Human service professionals are frequently taught to "reflect-in-action" as well as "reflection-action," which refers to an action-oriented rather than reflective approach to situations with clients (Wilkins et al., 2018). Human service professionals are under more pressure to be efficient and make a

big impact (Sovold et al., 2021). The increased bureaucratization of human services has prompted study on how practice that needs to follow certain procedures and processes functions in the field (Pak et al., 2017).

Additionally, human service professionals tend to have a more negative view of their supervisor's support (Lee et al., 2019). This can be problematic because leaders who have inflated or deflated self-perception are less effective than those whose perceptions are more in line with those who follow them (Vries et al., 2022). Some human service professionals feel supported by their supervisor while others feel that support far less (Vries et al., 2022). The fact that employees have different impressions of their supervisor's support may or may not be a bad thing, especially if it's the consequence of the supervisor accommodating a unique situation on serving their client (Lopez-Cabarcos et al., 2022).

To build upon this problem and provide a background, Chapter 2 will include a thorough literature review. In this chapter, I will also discuss the literature search strategy, theoretical framework, and literature reviewed for the study.

Literature Search Strategy

I used the Walden University Library to locate peer-reviewed articles for this study. The main sites I used were PsychARTICLES, SocINDEX, PsycINFO, Sage Journals, Google Scholar, EBSCOhost, PsychInfo, National Data bases, and ProQuest. The keywords I used to gather information for the literature review were *administration messaging, interaction with clients, ethical standards, social service, human services, ethical decision-making, work stressors, perceptions of human service professionals,*

professional perspectives on decision-making, decision-making in social work, factors that influence decision-making in organizations, role conflict and role ambiguity, helping professionals perceptions, and *human service management and decision-making*. For these terms, I used the search years 2016-2023.

I also read scholarly articles to gain a better understanding about the theoretical foundation for my study by using these library databases. The search terms I used in relation to my theoretical framework included *ecological systems theory, microsystem, mesosytem, exosystem, macrosystem*, and *chronosystem*. I did not limit the search timeframe for the theoretical framework literature search so that I would find seminal works as well as more recent research.

Theoretical Foundation

The theoretical foundation that is used for this study is the ecological systems theory (EST). Bronfenbrenner first proposed the socio-ecological model (SEM) as a conceptual framework for comprehending human development in the 1970s (Kilanowski, 2017). This is based on the premise that for any type of personal growth, there must be a gradual interaction between one's personality and their environment (Zaatari & Maalouf, 2022). Brofenbrenner first proposed this theory by placing the individual as the center of nesting rings, which are encircled by multiple systems (Jackson et al., 2022).

Urie Brofenbrenner recognized many aspects surrounding influences of human development (Crawford, 2020). Moreover, this theory explains the development of individuals as they mature as adults because of the different systems ongoing interaction at different levels (Kilanowski, 2017). Brofenbrenner examined factors beyond the

individual human development and examined the factors that influenced the ecology of their development (Guy-Evans, 2020). Bronfenbrenner's EST dates to 1974 in which he stated the environment is an integral part of human development and nested within structures (Brofenbrenner, 1979). Brofenbrenner named the structures the five ecological systems and discussed how each influences human development. Additionally, the EST explains how individuals develop and change over the lifespan because the systems continue to interact on different levels (Crawford, 2020). The structures are interrelated and influence one another (Eriksson et al., 2018). The five structures are the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Brofenbrenner asserts that each system is interrelated and has an influence on the person's interaction with their environment (Guy-Evans, 2020).

Components of EST

Microsystem

The microsystem describes both innate and taught human qualities, primarily knowledge, attitudes, and abilities (Yeh, 2017). In the microsystem, attributes including knowledge, attitudes, and talents are outlined. Each of the four phases of the creative process preparation, incubation, insight, and evaluation is directly influenced by these core personal traits (Zaatari & Maalouf, 2022). Microsystems, in simplistic terms, are the settings with direct interaction among individuals (Ettekal & Mahoney, 2017). Human development is thought to be impacted by both epigenetic and environmental variables (Campos-Gil et al., 2020). Several researchers have shown that the first few years of life are affected by the social environment (Li et al., 2023). In the early years of life, notably

the family environment is the primary influence on human development (Ettekal & Mahoney, 2017).

Mesosystem

A mesosystem consists of the interrelationships between at least two environments in which a person is actively involved (Newman & Newman, 2020). Long-term cumulative experiences interact with a person's personal qualities (such as their personality and attitudes), which have an indirect impact on a person's development in their environment (Maxwell, 2018). Because of the time and energy spent meeting the expectations of one setting like the workplace, it prevents one from meeting the requirements of another setting (Yeh, 2017). Also, a person may have begun to ignore their responsibilities in one setting because they value the advantages of a different setting so highly (Korpershoek et al., 2020). People learn about the expectations for behavior in various settings through these connected contexts, which helps them understand how to support newcomers who are entering the setting (Newman & Newman, 2020). Thus, participating in growth-enhancing mesosystems can lead to a person's perspective becoming more expansive, which in turn can lead to an increase in their level of cognitive complexity.

Exosystem

Similar to the mesosystem, the exosystem is made up of microsystems that communicate with one another, but in the exosystem, at least one of the microsystems is unable to contain the systems central figure (Crawford, 2020)**.** The microsystems in which people participate but are not fully embedded are included in the exosystem, which

is the next outmost level (Ettekal & Mahoney, 2017). The people in an individual's exosystem have an impact on their growth through their interactions with one another (Hays et al., 2017).

Macrosystem

The macrosystem encompasses the values, beliefs, and rules of society that are organized culturally, religiously, and socioeconomically (Newman & Newman, 2020). The macrosystem affects how all other systems grow and change, and it is the lens through which future events and influencing growth within and among the other systems are seen through (Velez-Agosto et al., 2017). Research on macrosystem sheds light on factors that influence participation, the reason why some people engage in the same activity, but in different ways, and have problems with activities to fit in (Ettekal & Mahoney, 2017).

Additionally, the values and beliefs of our culture and society in which we are raised fall under the macrosystem of the ecological systems model (Drew, 2021). The macrosystem, although the most distant, provides an understanding of how a person's personality is shaped. Micro, meso, and exosystems all interact with one another within the macrosystem (Crawford, 2020). The macrosystem is composed of organizational structures that evolves over time due to technological, geopolitical, and economic changes (Rogers et al., 2021).

Chronosystem

The ecological systems theory developed by Bronfenbrenner is improved with the inclusion of time by means of the chronosystem (Crawford, 2020). When Brofenbrenner

was first developing the EST, he did not take into account the role that time plays in human development (Ettekal & Mahoney, 2017). In his work, he expanded on this idea, observing that many previous developmental theorists had considered the passage of time only in the aging process (Drew, 2021). This means that when people get older, they continue to develop because of biological changes.

Interaction of Components

The largest effects are found in the microsystems nearest the individual that includes interactions with their immediate environment (Newman & Newman, 2020). The mesosystem is the second circle, which consists of connects and interactions beyond the immediate environment (Zaatari & Maalouf, 2022). Although the exosystem does not directly affect the individual, it does interact with them in both negative as well as beneficial ways through interactions like social networks and community surroundings (Navarro & Tudge, 2022). Social, religious, and cultural beliefs and influences are all part of the macrosystem (Campos-Gil et al., 2020). Finally, the chronosystem has components of historical information from both the present and the past (Ettekal & Mahoney, 2017).

The immediate surroundings we experience every day constitute the microsystem (Velez-Agosto et al., 2017). This would be the human service organization that is the person's workplace. The interactions between the smaller systems we rely on every day comprise the mesosystem (Ettekal & Mahoney, 2017). This could be how the individual's family experience can relate to their work experience. The exosystem connects the context in which a person plays no active role to those, however the connection

influences the person (Jackson et al., 2022). This could represent a person's relationship with their direct supervisor and the relationship with the executive director of an organization. Because there may be a closer connection with the direct supervisor, a conflict could exist if the direct supervisor was on temporary leave and the employee had to report to the executive director.

The individual's culture makes up the macrosystem (Jackson et al., 2022). This could relate to the person's socioeconomic status of living and working in the same environment (Fitzsimons & Clark, 2021). The transitions throughout a person's life make up the chronosystem. This could be a person who has recently gone through a divorce, and it may affect their behavior at work. Collectively, the components of the ecological systems theory are a merging of social, biological, and physiological sciences (Crawford, 2020).

Application of EST to the Workplace

The reference to EST in this study will show its relation to human service professionals and how they interact within the systems. The microsystem is the first system, which includes the immediate settings in the environment that have an influence on how a person responds as well as treat others (Fitzsimons & Clark, 2021). The microsystem relates to human service professionals as their first level of influence is what they are taught in college and how that message factors in their interactions with clients (Stanley & Kuo, 2022). The second system is the mesosystem, and it involves systems that influence one another without independently functioning on their own (Kilanowski, 2017).

Human service professionals operating in the mesosystem may rely on their formal education and workplace training when it comes to interacting with their clients. The exosystem is the third system, and it involves indirect events that happen during a person's development that has an influence on their lives (Drew, 2021). Human service professionals operating in the exosystem could report on a team member experiencing issues with their caseload and discussing it throughout the day. Next is the macrosystem, which is associated with culture and how it may impact individuals' beliefs about the events that take place in their life (Zaatari & Maalouf, 2022). Human service professionals who operate in the macrosystems may rely on a combination of their belief systems, formal education, and employer training in their interaction with their clients. Finally, the chronosystem is comprised of events that take place throughout a person's life that affect their development (Navarro & Tudge, 2022). Human service professionals operating in the chronosystem may rely on various events that have taken place in their professional career that affect how they interact with their clients.

The interaction within these environments becomes more complex throughout the lifespan (Crawford, 2020). This complexity can arise as the person's physical and cognitive structure grows and matures through adulthood. The theory focuses on the influence of social environments on human development (Panopoulos & Drossinou-Korea, 2020). The environment in which you grow up, according to this belief, has an impact on every aspect of your life (Gray, 2018). Utilizing Bronfenbrenner's ecological system principles can be beneficial for recommendations for interventions by considering interactions within and between the distinct ecological systems (Eriksson et al., 2018).

Literature Review Related to Key Variables and/or Concepts

Evolution of Human Services

The term “human services” encompasses a broad range of professions, including social work and healthcare (Fichtenberg et al., 2020). Because the field of human services is so diverse, it consists of a number of sub-sectors and is constantly evolving (Smith, 2023). These services include care for all ages of people who are intellectually and developmentally delayed, youth and adults who have disadvantages, and individuals who are elderly (Homer, 2017). Additional services include counseling and therapy services, foster care, and residential treatment for drug/alcohol (Robins et al., 2021).

Due to societal changes early in the 20th century, both social work and healthcare grew and overlapped in the second decade of the century and worked together on issues like the sexually transmitted diseases, maternal health, and influenza (Ruth & Marshall, 2017). Social work education programs grew rapidly throughout 1913-1919 because of changes within charity organizations and the rise of welfare programs along with hospital and school social work (Stuart, 2019). There were a total of fifteen social work schools in operation by 1919 (Gladden, 2018). Human service professionals were found were found in various settings, including public schools, hospitals, child/family service organizations, and child welfare agencies by 1920 (Stuart, 2019). The profession continued to broaden over the decades focusing on education programs and a number of advocacy work in the political sphere (Hardy et al., 2019).

Training of Human Service Professionals

According to Standard 44 of the Ethical Standards for Human Service Professionals (National Organization for Human Services, 2015), educators of human service students shall give the means to acquaint, inform, and hold them responsible to the standards. Human services training programs are required to include curricula to enhance ethical competence (Martin, 2018). Ethics in human services degree programs are taught for a variety of reasons. Ethics education develops the capacity for ethical reasoning, ethics preparation is critical to the efficiency of human services organizations because they will profit from the sound judgement of human services graduates (Anderson et al., 2022). Beyond education and training, human service professionals should make it a habit to engage in critical thinking when faced with issues involving diverse populations (Berlinger & Berlinger, 2017).

The increased bureaucratization of human service practice has prompted study on how practice with high levels of procedure functions in the field. Researchers have questioned practice knowledge in regard to how power operates within professional knowledge (Patil & Ennis, 2018). In the area of healthcare, researchers have discovered that decisions made by nurses are complex, involving several personal, patient-related, and organizational elements that may be in competition with one another (Alaseeri et al., 2021). The level of expertise, training, and experience that nurses bring to their work determines the level of quality and uniqueness of the decisions they make on behalf of their patients (Alaseeri et al., 2021). Nurses gain self-confidence and decision-making

knowledge as they gain more experience and competent nurses may make decisions that had nothing to do with nursing (Arends et al., 2022).

Decision-making in the field of human services is essential to what human service professionals do when they perform tasks such as assess, plan, intervene, and evaluate with their clients (Nyathi, 2018). In recent years, a lot of attention has been paid to the way professionals who work with families to protect children make decisions together (Arends et al., 2022). Because of this, there is a need for professional decision-making to be more analytical, reflective, and systematic (Nyathi, 2018). Understanding how human service professionals exercise their discretion while making decisions is crucial (Nyathi, 2018).

The quality of human service professional's decision-making has been scrutinized (Parsell et al., 2017). One of the most common misconceptions about human service professionals is that they make bad decisions (Evans & Hardy, 2017). However, we have only a limited understanding of how human service professionals make their decisions (Evans & Hardy, 2017). Examining how ethical considerations influence professional judgment can help to improve understanding of human service professionals' decision-making. Nyathi (2018) suggested the threshold criterion for risk and significance of harm is not of the utmost importance to professionals and their families when they make decisions about clients they serve. Instead, they use a mix of intuition and analysis, which includes factors like consensus between professionals and family members, the state of mind of each professional, the priorities of other agencies and professionals, the availability of resources (Nyathi, 2018).

Implementation science's overarching objective is to better the lives of those it serves by fusing theory and practice (Estabrooks et al., 2018). Human service professionals can use implementation science to explore multi-level techniques, such as capacity building, that may influence beneficial organizational results (Metz et al., 2021). There is a rising demand for a workforce that can effectively integrate implementation research into practice in order to generate better outcomes for the public (Metz et al., 2021). Human service professionals may believe that the abilities they acquire in school/or via other training experiences will enable them to function effectively and efficiently within the constraints of their career (Hoefer, 2019).

According to Section 1.04: Competence of the National Association of Social Workers' 2017 Code of Ethics, practitioners must provide services within their level of knowledge, training, and other levels of professional experience that represents their level of competence (National Association of Social Workers [NASW], 2017). A lack of professional competence in the human service industry makes it challenging to design educational curricula, training programs, or widely accepted standard for professionals (Metz et al., 2021). Human service professionals help put into place practices, policies, and programs that are based on evidence, as well as keep the evidence going and make it sustainable to help more people (Albers et al., 2020). Human service professionals advocating for the usage of evidence-based practices for family services consistently emphasize the importance of high-quality connections with families to reach goals (Metz et al., 2022).

Expectations of Human Service Organizations & Professionals

Protection of Clients

Since its inception, human service professions have been at the center of helping people and families who need services outside the standard welfare, education, and healthcare. The people the human service professionals work with are frequently labeled as “problem families” or “difficult cases,” and this discourse focused on problems that have persisted in the operationalization of human services (Hardy et al., 2019). Many people think of social problems as the responsibility of the human service professional, rather than fundamental problems in society (Kojan & Clifford, 2018). Human service professionals often speak of their own self-doubt and guilt, as well as a sense of personal responsibility for the challenges face (Gibson, 2018). They often blame themselves, although they are not expected to take responsibility for issues. This may make it difficult at times to assist clients in a manner in which they believe is the optimal from a professional point of view (Kojan & Clifford, 2018). With this being said, a person that works in the human service field may discover a lack of alignment among the needs of the clients, the processes and procedures of the organization and what they were trained to do (Shin et al., 2022).

The context in which human service organization operate is one in which the expectations placed on them for impact, efficacy, and performance are increasing at a rate that is outpacing our level of understanding regarding the most efficient means of accomplishing their objectives (Mosley & Smith, 2018). There is a growing amount of pressure on organizations to do “more” without providing much in the way of direction

regarding what the implications of service-related changes might be for the long-term well-being for the person being served, the organizations themselves, and the community in which it is rooted (Gopalkrishnan, 2018). Human service professionals work hard to protect diverse populations especially the vulnerable from food and housing insecurities, abuse and neglect (Homer, 2017). In addition, human service professionals assist individuals in becoming self-sufficient, thriving, and contributing members of society (Fergusion et al., 2021). Human service professionals have a direct impact on the social factors that determine one's health because of the work they do (Gopalkrishnan, 2018).

The field of human services has evolved from positions of substantial autonomy to one the is increasingly regulated by technology (Ylvisaker & Rugkasa, 2021). In the public sector, standardized techniques and guides for certain types of human service work are increasingly being established with the purpose of rationalizing and streamlining work which is becoming increasingly regulated and evaluated (Ylvisaker & Rugkasa, 2021). The human service professional has been increasingly oriented around governmentality, with less emphasis on user input and cooperation (Larsen et al., 2019).

Self-neglect is characterized as a combination of an incapacity to care for oneself and a refusal to accept help from others (Thelin, 2021). This ethical issue for welfare experts is common among elderly people with dementia, a condition that is becoming more prevalent in countries with ageing populations (Thelin, 2021). According to Rowan et al., (2018), professional ethics for human services declare that human service professionals must oppose institutional oppression and accept diversity, as well as support self-determination, confidentiality, and privacy. These requirements are in

keeping with international human rights' emphasis on self-determination, and they are linked to the general ethical ideal of autonomy (Thelin, 2021).

The right/duty approach and the consequentialist outcome-based approach have historically been the two ethical rationales for scrutinizing behavior and settling dispute in human services (Evans & Hardy, 2017). According to the right/duty approach, human service professionals must adhere to predetermined values regardless of the consequences. This approach could be regarded as being in line with international human rights for people with disabilities, which considers a person's right to autonomy to be the most fundamental human right, even if it means living of a level that others consider to be inadequate (Evans & Hardy, 2017). Human service professionals are suggested to solve the identified policy problem by assisting clients in making decisions that are consistent with professional ethics and the following care standards: establish contact as soon as possible; work in multi-professional teams; adjust communication; provide varied and flexible support; work with and support the social network (Thelin, 2021).

In the current social economic environment, non-government organizations (NGO) human service professionals adopt and preserve ethical principles and standards (Price & Kelly, 2021). Human service professionals have shown insight by recognizing the existence of structural disparities and the effect of socioeconomic and political issues as impediments to service users' development (International Federation of Social Workers European Region, 2018). Non-government organization human service professionals can maintain their commitment to social justice and change in their day-today work, despite conflicting context and the government's social investment approach

(Kamali & Jonsson, 2019). Human service professionals are characterized by a complex and interdependent combination of professional development, practice experience, and financial requirements as well as the need to provide services in the community (Price & Kelly, 2021).

Decision Making

The field of human services in the United States is diverse with more than 600,000 practitioners, with about half working in healthcare (Ruth & Marshall, 2017). Beginning in the late 1990s, the National Association of Social Workers (NASW) began requiring their members to adhere to a defined code of ethics (National Association of Social Workers, 2017). Such standards emphasize the fundamental values of human services and serve to guide human service professionals in their professional behavior, regardless of their position within the company. The human services field was traditionally regarded as artistic and value-based profession, but it has since been strongly influenced by the evidence-based practice (EBP) that highlights the relevance of scientific data (Pak et al., 2017).

Since its inception, EBP has increased in popularity. Experts, policymakers, administration, and scholars have stressed the value of EBP (Nilsen et al., 2017). As a problem-solving procedure (also known as a decision-making procedure or a critical appraisal procedure), EBP originally included five steps that the human service professional should follow when confronted with uncertainty when dealing with a client: 1) formulating an answerable question based on the client's issues; 2) critically evaluating the validity and utility of the evidence; 3) evaluating the evidence; 4)

integration of evidence with professional's experience; and 5) evaluation of the outcome (Larsen et al., 2019). Additionally, the human services field is built on a set of individual and collaborative professional procedures that are found on the knowledge base of principles of human service discipline and practice. Human services work entails providing information, assessment, interventions, individual planning, counseling, case work, psychosocial support, early intervention, assistance with inclusion in early childhood and school education programs (integration), family mediation, social mentorship, supervision, psychosocial and psychotherapeutic counseling, crisis intervention, evaluation, expertise, processing and drafting paperwork, legal advocacy, and empowerment (Astvik et al., 2020).

Human service professionals strive to provide the best quality of care to the clients they serve (Mosley & Smith, 2018). The opinions on how to achieve this in the most optimal way differ. Academics emphasize the necessity of implementing decision making methodologies that are based on the best available information (Mosson et al., 2017). These researchers emphasize the practitioners have an ethical commitment to provide their clients with treatments that are well-known and effective. On the other hand, ethical ramifications of decisions are not always obvious and often necessitate balancing competing concerns which requires navigating through gray areas (Banks et al., 2022).

Several authors wrote texts relating to human services management, including themes like the applied approach to human services management and the reflective approach to ethical judgment and decision making (Ceschi et al., 2017). The authors of

these books believed that human services ideals and ethics were universally applicable to frontline workers, supervisors, administrators, and board members (Pak et al., 2017). Many authors emphasized the importance of human service principles and ethics in the conduct of human service administrators in particular (Metz et al., 2021). However, other authors emphasized that in some cases, conflicting demands from multiple stakeholders may force the human service administration to make judgments that represent trade-offs and compromises without endangering the organization's morale (Pak et al., 2017).

Some researchers are less convinced that research evidence can be used to guide practice (Mosson et al., 2017). Individual clients are being treated as though the hierarchy of evidence is invalid, and the applicability of population-based science to them is questionable (Mosson et al., 2017). It is this conflict between working in accordance with research data and building on practitioner experience, as well as learning via practice, that had been given to the development of evidence-based practice (EBP) (Mosson et al., 2017).

Advocacy for Positive Client Outcomes

Advocacy is frequently overlooked by organizations and instead considered as a way to acquire, keep, and grow the funds available to them for the benefit of their clients (Mellinger, 2017). Advocacy is a powerful tool for human service organizations to influence legislation, government policy, funding, and the availability of much needed resources. Human service professionals impact the distribution and allocation of welfare state services and benefits, and thus have an impact on people's daily lives (Ylvisaker & Rugkasa, 2021). Administrative and political control can be challenging for professional

judgement and discretion. This can put human service professionals' ethics to test because it can be difficult to balance professional ethics with political demands (Chatzifotiou & Papouli, 2022).

Advocacy participation may be enhanced if the organization's structure shows a strong commitment to the cause. Advocacy-focused human service organizations engage in more communication with legislators and administrators, as well as spending more time involving their clients in advocacy efforts (Mellinger, 2107). Communication makes it possible for people working on a working team to communicate with each other. The managers are the first people to build bridges within the organization to establish effective communication (Bucata & Rizescu, 2017). The activities of an organization should flow smoothly through effective communication. An organization's commitment to communicate and act on concerns that were widely informed as a significant factor (Mellinger, 2017). Organizations attribute their problems with the boards of directors, legislators, and coalitions as well as problems with direct service workers and clients.

Human service organizations are operating in an environment in which expectations for success are growing faster than our understanding of how to achieve those objectives (Mosley & Smith, 2018). Organizations are under pressure to do more with little direction concerning the long-term implications of service-related changes for their organizations, their clients, and the communities they serve and operate within. Marketplace discipline serves as an antidote to complacency and causes cognitive adjustments in both employees and managers who participate in it (Mosley & Smith,

2018). According to some research, managers can make better decisions when they have access to performance data (Mosley & Smith, 2018).

Ethics in Delivering Human Services

Effective human services practice is built on ethical decisions (Agarwal et al., 2022). Professionals in the human services field are expected to follow ethical guidelines, yet little is published on the teaching methods that prepare students for ethical client interactions (Anderson et al., 2022). Ethics is taught in human services degree programs for a variety of reasons. Because ethics education develops the capacity for ethical reasoning, ethics preparation is critical to the efficiency of human services organizations because they will profit from the sound judgment of human services graduates (Anderson et al., 2022).

Since the profession's official inception in the late 1800's, ethical standards in human service professions have advanced dramatically (Ruth & Marshall, 2017). Changes occur in the human service professionals' perceptions of ethical dilemmas over time, as well as the development of conceptual frameworks and protocols for dealing with them (Reamer, 2017). For human service professionals, ethical dilemmas and standards are constantly changing. Human service professionals face challenges with job fatigue, ethical practices, teaching, polices, high work demands, and limited opportunities to have an impact on decisions among others (Nordgren et al., 2022).

Human service professionals must not only rely on their educational knowledge, adhere to Human Service Ethical Standards, but also rely on messaging from the organization's administration on how to serve clients with various characteristics

(Ricciardelli et al., 2020). The field of human services refers to a variety of assistance programs that can be delivered either directly through the government or indirectly through for-profit and nonprofit organizations (Smith, 2023). There are human service professionals in different occupations that provide services and support to clients that face ethical dilemmas as well (Ricciardelli et al., 2020).

Ethical issues exist in all types of human services environments and leaders must be aware of how to deal with them (Slettebo et al., 2018). Human service professionals are constantly faced with a variety of power and responsibility dynamics, making it necessary to assess various factors and consider long-term effects of their decisions (Ylvisaker & Rugkasa, 2021). Human service professionals are bound by organizations and norms over which they have limited influence, their professional practice requires individual accountability for their acts and outcomes (Mosley & Smith, 2018). A constant conflict between the urge to provide compassionate, high-quality service and the necessity to stay within budget occurs among human service professionals (Slettebo et al., 2018). With this being said, human service professionals may find it difficult to maintain high quality standards with limited resources while adhering to the beneficence concept often times providing the basic needs of care (Slettebo et al., 2018). Healthcare professionals make ethical decisions based on their personal awareness and their own definition of “good” in order to choose the most appropriate course of action in the patient’s best interest (Giannetta et al., 2021). However, the “correct thing to do” is not always obvious because of conflicting concepts of biomedical ethics in many clinical situations (Giannetta et al., 2021).

Jamestown suggested three human situations when facing moral uncertainty: moral insecurity, moral distress, and moral dilemma (Giannetta et al., 2021). Moral insecurity occurs when human service professionals are unaware of the proper course of action to take when facing a dilemma (Riedel et al., 2022). Additionally, moral distress occurs with excessive stress and job demands, unsupportive management, inadequate resources, and limited access to resources to serve clients (Agarwal et al., 2022). Moral dilemmas arise when principles or values contradict one another, leading to inconsistent action (Giannetta et al., 2021). Morally distressing situations may be indicative of incompetence on the part the part of both the human service professional and the organization (Riedel et al., 2022). Moral distress arises when a professional knows the right course of action to take, however institutional limitations make it difficult to pursue the appropriate course of action (Giannetta et al., 2021).

Previous researchers have demonstrated that human service workers make ethical decisions primarily on the basis of justice, supplemented with considerations of care (Juujarvi et al., 2019). Difficulties involving the needs of clients, as reported primarily by counselors, elicited only care-focused thinking, whereas dilemmas involving the application of rules and laws, as reported primarily by human service professionals, elicits reasoning based on justice (Juujarvi et al., 2020). While the justice approach uses a set of rights and norms to decide the best course of action in moral disputes, the care approach takes into account the unique features of individuals and situations to choose the most appropriate course of action (Juujavari et al., 2020). When it comes to moral thinking, justice reasoning is a universalistic form of thinking that can be used in any

similar situation, while care reasoning is a particularistic mode that relies on the entire description of a certain situation (Juujavari et al., 2019).

Ethical practices may look different according to the type of human service agency. Human service professionals that work in mental health practices may work with children, adolescents, or adults. When human service professionals intervene with children and adolescents with mental health issues, they must adhere to ethical principles of informing, accepting, respecting, ensuring, and supporting their needs (Planey et al., 2019). Organizational policies must be viewed in light of the unique circumstances of each individual being served. Professionals who subscribe to the organization's messaging collaborate and share an agreed-upon outcome with the common goal of maximizing an individual's welfare (Planey et al., 2019).

Critical reflection workshops can provide human service professionals with the tools to break down the ideas and power structures in human services that deal with ethics, theories, and practices (Shin et al., 2022). The workshops can make it easier for human service professionals to think critically about their work. This could help them understand what is inside and outside their scope of responsibility and the expectations of what is expected to be done.

Despite policies, procedures, and education/training around ethical behavior, the field of human services is not short of examples of poor practice and unethical behavior (Ylvisaker & Rugkasa, 2021). Numerous structural factors contribute to unethical behavior, ranging from human fragility to overburdened staff with insufficient resources to oppressive care systems (Ylvisaker & Rugkasa, 2021). Ethics also has to do with how

we are taught to understand ethical action (Giannetta et al., 2021). By addressing and redistributing responsibility for limited resources, inconsistent legislation, and administration, human service professionals may be relieved of the sense of helplessness they frequently face (Ylvisaker & Rugkasa, 2021).

Job Satisfaction in Human Service Professionals

Human service professionals have a significant risk of developing mental health disorders including burnout, which is associated to unfavorable organizational and individual outcomes such as low job satisfaction, depressive symptoms, and high employee turnover (Lampert & Glaser, 2018). Human service professionals are heavily influenced by their clients, and they are frequently involved in complex situations (Eggli et al., 2021). As a result, they can be susceptible to experiencing numerous conflicts within the field of human services.

Human service organizations can be negatively affected by the high turnover rate of the professionals who work for them worldwide (Jiang & Men, 2017). Additionally, human service professionals who have reached the point of burnout report feeling drained by the profession that they once were so enthusiastic about (Tummers & Bakker, 2021). For these reasons, human service professionals should have training that focuses on developing knowledge on raising the awareness of potential negative consequences for how they serve and assist clients (Lampert & Glaser, 2018).

One of the most important factors in determining the mechanism for turnover for human service professionals is job-related stress (Scanlan & Still, 2019). Job-related stress can have two effects on human service professionals. On one hand it can reduce

their job satisfaction, which in turn increases their intention to quit; on the other hand, it can heighten job burnout in human service professionals, which also decreases job satisfaction and can ultimately lead to a resignation (Li et al., 2023). It is important to always make the workplace a healthier environment, but it is more important in times of crisis, when job demands increase and resources are limited (Gabriel & Aguinis, 2021). Organizations can help battle burnout by providing stress management interventions, allowing employees to express their creativity with their position, encouraging social support, implement high-quality management, and ensuring employees are a part of the decision-making process (Scanlan & Still, 2019).

Human service professionals encounter several interpersonal problems, both while dealing with other agencies, connecting to services while dealing with their clients in complex situations, and with management (Goian et al., 2018). It appears that the major source of stress and conflict with human service professionals is not only determined by their interpersonal relationships with clients, but also with their coworkers and management (Alotaibi & Winterton, 2020). Human service professionals who feel supported by their organizations have less conflict because, in most case support can reduce the negative effects of any conflict that may arise (Andrade & Neves, 2022). Not only does an organization's success depend on how well it does, but also on how well its employees are doing and how committed they are to the organization's goals (Kapela et al., 2020).

Additionally, researchers have connected patient aggressiveness to healthcare workers' job fatigue and, as a result, poor service quality, little emphasis has been

dedicated to elements that could insulate personnel from the detrimental impacts of abuse (Goussinsky & Livne, 2019). Unfortunately, human service professionals who are operating under adverse working conditions results in poor outcomes for the organization and burnout (Milner et al., 2019). The detrimental repercussions of patient hostility have been extensively researched. Violence by patients/or their companions against staff has been found to be linked to psychological distress, anxiety, and burnout, the emergence of negative emotions (i.e., anger, fear, and sadness), and a decrease in both work productivity and patient care quality (Goussinsky & Livne, 2019). Workplace expectations and stress can lead to dysfunctional self-regulation cognitions and actions, as employees who are under more stress at work have more difficulty concentrating and make more errors in their work (Tummers & Bakker, 2021). It is important for human service professionals to practice self-care, so they do not allow stress to build up and prevent them from doing their job effectively (Maddock, 2023).

While much of the existing work focuses on the negative consequences of exposure to violence, it rarely investigates the characteristics that may protect employees from the negative consequences of being abused by the patients or their family (Milner et al., 2019). Support from the employee's supervisor in the field of human services, specifically, the healthcare field, serves as an essential resource for healthcare workers who experience stress on the job (Goussinsky & Livne, 2019). Not only does supervisor support allow employees to deal with stressful situations, but it also allows them make decisions that are aligned with the agency's mission (Tahiry & Ekmekcioglu, 2021).

Additionally, job autonomy is important for healthcare workers to be able to carry out their job functions with independence and freedom (Bouville et al., 2017).

Supervisors & Their Role in Supporting Employees

When supervisors make decisions that are fair and equitable, they offer support to the people working around them in stressful situations (Malik et al., 2023). Ethical leaders ensure that their teams adhere to fair standards by enforcing discipline and fostering open lines of communication (Lemoine et al., 2019). There is a correlation between the attitude of supervisors and the well-being of workers (Lloyd et al., 2017). Leaders who adhere to ethical standards cultivate social bonds and trust with the people they supervise (Gaudet & Tremblay, 2017).

The ability of administration to make decisions is a significant aspect in the field of human services, the achievement of both short-term and long-term goals, and the decision-making process that determines the success of the everyday activities of the organization (Malik et al., 2023). Because of this, it is consistently regarded as one of the most significant activities carried out by organizations (Solinger et al., 2020). Correctness in the decision-making is the most important factor to consider when evaluating the performance of management (Islami et al., 2018). It is important to stress that decision-making is something that happens at all levels of management, and it is important that the message is received in the way it was intended by team members (Islami et al., 2018).

Human service administrators must create an environment in which others can make ethical decisions and guarantee that the code of ethics and their agency's behavior

is consistent (Pake et al., 2017). Using ethical leadership practices in the workplace not only cuts down on bad behavior, but also encourages employees to act in a moral and positive way at work (Mo & Shi, 2017; van et al., 2017). Human service management should perform ethically in order to avoid ethical grievances against administration, as well as safeguard the organization from legal risk associated with professional misconduct (Pak et al., 2017). Administration should set an ethical example and influence others below them to do the same (Greenbaum et al., 2021). The code of ethics for human service professionals is a valuable source of accountability requiring administration to produce human service programming that is compliant with applicable laws and regulations (Pak et al., 2017).

Human service administrators must learn to take initiatives from efforts in related fields to improve practitioners' capacity to consistently recognize, analyze, monitor, address, and monitor complex ethical issues when working with diverse clients and families (Reamer, 2017). These initiatives involve a variety of procedures, such as ethical discussions among coworkers, consultations, meetings, and presentations regarding ethical situations in human services settings (Martin, 2018). In order to help combat issues when facing ethical dilemmas, information from administration must be transparent and understood by the human service professional in need of guidance during the situation (Ewuoso et al., 2017). Without clear communication from administration, issues can arise not only within the professional relationship, but also with the services delivered to the client (Jurchak et al., 2017).

One of the most important things that managers do is make decisions. Not only does an organization's success depend on how well it does, but also on how weak its employees are and how committed they are to the organization's goals (Andrade & Neves, 2022). This is important for managing resources, reaching short-term goals, and deciding whether a project will succeed or fail (Koziol-Nadolna & Beyer, 2021). Because of this, it is one of the most important things that every business does every day (Belhekar, 2017). It is important to note that decisions are made at every level of management, from the top down, and they affect everyone in the organization (Jalajas & Pullaro, 2018).

Human service professionals and their administration can overcome their differences in approached and decision making by communicating with each other on a regular basis in the workplace (Muurinen & Kaariainen, 2022). By discussing ideas and approaches in the context of real practice, administrators can acquire concrete decision-making tools. It is necessary to acknowledge and use frameworks, perspectives, theories, and conceptualizations when performing tasks such as: a) evaluating situations b) formulations of questions that can be answered c) locating relevant research, and d) inform interventions by utilizing theories (Austin & Carnochan, 2020). Administration can provide support for their team of human service professionals to reflect on the application of theories and by testing them, they become a part of the process of making new knowledge (Muurinen & Kaariainen, 2022).

A prominent influence of a managerial culture in human services is the communication between the decision-maker and others (Jankelova et al., 2021). A good

manager has to effectively communicate with their team. The manager should be able to make it easy for their message to be understood with clear expectations (Bucata & Rizescu, 2017). Clear communication between management and human service professionals can help build relationships within the organization (Jankelova et al., 2021). Conflicts can arise when parties disagree over the meaning of a communication despite their shared understanding of the act itself, whether written or spoken regarding a situation with a client (Nordby, 2018). Trust can exist in an organization on many different levels, from the individual to the team, and to management (Men et al., 2022). Management can help to build trust with clarity, compassion, character, competency, commitment, connection and consistency (Tosun & Ozkan, 2023). It is generally accepted that trust within an organization is crucial to its success because it's one of the most pressing problems in human interactions (Hadi-Moghaddam et al., 2021). Trust is essential for people to open up and work together (Montgomery, 2022). When human service professionals have faith in their management team, they are more likely to follow their instructions and focus on getting the job done in a way that helps the organization reach their goals in enhancing the lives of people they serve (Hadi-Moghaddam et al., 2021). Transparency in day-to-day, management conduct, and the communication of organizational goals and initiatives all contribute to a more trusting work environment for all employees (Kim et al., 2018).

Trust also plays a critical role in the decision-making process among human service professionals and their leadership (Evans & Hardy, 2017). Supervisors are undoubtedly one the most reliable information sources for their team but only if they are

consistent and open in communicating that information to those who need it (Salanova et al., 2021). This type of communication can develop trust as employees will know that they will be provided with information that they need to do their jobs well. If workers have trust and faith in the administration's messaging, their actions can then solely focus on making moral and ethical decisions (Metz et al., 2021; Salanova et al., 2021; Solinger et al., 2020). In addition, providing information can make human service professionals feel like they are trusted and belong when their input is also taken into account (Setyaningrum et al., 2020).

When administration sends out a message, they must keep in mind that the message must be clear, to the point, and easy to understand which all attributes to trusting connections with staff (Bucata & Rizescu, 2017). Trust in the implementation practitioner's reliability, competence, and dedication to the organization's change effort is referred to as "intrapersonal trust" (Stefaniak et al., 2022). Implementation practitioner's and their stakeholder's perceptions of a reciprocal and a collaborative relationship in which they are both working toward the same goals is known as "interpersonal trust" (Metz et al., 2021).

Trust between human service professionals and administration can lead to positive outcomes within the organization (Setyaningrum et al., 2020). Employees have the tendency to follow administration if they believe they are trustworthy, behave morally, and ethically (Setyaningrum et al., 2020). Collaborative decision-making, ongoing communication, empathy which supports growth to promote change, and sensitivity are all things that help people in the human service field build relationships with the

administration and coworkers (Metz et al., 2021; Stefaniak et al., 2022). When confronted with challenges, refusing to collaborate can lead to less than desirable outcomes but, where trust exists, those involved can discuss all options to ensure that the best decisions are being made (Stefaniak et al., 2022).

Conflict among professionals is unavoidable in any profession, particularly in human services (Goian et al., 2018). Goian et al., (2018) described conflict can be described as a dispute between two or more people with values, ideas, and beliefs differ. Conflict cannot ever be disregarded, as it is an essential aspect of teamwork. Conflict is a fight or dispute between parties having incompatible wants, beliefs, values, ideas, or aims (Alotaibi & Winterton, 2020). Team conflict is unavoidable, yet the outcomes of conflict are not well defined. Conflict either can escalate and contribute to outcomes that are unproductive, or it could be addressed in a positive manner and result in high-quality services (Alotaibi & Winterton, 2020; Goian et al., 2018). Conflict is the manifestation of hostility, negative attitudes, antagonism, violence, rivalry, and lack of understanding which requires a resolution but, in an organization with strong trust and communication, this conflict can be managed in a healthy way (Goian et al., 2018; Vrgovic, 2018).

Summary and Conclusions

The literature demonstrates there is a problem with messaging (written or unwritten) from administration which may or may not align with what human service professionals are trained in may lead to an internal conflict. Because the reasons for this problem are not well-understood, it is critical to investigate the consequences. By studying the literature, it is well known that human service professionals are traditionally

taught effective and ethical practices with clients with various characteristics which are based on basic code-based models. Although human service professionals are taught in textbooks, real-world experience may play out differently when it comes to facing challenges when dealing with diverse clients. Human service professionals not only rely on their book knowledge, but they also rely on their professional development training, as well as their communication with the administration when faced with ethical dilemmas on how to serve various clients.

The methodology for gathering data for the study is documented in Chapter 3. A generic qualitative approach was used to examine the perception of messaging from administration on how to serve clients from various backgrounds. This research was conducted to better understand human service professionals' perceptions of messaging and whether the messaging from administration is consistent with their training which may lead to internal conflict. This study is significant in that it could contribute to positive social change with the potential to help understand whether messaging from administration contradicts with organizational policies, and if so, how they may impact their ability to work with clients.

Chapter 3: Research Method

The purpose of this qualitative generic design study was to gain an understanding of human service professionals' perception of messaging from administration about serving diverse clients. It is hoped that this study will help identify possible mixed messages from leadership in human service organizations that could lead to unequal service delivery. This research is being conducted to better understand human service professionals' perceptions of messaging from administration and whether it is consistent with their training.

In this chapter, I will discuss why I chose a qualitative research method and a generic design study. I will also discuss the research design and rationale, my role as a researcher and how I vetted potential research participants. A description of the population, sample size, and saturation, inclusion and exclusion criteria, data collection method and analysis will be included. The conclusion of the chapter will be the validity and credibility of the study.

Research Design and Rationale

The research questions for this qualitative generic design study are as follows:

RQ 1: How does messaging (written/unwritten) from the administration for human service professionals align with contradict their training or organization policies/procedures?

RQ 2: How does messaging from administration that does not align with the human service professional's training and/or organization policies/procedures affect client service delivery?

To answer these research questions, I am using a generic qualitative research design, which is capable of functioning on its own as an articulated approach for a researcher (Merriam, 2009). Generic qualitative studies are best defined by what they are not: studies that adhere to no particular philosophical assumptions expressed through the more well-known qualitative methods (Jahja et al., 2021). The use of qualitative research to gain a deeper understanding of the participants' experiences that may affect certain populations is supported by a generic approach (Tenny et al., 2022).

A generic qualitative study was selected because it doesn't adhere to a single methodology (Ellis & Hart, 2023). Rather, generic qualitative research is aimed at understanding how individuals construct sense of the phenomenon or a situation (Kennedy, 2016). Semi structured one-on-one interviews are used to allow the research participants to discuss their perceptions, views, and thoughts on their experiences with the topic (DeJonckheere & Vaughn, 2019).

Role of the Researcher

According to Tomaszewski et al. (2020), a researcher identifies the issues, gathers data, determines the appropriate population for the study, and analyzes the data. The researcher is seen as the instrument in the study as it is crucial to participate in each aspect of the study procedures (Trigueros & Sansocal, 2017). As the researcher, I maintained organization throughout the study to make sure all documentation (journals, field notes, authorization forms, and transcripts from the interviews) was filed, archived, and interpreted according to the perspective of the participants (Mattimoe et al., 2021).

For this study, I played an important role in locating, screening, and interviewing the research participants (Trigueros & Sansocal, 2017). Transparency about the process used to gather, analyze, and present the data is also important (Galdas, 2017). It was essential to develop a connection with the participants to increase the likelihood that they would feel at ease enough to reveal their personal information. I remained unbiased throughout the interview and asked clear and open-ended questions to receive rich answers (Merriam, 2009). I did not express my own opinion at any time during the interview and focused on listening to what the participant had to say. I also made sure the participant felt comfortable by providing the scope of the study at the beginning of the interview process and then giving them the option to discuss anything they want or choose not to share during the interview (DeJonckheere & Vaughn, 2019). I was also able remove my own biases by using bracketing. Bracketing is a technique used to reduce the potential harmful impacts of assumptions and knowledge related to the study (Thomas & Sohn, 2023). Bracketing allows the researchers to put aside their own biases and think about the social, cultural, and historical factors that affect how they see things (Creswell & Miller, 2000).

The research participants were recruited using the Walden University participant pool, word of mouth, and social media. I did not offer any type of incentive for participants in the study and relied on them to volunteer. I made sure I did not interview any participant that I knew in a personal or professional manner. If I was approached by someone that I knew personally who wanted to participate, I let them know they could not participate due to potential bias. I also made sure the participant felt no obligation to

take part in the study and could decline to finish the interview at any time (Merriam, 2009).

Methodology

Population

According to the Bureau of Labor Statistics (BLS, 2021), community and social service occupations within the field of human services are projected to grow 10 percent more than other occupations within the field. Between 2021 and 2031, the increase is expected to reach about 295,000 new jobs with an average of 318,400 openings annually (BLS, 2021). Because there are numerous occupations under the umbrella of human service professionals, my study focused on human service professionals in the broad sense; however, the participant's occupation was identified during the interview process. The target population for my study was human services professionals with a minimum of a bachelor's degree currently working with diverse clients for at least one year.

Sampling Strategy

The sampling strategy for this generic qualitative study was purposeful convenience and snowball sampling. Purposeful sampling seeks to identify participants who meet the specified criteria of the study (Merriam, 2009). Social media sites and the Walden University participant pool were used to recruit participants. Snowball sampling was also used so that those who see the recruitment materials or participate in the study can share the information with others who may qualify to participate (Kirchherr & Charles, 2018). Snowball sampling was useful because the target population could have been difficult to recruit (Kirchherr & Charles, 2018). This assumption was made because

the human service professionals may be apprehensive in disclosing their experiences while working with administration and how they perceive their messaging when working with diverse clients for fear of thinking they did not make the right decisions towards client outcomes.

Inclusion/Exclusion Criteria

Participants had to meet the inclusion criteria before being selected for an interview. The inclusion criteria were as follows:

(a) must be 18 years of age or older,

(b) must have at least a bachelor's degree in human services or related field,

(c) must be currently working in the field of human services,

(d) have at least 1 year experience working in the field of human services, and

(e) must read and understand English.

Anyone who did not meet all of the inclusion criteria were excluded from participating in the study.

Sample Size & Saturation

The study began with the interviewing of 10 participants. Generally, about 10-15 participants are needed for the study; however, it could have been as many as 25 (Landrum & Garza, 2015). Additional interviews will be conducted if needed to reach saturation (Saunders et al., 2018). Saturation occurred during the research process when I gathered enough data to reach the appropriate conclusions (Mwita, 2022). I knew that I had reached saturation when further data did not yield new information (Saunders et al., 2018).

Instrumentation

Qualitative research interviews are less structured with open-ended questions that allow for deep descriptions of the experience (Merriam, 2009). The interview questions were framed by the research topic. Additionally, the questions were formulated to understand the point of view of the research participants (Ruslin et al., 2022). The questions that were asked related to the participants' background, experiences, opinions, and knowledge (DeJonckheere & Vaughn, 2019). A recording device was used to establish reduction of validity threats and credibility of the research (Coleman, 2022). The interview questions are located in Appendix C.

Recruitment, Participation, and Data Collection

Recruitment

I recruited research participants through Walden University research pool and social media sites. People who were interested in participating could contact me through the channels included in the recruitment flyer (Appendix A). I contacted the interested participants by email within seventy-two hours of them reaching out to me. I then emailed the inclusion questions and the informed consent form, as well as 3-5 dates/times that were possible for the interview. I asked the participant to reply to the email with the answers to each of the inclusion questions (if the answer was yes to each question), the words "I consent" if they reviewed the informed consent and consented to participate, and which interview dates/times worked for them. I then responded to them with the scheduled interview information.

Data Collection

I emailed the participants a reminder of the scheduled interview 48 hours prior to the interview. I then asked for them to choose a comfortable setting, free of distractions, so that they would feel comfortable sharing their feelings about messaging. The participants chose whether they would like to conduct the interview by video conferencing or by telephone. I then scheduled the interview at the participant's chosen date and time. The interviewees had the option of a phone call or video conferencing via Zoom. Zoom was also be used to record the interviews.

I discussed the process of the interview and told the participants they could withdraw at any time if they feel uncomfortable. I also let the participants know they could choose not to answer any questions they were not comfortable with answering. All interviews started with me letting them know that the interview would be audio recorded and asking permission to do so. If they had indicated that they did not want to be recorded, I would have thanked them for their time and ended the interview, however, all participants agreed. Once they agreed to being recorded, I started the recording. I then proceeded to ask them the demographic questions and then the interview questions that were designed to gain an understanding of the participants history, training/education, messaging, and outcomes regarding their experiences with messaging from administration on how to serve diverse clients.

I then thanked the individuals for volunteering to participate in the study and discussed with them the next stage of the study, which included providing them with a summary of the interview within 7 days via email for their approval or corrections. If

corrections were needed, I would have made the necessary corrections and sent it back to the participant, however, no corrections were needed. Once the summary was approved by the participants, I let them know their portion of the study was completed.

The interviews were manually transcribed by using the Zoom recording right after the interview. The transcriptions were part of the data collection. The transcriptions were provided to the participants at their request. I also kept a journal of all phone calls, emails, and any text messages that I received from the participant for the purpose of gathering data. I continued this process until I have interviewed all of the participants who have volunteered for the study.

Data Analysis Plan

The data analysis plan began upon completion of all the interviews. Data analysis was conducted verbatim after the completion of one-on-one interviews (Busetto et al., 2020). I spent time reviewing the interview notes and interpreting them. Data analyses consisted of the following stages: gather data that is relevant data from the interview, categorize data once it is thoroughly reviewed, identify themes, and then identify a new topic developed (Gergen, 2015). I used the coding method which is assigning labels to the data in the analysis process (Saldana, 2015).

I used Saldana's 4 step coding process; step 1) I identified the codes in the data, step 2) I created categories of the codes, step 3) I synthesized all high-level categories from step 2 and generate themes, and step 4) I applied the emerged themes to the research questions of the study. Once the interviews were completed, I used the Zoom recording to transcribe them. I listened to the audio several times to ensure that I understood the

content. I completed the coding process by identifying and organizing repeating statements (Wicks, 2017). I read the interview manual multiple times and manually transcribed the data after each interview. I then summarized the interview.

Issues of Trustworthiness

In order to ensure a research study is trustworthy, certain measures are taken to ensure credibility, transferability, dependability, and confirmability (Stahl & King, 2020). If there is sufficient evidence to support the findings of a study, as well as solid grounds to believe the findings are true, then such findings can be considered trustworthy (Peels & Bouter, 2021). To ensure trustworthiness, I had a well-developed conceptual framework, free of researcher biases, well organized documentation and steps to enhance credibility, transferability, dependability, and confirmability into the study (Johnson et al., 2020).

Credibility

Credibility determines whether or not the research is plausible and correctly interpret the participants' responses to the research questions (Korstjens & Moser, 2018). In other words, credibility is the degree to which the findings are consistent with the world around us (Jahja et al., 2021). As a researcher, I must be aware of my own biases to maintain a nonjudgmental interview process (Merriam, 2009). Richards and Hemphill (2018) suggest keeping a written reflexive journal throughout the research process to make sure my own personal prejudices do not influence any of the findings. The journal helped me identify any preconceived biases and whether there was an influence on the research findings. Additionally, study participants were provided with a transcription of

their interview which enabled them to review as well as confirm the accuracy of the findings.

Transferability

The transferability of the study will be a thorough explanation of the circumstances surrounding the execution of the research and how they influenced the results (Stenfors et al., 2020). The transferability of this study is limited to human service professionals' perception of messaging from administration on how to serve clients with various characteristics in efforts to identify possible mixed messages and unequal services that are not aligned with what they were taught. I provided detailed information as the researcher, data analysis, and data collection to ensure transferability (Stahl & King, 2020). An audit trail was maintained through journaling the research process to promote confirmability (Richards & Hemphill, 2018).

Dependability

The dependability of the study refers to how well the conclusions adhere to the evidence collected (Jahja et al., 2021). Dependability is also known as consistency which determines the reliability of the study (Janis, 2022). I ensured that I remain unbiased throughout the research study which was shown through the journaling process in the data collection phase of the research. Each step of the research method, along with the collection and analysis of data, and my reflection on the effectiveness of the method was recorded in detail to ensure dependability (Stahl & King, 2020).

Confirmability

For this study to be confirmed, it must be possible for another researcher to get the same results. I added in-depth explanations of the research methodology, participant recruitment, interview questions, and data analysis to support trustworthiness in the results (Richards & Hemphill, 2018). I documented my thoughts throughout the research process. This made it easy for someone to understand how I arrived at the central idea. Confirmability is referred to as a rich description is a lengthy and comprehensive account of details, the context, and quotes from the research participants. The reader is given enough information to be able to draw their own conclusions and make their own interpretations of the findings, which can contribute to the transferability and reproducibility of the research (Tenny et al., 2022). Confirmability is another way of enhancing the credibility of the research.

Ethical Considerations

The trustworthiness of a research study is contingent on the researcher's demonstrated compacity to conduct ethical research. In response to society's expectation of greater accountability, the level of attention that is required for ethical conduct includes actions that are personal and professional during the research process (Zegwaard et al., 2017). Prior to conducting the qualitative research, according to Merriam (2009), researchers should utilize an ethical checklist that includes the following: explanation of the methods being used, any promises, any risk assessment, confidentiality, informed consent, who will have access to the data and ownership, advice, data collection boundaries, and ethical and legal conduct of the research (See Appendix C).

Participants who volunteered for this study did so at their own free will and they were also granted to decline to continue the study prior to completion without being questioned or penalized. The participants were provided with informed consent which included potential risks as well as potential benefits for participating in the study (Qiao, 2018) (see Appendix C). Participants were also made aware if they decide not to complete the study, none of the information they provide will be used.

The information provided by the participants is kept confidential (Balon et al., 2019). I used pseudonyms to conceal their identity. Any information that could reveal a participants' identity will be kept in a secure location to minimize any risk of their privacy being broken. All the information stored on the researchers' computer is encrypted with a password on each file. All handwritten notes about the participants are kept in a locked file with just one key (Phillippi & Lauderdale, 2018). Although the data collected belongs to the researcher, it will be available for the dissertation chair and second committee member to look at if they want to. The data will also remain available to Institutional Review Board (IRB) should they ask for it. All documentation will be stored for a minimum of 5 years (Phillippi & Lauderdale, 2018). At the end of this time fame, digital data will be destroyed using a commercial software that will delete all data from my computer, and any handwritten documents will be shredded.

Summary

A generic qualitative study with 10 participants who met the qualifications was interviewed for this study. The participants were human service professionals with a minimum of a bachelor's degree, and one year's experience working in the field.

Interviews took place in person or via zoom. The data was collected and analyzed manually. Ethical considerations were made to ensure the research results remain private. In order to ensure the research study was trustworthy, certain measures were taken to ensure credibility, transferability, dependability, and confirmability. Measures that were taken for trustworthiness included organizing and journaling in efforts to provide an audit trail of the research process.

The information gathered during the course of the research study is discussed in Chapter 4. Details of the time and place of each interview are also presented in Chapter 4. There were no deviations of what was planned in Chapter 3 to discuss in Chapter 4. Evidence of trustworthiness will also be discussed in Chapter 4. Lastly, the study results is discussed in Chapter 4.

Chapter 4: Results

The purpose of this qualitative generic design study was to gain an understanding of human service professionals' perception of messaging from administration about serving diverse clients. To address this purpose, individual interviews were conducted with volunteer participants who were asked about their perceptions on messaging from administration about how to serve diverse clientele. The interview questions were open-ended, which allowed the participants to give rich details on areas they felt were relevant. They were asked about their experiences working with diverse clients and the influences on how they served the clients. To investigate human services professionals' perceptions of messaging, the following research questions were addressed, which focused on the messaging from administration, its alignment with training, and service delivery:

RQ 1: How does messaging (written/unwritten) from the administration for human service professionals align with contradict their training or organization policies/procedures?

RQ 2: How does messaging from administration that does not align with the human service professional's training and/or organization policies/procedures affect client service delivery?

This chapter includes additional details regarding the results. These include the setting, demographics, data collection, and data analysis processes. A thorough discussion of the results will conclude the chapter.

Setting

IRB approval for this study (06-20-23-0124527) was granted on June 20, 2023. I began recruiting on June 21, 2023. I posted my recruitment flyer on my personal Facebook page and changed my privacy setting to the public to enable more possible participants to see my flyer. I then requested permission to join two other Facebook dissertation platforms where I was granted permission to join and post my recruitment flyer.

Participants were individuals who had at least a bachelor's degree in human services or related field, currently working in the field of human services related job and working at current job for at least one year. I collected data for this study through individual Zoom interviews from a sample of 10 human service professionals and reached saturation with this number of participants. All participants were in a location of their choice that ensured confidentiality and privacy. I completed the first interview on June 26, 2023, and the final interview was completed on July 10, 2023.

Demographics

The majority of the sample participants were between the ages of 43-53. Five of the 10 were Black or African American, and eight were female. Nine participants had a master's degree or higher.

Table 1

Participant Demographics (n=10)

P	Age Group	Race	Gender	Years in Field	Years at current job	Job Title	Highest Degree
P1	43-53	Black/AA	F	20	1.5	Therapist	MA
P2	32-42	Hispanic	F	16	10	Social worker	BS
P3	43-53	Black/AA	M	25+	2	Assoc. High School Principal	MA
P4	54	Black/AA	M	30	30	College Professor	PhD
P5	43-53	Caribbean American	F	15	5.5	Clinical Compliance Admin.	PhD
P6	43-53	Caucasian	F	30+	15	Assessment Specialist	MA
P7	32-42	African	F	6	2	College Counselor	MA
P8	54+	Black/AA	F	20+	2	Family Coordinator	PhD
P9	43-53	Black/AA	F	17	17	Therapist	PhD
P10	43-53	Caucasian	F	26	9	Director of Supportive Housing	MA

Note: P=participant; AA=African American; F=female; M=Male

Data Collection

There were no deviations in the data collection plan described in chapter 3. Each interview ranged between 30-40 minutes. The 10 interviews were digitally recorded. Once the interviews were completed, I listened to the Zoom recording and began to manually transcribe the data. I converted the transcription into a Word document and saved it into an electronic folder labeled “transcribed interviews.” I read the answers the participants provided after looking at each question. The interviews were manually edited line by line as I repeatedly listened to the recordings. All participants were given the option to request a copy of the transcripts to review to ensure the conversation was accurately depicted; however, they all chose not to.

Data Analysis

Step 1

The first round of coding was done by organizing the data and manually highlighting key words and phrases for each answered question by each participant. I

then reviewed all my field notes and documented the words and phrases that were mentioned by the participants. This process continued for each interview question with all participants. In this first round of coding, each participant was given a code with similar words and, in a few cases, with the exact words. Table 2 contains examples of quotes from interviews that were similar between participants and the associated step 1 code.

Table 2

Step 1 Coding

Participant	Quote	Step 1 Code
P1, P9	*Rushed, not enough time*	Quality of service
P3, P5, P6	*Lead by example. Go by the rules.*	Effective messaging
P1, P4	*Don't always train, just throw you in there. There was no training. Learned best from the ones living the experience.*	Lack of training
P1, P2, P6	*Meeting people where they are. Focus on the person.*	Service delivery

Step 2

In the second round of coding, I looked at the step 1 code and the quotes associated and combined those step 1 codes into larger step 2 categories (see Table 3). More encompassing categories were created by combining the more specific step 1 codes. For example, if the question asked, "how does messaging from administration impact the way you provide services to your clients," the response from each participant had to do inadequate time with clients. The code was labeled quality of services, and the category was labeled client experience. The participants' mentioned time was rushed, data driven, and not enough time. A few of the participants mentioned how they had to make sure they got their billing numbers for the month, which caused them to rush time

with clients. Table 3 contains examples of quotes, step 1 codes, and the broader step 2 categories.

Table 3

Step 2 Categorization

Participant	Quote	Step 1 Code	Step 2 Category
P1, P2, P4, P8, P6, P9	*Rushed, data driven workflow, get numbers out, you can't make many visits, it feels rushed, people start to feel like a number. A lot of resources and services not provided. Interested in increasing recruitment and enrollment. Everything needs to be a measurable goal and driven by progress of services given.* *Focus on the person and their support needs, focus on strengths, goal is to serve client*	Quality of service Service delivery Lack of compassion	Client experience Impact on service quality Recruitment and enrollment challenges Balancing data and compassion
P2, P3, P4, P5, P6, P7	*Lead by example. Go by the rules. You have to get the green light from the administrator to meet the clients' needs. We have rules and know the rules and they apply to everyone. Don't always get feedback. Get into the groove building a rapport and managing your caseload, then with bureaucracy in our field of work, effects managing my caseload. If they see an issue, they need you to intervene without support. A major disconnect between administration and faculty; feel overlooked.*	Principles taught in training Contradiction with values Conflicts with principles emphasized in training	Shared values Consistency needed in communication Professional autonomy vs. administrative control Impact on professional practice
P1, P2, P3, P4, P6, P7, P9, P10	*Don't always train. Just throw you in there. We just follow people around for "shadowing." Learn different techniques from different people; very helpful. More training is needed. There was none; the students taught me. Pretty influential in terms of clear expectations of what I need to do to support the person. Learned best from the ones living the experience.*	On-the-job learning experiences Training gap Knowledge from direct experiences Not adequately prepared	Training discrepancy Informal learning Lack of formal training Peer-to-peer learning Expectation clarity
P1, P2, P3, P5, P6, P9	*Meeting people where they are. Focus on the person. Disbelief from administration on how much we did as workers to support our clients because they never done our job. Aware of differences within different cultures and understanding their needs, or understanding their practices, and understanding they are different. Goal is to meet the clients' needs.*	Client-centered approach. Service delivery. Not understanding expectations. Understanding differences and needs of clients.	Person-centered care. Misalignment between administration and professionals. Cultural sensitivity and diversity. Professional autonomy and recognition.

Step 3

In the third round of coding, I looked at the categories created in step 2 and then combined them into what could be final themes. For example, when the question asked, "how has on-the-job training been an influence on how you serve clients" some responses were, "don't always train, just throw you in there. Learn different techniques from different people; very helpful. More training is needed." Eight of the 10 participants discussed how there was either a lack of training or more training was needed. Two participants discussed how training was helpful, and there were clear expectations on what to do. The codes were on-the-job learning experiences, training gap, knowledge from direct experiences, not adequately prepared while the categories developed were training discrepancy, informal learning, lack of formal training, peer-to-peer learning, and expectation clarity.

Table 3

Themes

Participant	Quote	Step 1 Code	Step 2 Category	Step 3 Theme
P1, P2, P4 P8, P6, P9	*Rushed, data driven workflow, get numbers out, you can't make many visits, it feels rushed, people start to feel like a number. A lot of resources and services not provided. Interested in increasing recruitment and enrollment. Everything needs to be a measurable goal and driven by progress of services given. Focus on the person and their support needs, focus on strengths, goal is to serve client*	Quality of service Service delivery Sense of care and support	Client experience Impact on service quality Recruitment and enrollment challenges Balancing data and compassion	Delivery services effectively Lack of compassion
P2, P3, P4, P5, P6, P7	*Lead by example. Go by the rules. You have to get the green light from the administrator to meet the clients' needs. We have rules and know the rules and they apply to everyone. Don't always get feedback. Get into the groove building a rapport and managing your caseload, then with bureaucracy in our field of work, effects managing my caseload. If they see an issue, they need you to intervene without support. A major disconnect between administration and faculty; feel overlooked.*	Principles taught in training Contradiction with values Conflicts with principles emphasized in training	Shared values Consistency needed in communication Professional autonomy vs. administrative control Impact on professional practice	Contradict policies and procedures Efforts not fully acknowledged
P1, P2, P3, P4, P6, P7, P9, P10	*Don't always train. Just throw you in there. We just follow people around for "shadowing." Learn different techniques from different people; very helpful. More training is needed. There was none; the students taught me. Pretty influential in terms of clear expectations of what I need to do to support the person. Learned best from the ones living the experience.*	On-the-job learning experiences Training gap Knowledge from direct experiences Not adequately prepared	Training discrepancy Informal learning Lack of formal training Peer-to-peer learning Expectation clarity	Misalignment of training Insufficient training Need preparation
P1, P2, P3, P5, P6, P9	*Meeting people where they are. Focus on the person. Disbelief from administration on how much we did as workers to support our clients because they never done our job. Aware of differences within different cultures and understanding their needs, or understanding their practices, and understanding they are different. Goal is to meet the clients' needs.*	Client-centered approach. Service delivery. Not understanding expectations. Understanding differences and needs of clients.	Person-centered care. Misalignment between administration and professionals. Cultural sensitivity and diversity. Professional autonomy and recognition.	Decision-making Conflicting guidance Misalignment of principles taught

Step 4

In the final phase, the potential themes were again reviewed and combined. There were three themes that emerged from my data analyses. Theme 1 answers research question 1, while themes 2 and 3 answer research question 2. The research questions and final themes are in Table 5. The final themes were as follows:

1. Inconsistencies in messaging led to decisions and actions made by human service professionals that contradict their polices/procedures.
2. Human service professionals can better plan and deliver services effectively when messaging from administration is consistent across managers.
3. Contradictions in administrative messaging negatively impact effective services, their progress, and well-being for clients.

Evidence of Trustworthiness

Credibility

The credibility of the data acquired for this study was ensured by employing member checking during the interview and at the conclusion of each interview. Member checking served as a method for the researcher to authenticate the findings and corroborate the interpretations by engaging directly with the participants (Saldana, 2015). By using this approach, it further enhanced the precision of my data interpretation. I kept a reflexive journal throughout the research process to make sure my own personal prejudices did not influence any of the findings. The journal helped me to identify any preconceived biases and whether they had any influence on the research findings. I took notes during the interviews with the participants and informed them that I was doing so in

order to capture all the data. I took handwritten notes, and at times, I asked for clarification to understand and record their experiences.

The transcripts were transcribed word-for-word. All participants were interviewed using an identical questionnaire, with minimal probing such as “tell me more” and “can you give me an example?” The probing helped to ensure clarity of the participants’ responses. I avoided my personal emotions and ideas while interviewing the participants to accurately collect the information provided by them by journaling my thoughts and feelings at the time. Each participant was offered a copy of a summary of the interview transcript for accuracy; however, all declined.

Transferability

No modifications were made to enhance the transferability of the study findings as discussed in Chapter 3. The assurance of transferability was achieved by thick and rich descriptions by each participant. This study was limited to the experiences of 10 participants and their perceptions of messaging from administration on how to serve diverse clientele. I provided detailed information as the researcher, data analysis, and data collection to ensure transferability.

Dependability

Member checking is a research procedure that involves checking back with the study participants during the interview to ensure their perspectives are aligned with the research (Busetto et al., 2020). I kept a journal during each interview documenting my own thoughts, which helped to ensure dependability. During each interview session, I asked the participants for clarity when needed to accurately capture their perspectives.

Because each participant declined to receive a copy of the transcript after the interview for accuracy, I had to be mindful of my own thoughts, set them aside, and focus on the raw data.

Confirmability

The methods section in Chapter 3 contains a thorough explanation of how this study was conducted. I followed the interview protocol (See Appendix C) for each participant, which is consistent for confirmability. I kept a journal during each interview, documenting the direct quotes from the participants that served as additional data sources. In addition to direct quotes, lengthy and comprehensive account of details and the context were all gathered to support confirmability. Confirmability was another way of enhancing the credibility of the research.

Results

Theme 1: Inconsistencies in messaging led to decisions and actions made by human service professionals that contradict their polices/procedures.

RQ 1: How does messaging (written/unwritten) from the administration for human service professionals align with contradict their training or organization policies/procedures?

The participants discussed how inconsistencies in messaging led to decisions made by human service professionals that contradicted their policies and procedures. Six participants stated messaging from administration contradicted their training when working with clients. P8 discussed how messaging from administration contradicted her training when working with various clients, noting how issues with ethics can arise from the messaging not being in alignment and stated, “focusing on productivity at the expense

of quality care or services provided to the clients puts pressure on meeting administrative goals versus ensuring the well-being of the clients." Messaging from administration can be communicated verbally or written to human service professionals but the messaging was not always communicated in these ways, which resulted in confusion at times. P6 stated, "there are unwritten expectations and that's how we approach the people we serve." When expectations are unwritten, it can increase the likelihood that someone will be depending on the situation and their experience instead of policies and procedures, which can result in inconsistencies.

P1 stated the administration need to "listen to the people who are doing the work" because it contradicts what is being stated by them. She additionally stated that "ethical issues" arise with the "aftermath of decisions" due to the misalignment from messaging. P2 stated, "You have that red tape with the bureaucracy of things where it's like, well, no, we can't do that because of x, y, z or because this funding is tied to this funding." P6 stated, "it doesn't contradict." P7 also noted, "We do what we can to support the clients." P7 discussed how messaging from administration doesn't align with her training. She stated, "they only provide occasional assistance;" they were not available to assist with resources and often give students wrong information that she must respond to.

These quotes from participants indicate difficulties and consequences associated with the discrepancies in communication from administration. These inconsistencies can result in human service professionals making decisions and doing actions that conflict with their established policies and procedures. Some of the answers supplied by the participants indicated that the messaging they received may have been due to those

providing the messaging not understanding the situation or what the staff member does. When asked how does messaging from administration align or contradict their training when working with various clients, seven out of the ten participants replied stating the need for alignment in messaging. P9 stated “It would be helpful if my role was understood” by the contracted agency. P9 additionally stated, “it comes up a lot when the agency doesn’t understand decisions are based on license and ethics.”

Theme 2: Human service professionals can better plan and deliver services effectively when messaging from administration is consistent across managers.

RQ 2: How does messaging from administration that does not align with the human service professional’s training and/or organization policies/procedures affect client service delivery?

Participants discussed how they can better plan and deliver services effectively with consistent messaging from administration. This consistency across multiple supervisors and administration implies that managers are aligned in their communication and directives, creating a clear and coherent message for human service professionals to follow. When messaging from administration is not consistent across managers, or does not align with established training and policies, it can create confusion and uncertainty among human service professionals. Examples of this confusion and uncertainty were voiced by more than one participant. For example, P7 said, “students are often sent to my office because they’re struggling with finances, however all I can do is offer counseling. I don’t have any financial assistance that I can offer”. Also, P3 said, “there have been situations where there were differences among school administrators which led to bigger issues that had a direct impact on students’ suspensions”.

External influences can have an effect on how human service professionals serve diverse clients. Participants discussed systematic barriers that either support or hinder their inclusive practices for diverse clients based on the messaging from administration. For example, P10 discussed how her organization lacks diversity, however, serves diverse populations. She said, “it’s challenging at times to enter neighborhoods to support people and I don’t represent that same population. They look at me like, you don’t know what I’ve been through”. She additionally talked about the organization’s marketing lacks diversity which is a contradiction of the population they serve. Also, P8 discussed that she learned that although the agency she worked for served 80% African Americans, they were not always told of the resources because of their background. She said, “I felt like this system did not provide them with the best resources to better assist them in making choices that’s going to impact them for the rest of their lives.”

Participants also discussed how messaging from administration contributes to the broader cultural competence of human service professionals when serving diverse clients. For example, P7 said, “We are trying to be as inclusive as possible. We are struggling with students being comfortable to come and discuss the issues in our African culture. It is sort of like a taboo.” Also, P5 said, “it contributes more in a way where it educates you, and it allows you to see how things are done, not necessarily make you prone to do wrongs to others. Even though I know this is what the administrator is doing, I don’t because I’m professional”. P5 further discussed how being culturally aware allows her to do her job more effectively when serving diverse clients. This highlights the necessity of cultural competence when working with diverse populations.

Participants discussed how messaging from administration has evolved over time. For example, P4 said, they've come a long way from when I began. Back then there was no interest in diversity and inclusion. A lot has been done for the betterment of the institution and the students that we serve. Also, P9 discussed how opportunities have been granted for diverse populations. She said, "when I started out, there was a negative perception of people with disabilities. Modifications are now provided to give people a chance or just to look at them as able to do something". These discussions highlighted positive changes that have evolved over time with a strong emphasis on diversity and inclusiveness.

Participants discussed how messaging from administration impacts their ability to collaborate with other professionals from diverse backgrounds. For example, one participant specifically talked about a case of police brutality that resulted in the murder of an unarmed African American male in Minnesota that made national headlines. This situation highlighted the need for diversity and inclusion in her workplace. P1 discussed how overall differences among staff aren't celebrated at her organization. She said, "there's some effort when ice breakers are done during staff meetings during break-out sessions which is sometimes awkward". P10 also talked about the lack of diversity in her workplace. She said, "It's a little different and my family is multiracial. It's embarrassing when we represent diverse communities". Additionally, participants discussed how some policies and guidelines conveyed by administration can influence their interactions with colleagues when serving diverse clients. For example, P2 said, "it's stated in our mission

statement to treat all persons with respect. It's one of those things that is expected". Also, P3 similarly said, "Everyone is treated equally".

P1 discussed how she notices when the messaging from administration is not in alignment with the training, messages, and actions. "I noticed this is something we need to fix. Not having inclusion, when clients feel like they don't belong, and staff feel like they don't belong." P1 further talked about there is a poster up regarding policy on inclusion. "So, the perception is that we got a checkmark but not doing the work". P7 discussed how messaging from administration affects her daily interactions with diverse clients because "it can be misleading because students think you have the solutions." P9 stated messaging from administration "is only an influence when issues arise."

Theme 3: Contradictions in administrative messaging negatively impact effective services, their progress, and well-being for clients.

The participants discussed how contradictions in administrative messaging negatively impact effective services, their progress, and well-being for clients. For example, P1 stated, "it is very data driven, they talk about workflow, we need more patients, and we need to get those numbers out". Participant 1 further discussed how getting data lessened the amount of time she spent providing support with her clients. P7 also indicated the messaging from administration is for us to empower people, however, "when students are sent to me it's too late to support them with their issues. administration constantly waits until it's too late to assist them". P7 further discussed how administration is made aware of the students' progress well before they get assigned to her for counseling services.

The participants also discussed how contradictions in administrative messaging can take various forms, such as polices or directives that contradict each other, or messages that conflict with the organization's mission or values. For example, P8 discussed how messaging should align with the policies for everyone. She stated, "certain communities are not afforded certain resources". P2 also indicated when faced with certain situations, the response is, "we can't do that" although the mission is to help those in need. When administrative messaging is inconsistent or contradictory, it can create confusion among human service professionals and affect their ability to deliver effective services. The participants' responses varied regarding how messaging from administration impacts the way they provide services to clients. Six participants stated messaging from administration does not have an impact on serving clients because they serve based on the clients' needs. P4 stated, "not much, there's still some disconnect." P5 stated, "It affects me because some administrators have not been in the role that I'm in and not understanding the field or aspect of it. They can't comprehend the things which hinders me from doing my job."

Messaging that does not align with the training and policies and procedures can have an impact on client service delivery. This includes situations where professionals receive conflicting messages or are asked to implement policies that they believe are not in the best interests of the clients. In such cases, the research seeks to understand how these discrepancies affect the actual delivery of service to clients. When administrative messages are not aligned with the training and policies of professionals, it can lead to confusion, moral and ethical dilemmas, and reduced effectiveness.

Summary

The purpose of the study was to understand human service professionals' perceptions of messaging from administration on how to serve diverse clients. The participants believed that inconsistent messaging could lead to decisions that contradicted their training and the organizations' polices/procedures, affecting client service delivery. The three themes highlighted the importance of consistency and clarity in messaging in the field of human services. Theme 1 answered research question 1 of How does messaging (written/unwritten) from administration for human service professionals align with or contradict their training or organization policies/procedures? This theme indicated inconsistencies in messaging led to decisions and actions made by human service professionals that contradict their policies/procedures. Based on the participants' perspectives the messaging from administration is inconsistent. This theme highlights the need for consistency from administration to make decisions when serving their clients based on their policies/procedures.

Themes 2 and 3 answered RQ2: How does messaging from administration that does not align with the human service professionals training and/or organization policies/procedures affect client service delivery? Theme 2 was that human service professionals can better plan and deliver services effectively when messaging from administration is consistent across the managers. The participants believed consistency among managers creates clear messaging for human service professionals to follow. By getting consistent messaging from managers, it allows service delivery with less confusion. Finally, theme 3 indicated contradictions in administrative messaging

negatively impact effective services, their progress, and well-being for clients. The participants discussed how administration should lead by example and go by the rules (policies/procedures) within the organization. Participants also discussed how much of their work is data driven detailed which affects the amount of time they spend with their clients. Overall, the participants discussed the need for a more streamlined and transparent communication system within their organization because their main goal is to meet the clients' needs. In chapter 5 I discuss the interpretation of these findings in relation to the theoretical foundation and literature reviewed as well as the limitations, recommendations, implications, and conclusion of the study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative generic design study was to gain an understanding of human service professionals' perception of messaging from administration about serving diverse clients. I have found no research that examines the perceptions of human service professionals about the messaging from administration on how to service diverse clientele. This information may provide a better understanding of human service professionals' perceptions of messaging from administration, and whether it is consistent with their training.

The answer to research question 1 (How does messaging (written/unwritten) from administration for human service professionals align with or contradict their training or organization policies/procedures?) was that inconsistencies in messaging led to decisions and actions made by human service professionals that contradict their polices/procedures (Theme 1). The answer to research question 2 (How does messaging from administration that does not align with the human service professional's training and/or organization policies/procedures affect client service delivery?) included that human service professionals can better plan and deliver services effectively when messaging from administration is consistent across managers (theme 2), and contradictions in administrative messaging negatively impact effective services, their progress, and well-being for clients (theme 3). In this chapter, I discuss my interpretation of findings, limitations of the study, recommendations, implications, and the conclusion of the study.

Interpretation of the Findings

Training of Human Service Professionals

Training in the field of human services includes ethical curricula in order for the professional to make sound judgement (Hlaing et al., 2023). Human service professionals face a variety of situations daily and must be able to rely on their education and professional training to make decisions that will have a positive impact on their clients' lives (Graaf et al., 2017). This was supported by my findings when participant 6 stated, "job training has been pretty influential in terms of clear expectations of what I need to do to support the person, but also how to approach people to do the job." P2 talked about the significance of on-the-job training in the field of human services. She stated, "this job is not the type you can learn just by reading a manual; job shadowing is very helpful for training." By giving consistent messaging that aligns with what is being taught in human service professional education and training, it can ensure that professionals are equipped with knowledge, skills, and ethical principles to handle situations they encounter on a daily basis (Metz et al., 2021).

By integrating theory and practice, human service professionals work to improve the quality of life for the individuals they assist (Estabrooks et al., 2018). Human service professionals have the opportunity to explore potential positive organizational outcomes through the utilization of implementation science approaches (Metz et al., 2021). P1 discussed how her educational knowledge has been an influence on how she serves clients. She stated, "it was very helpful in understanding behavior theories, stages of change, understanding grief, and understanding addiction." Additionally, P6 reflected on

her educational knowledge and stated, “the things I learned helped me to focus on the person, their support needs, and their strengths.” The integration of theory and practice is vital for human service professionals to efficiently tackle the complexity of their clients’ needs. Professionals are able to use evidence-based approaches and interventions based on their educational expertise and real-life circumstances because of this synergy. Additionally, it assists in customizing services to cater to the unique needs of various clients they serve (Estabrooks et al., 2018).

Protection of Clients

Human service organizations operate in an environment where the rate of growth in the standards of effectiveness, performance, and influence placed upon them may exceed their knowledge of the most efficient methods for achieving their goals (Mosley & Smith, 2018). This was supported by the discussion with P1 who talked about how they are expected to excel; however, not enough training and not enough support from administration. She stated, “it’s data driven.” An increasing amount of emphasis is placed on organizations and individual professionals to accomplish more without adequately guiding them as to the long-term consequences of service-related changes for the individuals being served, the organizations, and the community in which they operate (Gopalkrishnan, 2018). This was seen in my data as well. P2 stated, “I don’t think enough trainings are offered for the amount of things we encounter.” She later stated, “it’s just checking boxes for accreditation purposes or funding.”

The ever-changing nature of the human service field necessitates a constant need for adaptation and innovation inside organizations. Human service professionals often

undergo training that emphasized the significance of keeping abreast of evolving best practices, current research, and ever-changing societal needs (van den Hoed et al., 2022). Professionals are encouraged to be flexible, responsive, and creative in their approaches to addressing the complex difficulties faced by the individuals they serve (Lyng et al., 2021). This was supported by P6 who stated, “doing what you can and finding whatever resources to meet the persons’ service or support needs.” P3 additionally stated, “sometimes you have to bend over backwards or go above and beyond to get things done in this job.” The growing focus on evidence-based practices and decision-making reinforces the need for adaptation and innovation.

Human service professionals are advised to address the identified policy issue by supporting clients in making decisions that are aligned with professional ethics and care standards (Mosley & Smith, 2018). These standards include promptly establishing contact, collaborating in multidisciplinary teams, adapting communication strategies, offering diverse and adaptable support, and engaging with and supporting the social network (Thelin, 2021).This implies that professionals are expected to adhere to specific standards of care and ethics, which is misaligned with the findings of inconsistencies in messaging that led to decisions and actions made by human service professionals that contradict their policies and procedures. This was noted in my data when talking with participants regarding their organizations’ policies and procedures not being in alignment with messaging. P5 stated, “we have rules, and we know what the rules are.” She further elaborated about situations where different clients had the same situation; however, administration made things “easier” for certain clients, approving one and not the other.

Additionally, P9 discussed situations where she often referred to her license requirements when providing services to her clients. She stated, “I have to do things according to my license or what is ethical.” She further talked about how it poses a conflict when administration provides information that reveals they don’t have an understanding of what her job entails. She stated, “it requires educating them,” so that clients can get the adequate services they need.

Decision Making

The process of decision making holds significant importance in the realm of human services, as it encompasses several duties performed by professionals, including client assessment, planning, intervention, and evaluation (Nyathi, 2018). Human service organizations are increasingly focused on providing services that are person-centered (Engles et al., 2021). I found this as well in my study as participants stating the importance of individualizing services for their clients. P2 stated, “first and foremost we need to meet the person where they’re at when planning services.” P6 stated, “the expectation to meet people, whoever they are, wherever they are, however they define themselves, and plan services with and for them.” Person-centered care in decision-making is crucial in human services as it places importance on the unique needs of each client (Bezgin, 2023).

The importance of person-centered care in decision-making goes beyond tailoring services for clients. Furthermore, it plays a key role in upholding the moral and efficacy of human service organization (Ekman, 2022). Human service professionals strive to accommodate clients and individualize services accordingly. However, administration

occasionally encounters challenging situations that require making decisions including compromises and trade-offs. The need to maintain a balance between prioritizing person-centered treatment and addressing organizational concerns might pose challenges.

Some researchers have emphasized that, in certain situations, the human service administration may be forced to make decisions that involve compromises and trade-offs without jeopardizing the organization's morale (Pak et al., 2017). This contradicted the discussions by some participants. P7 discussed how administration constantly provides misinformation to students which affects the decision-making process. She stated, "I would like them to give me a heads up on what's going on with the students' issues. Administration should also tell the student about my services ahead of time so that I can effectively support them." P2 discussed situations where you do what you can to help clients; however, "with the red tape, we can't do that because of XYZ that's when you have to be creative to help clients."

It is crucial to emphasize that decision-making occurs at every level of management, and that team members comprehend the message in a way it was intended (Islami et al., 2018). Participants indicated the importance of having support from their supervisors because it not only provides guidance, but also it enhances the quality of work towards client outcomes. P6 stated, "there's an expectation of creativity from supervisors, which I like." She further discussed how the system is not always set up to really meet the person's needs. So being able to be creative is really important when supporting clients.

Supervisors and Their Role in Supporting Employees

Supervisors can help their team members during stressful times by offering fair and equitable support (Malik et al., 2023). According to Lemoine et al. (2019), ethical leaders play a crucial role in promoting equitable norms within their team through transparency in communication. The importance of this was supported by participants who discussed the importance of transparency among their leaders to ensure that they understood the messaging and what they were expected to do with the information shared. P2 stated, “just be more transparent in the beginning. Transparency about trials and tribulations that will be experienced on the job, but they will be there to support you.” P5 stated, “they need to be more transparent in their thinking. They can say things like, what can we do up front in order to get the optimal support for the clients.” A relationship has been identified between supervisors’ attitudes and the employee’s well-being (Lloyd et al., 2017). If administrators are consistent and transparent in their communications with human service professionals, it can help better the culture within the organization and improve employee well-being, as well as that of clients served. P1 stated, “if the work culture is stressful and sterile, then we are all stressed and then the client is stressed.”

Interpretation of Findings in Relation to the Theoretical Foundation

Bronfenbrenner’s ecological systems theory was used to analyze human service professionals’ perceptions of messaging from administration on how to serve diverse clients. The aim was to investigate the influence of various levels of systems that individuals operate on their decision-making processes and behavioral development

(Bronfenbrenner, 1979). The application of the theoretical lens facilitated the analysis and interpretation of the human service professional's responses. This was since human service professionals work in a variety of settings that significantly impact not only their personal encounters, understanding, and conduct, but also their engagement across different settings and levels that are crucial for serving diverse clients.

Bronfenbrenner's EST can help frame how human service organizations' inconsistencies in messaging from administration affect service delivery negatively. The first theme emphasizes how inconsistent messaging from administration can lead human service professionals to make choices that deviate from policies and procedures within the organization resulting in confusion and inefficiency. In theme 2, the theory emphasizes the significance of maintaining consistent messaging across managers. This cohesion of messaging would allow human service professionals to effectively plan and deliver services that on in line with the organization's goals. Theme 3 highlights adverse consequences of inconsistencies of messaging, which limits the quality of services and overall well-being of the human service professional and clients. This emphasizes the need for clear and consistent messaging from administration to maximize human services.

Theme 1: Inconsistencies in messaging led to decisions and actions made by human service professionals that contradict their policies/procedures.

Based on the perspectives shared by the participants, it is evident that the current systems in place for messaging from administrations on how to serve diverse clients are inadequate in meeting the specific needs of diverse clientele. Participants suggested that messaging from administration should be consistent with their policies and procedures so

that they can better serve clients. P5 shared that "sometimes they (administration) make things easier for certain clients than others with the same situation. At the end of the day, we are the ones who have to deliver the news to the individuals and not them." P1 talked about the aftermath of dealing with clients when messaging is inconsistent. "We know it's in the books, however the messaging doesn't align and we're putting clients in worse positions." The inconsistencies in messaging that contradict policies can be interpreted as a breakdown at the microsystem level, where human service professionals are directly engaging with clients (Guy-Evans, 2020).

The human service professional's role is to provide services to diverse clients. Inconsistencies in messaging can arise from variations between ecological levels, which can lead to confusion when trying to navigate complex situations with clients. For example, when there is a breakdown in communication within these systems, it can result in misunderstandings and misinterpretations that can ultimately lead to actions that are not aligned with the agency's policies/procedures. If there is no connection or overlap within the different systems (the beginning support and services from one client to the next) there will be gaps in delivery, support, and time spent with clients. P5 stated, "the signals are sometimes mixed from administration. She further stated that there's a business side and human services side. I often have to follow up for clarity on what needs to occur." This means that the service delivery to clients will not be a seamless process without clarity in messaging. Gaps in delivery, support, and client engagement resulting from a lack of connectivity among multiple systems are linked to the ecological systems

theory's emphasis on understanding the interactions and impact on a client's well-being (Crawford, 2020).

Theme 2: Human service professionals can better plan and deliver services effectively when messaging from administration is consistent across managers.

When the administration consistently communicates signals to both managers and human service professionals, it promotes a sense of harmony within the mesosystem because it fosters a shared understanding of goals, strategies, and expectations within the organization (Zhenjing et al., 2022). This shared understanding promotes efficient coordination and collaboration among different human service professionals as it reduces misunderstandings and promotes trust. The participants discussed maintaining consistency ensures support and services rendered to clients are in accordance with the organization's goals and objectives, which ultimately improves the quality of the service delivery. P6 stated, "We are encouraged by administration to do what we can to support our clients within the limitations of the system. There is an expectation to respect all people and meet people where they are to ensure their needs are met." P3 shared how he works in a successful school district. He further talked about the leadership among superintendents. He stated, "You have to listen to their vision, it's only right for me to follow their lead and continue to have that tradition of a successful school district." These findings are consistent with what is stated in EST that revealed how participants discussed how they can better plan and deliver services effectively with consistent messaging from administration.

Consistency among managers helps to reduce confusion among the human service professionals as they strive to provide the most effective services for their clients.

Maintaining consistency ensures the people of the organization are working towards the same goal. Furthermore, the macrosystem, which comprises societal and cultural values (Toney et al., 2022), plays a crucial role in shaping human services. Additionally, it emphasizes that the macrosystem, encompassing societal and cultural values, can influence how services are provided in human service organizations (Toney et al., 2022). The reinforcement of these values through regular messaging from the administration might contribute to the cultivation of a shared understanding regarding the organizations mission and the broader societal objectives associated with services provided for clients.

Theme 3: Contradictions in administrative messaging negatively impact effective services, their progress, and well-being for clients.

Bronfenbrenner's ecological systems theory provides a beneficial conceptual framework for understanding the adverse effects of inconsistencies in administrative messaging and how it can have a negative impact on service delivery, progress, and the well-being of clients. The framework places significant emphasis on the interconnections between diverse systems and contexts that exert an impact on an individual's growth and well-being (Zaatari & Maalouf, 2022). At the mesosystem level, which encompasses the interplay of several microsystems (administrators), inconsistencies in administrative messaging can result in disruptions in coordination and communication among various departments and individuals within the human service organization. In cases when there is lack of alignment in messaging among various administrators, it can result in inefficiencies, delays in services, along with burnout and frustration among staff (Wolor et al., 2022). This happens because the information coming from multiple mesosystems

within the organization comes into the microsystem (the department the individual works in) to the individual who does not know which messaging to follow.

At the microsystem level, which pertains to the immediate environment around an individual, the presence of contradictory administrative messaging has potential to generate confusion and doubt among human service professionals. This can lead to inconsistencies in how services are delivered, potentially leading to clients obtaining inadequate support. This can be seen in the information shared by participants, for example, P1 stated that “it is frustrating when administration receives misinformation from outside providers, even when reminded them of the laws, they didn’t take a particular matter to higher administration”. P1 further described the situation related to contradictions in information shared and talked about how it seemed easier for them not to support her and do what the provider said to do which was against regulations.

The participants shared that administration is consistently reactive in situations and pointed out what was done wrong instead of communicating on how things should be handled in the first place. They detailed how messaging differs from departments within the same organization which causes confusion. P5 stated, “rules should apply to everyone”. P3 stated, “we have to be on the same page”. This is related to the macrosystem of the organization (as well as the society that the organization functions within) that may not be aligned and that can result in confusion for those attempting to function at that level.

Limitations of the Study

This study was a generic qualitative study that was limited to a small sample size of individuals. Purposeful sampling was used in this study where participants were chosen based on specific criteria related to the research topic (Hennink & Kaiser, 2022). Upon sending out the recruitment materials, participants reached out to me that believed they met the inclusion criteria. Because I used purposeful convenience sampling, the results can only be applied to people who met the inclusion criteria, volunteered for the study, and saw my recruitment material on social media. This also means that the results can't be applied to people who are outside the characteristics of those in my sample that was described in chapter 4 (Andrade & Neves, 2020).

The majority of the participants were between the ages of 43-53 years, limiting the individuals of the study within that age group. Those in different age groups may have different perceptions about messaging from administration. Nine out of ten participants had more than fifteen years' experience working in the field of human services, which limits the study in terms of generalization of the results to professionals with less experience. Eight out of ten participants were women which limits the study generalization to males. Eight out of ten participants were non-White which also limits the generalizability to human service professionals who are White.

The final limitation to the study was the use of online/virtual interviews. This interviewing method could have excluded participants who didn't have access to the internet and were not technology savvy. Additionally, the utilization of online/virtual interviews seems to decrease the difficulty of acquiring the desired sample, however, it

was observed that the responses received tended to be shorter than what was expected by the researcher. This could have resulted in less rich information being collected. Per Davies et al. (2020) this truncated information can occur in online/virtual interviews so it may be beneficial to complete interviews in person in future research studies.

Recommendations

One recommendation for future researchers would be to attain a more heterogeneous sample to participate in the study. This should lead to results that could be better generalized to a more diverse population (Andrade & Neves, 2022). In addition to future research and practice being recommended based on the identified limitations, a better understanding is needed of human service professionals' perception of messaging from administration on how to service diverse clients.

Further exploration of the topic of inconsistencies in messaging that lead to decisions and actions made by human service professionals that contradict their policies/procedures would be beneficial. I did not ask specifically how policies and procedures were contradicted and what the outcome of those situations was for the clients. This would be important to research in the future to determine how inconsistencies in messaging lead to outcomes (either negative or positive). One way that this could be accomplished is for future researchers to select specific human service organizations and conduct in-depth case studies on messaging and resulting outcomes for clients. They could focus on instances where professionals' decisions and actions diverge from established policies and procedures and what types of outcomes then occurred. By

examining real-world cases, researchers can gain an understanding of the factors contributing to the inconsistencies as well as the implications of those inconsistencies.

It may also be beneficial to study the topic of my study quantitatively in the future. This could be used to quantify the consistency of messaging among managers and how it impacts their job performance and service delivery. This technique can be used to determine if there is a statistical relationship between consistent messaging from administration and service effectiveness.

Implications

Implications for Practice

My findings could be used for human service organizations to invest in thorough human service professional, and administrator, training programs. These programs should attempt to provide human service professionals with the skills they need to manage complex settings with conflicting policies and messaging. These programs must prioritize the development of critical thinking skills, the ability to make ethical decisions, and the ability to adapt to ever changing situations in the field of human services. Furthermore, it is necessary that these training programs create a sense of cultural competency and empathy among human service professionals so they can effectively serve diverse communities and address the various challenges encountered in their roles.

Human service professionals discussed the need for consistent messaging among managers so they can effectively plan service delivery with their clients. Consistency is needed for effective leadership. Training in effective communication and conflict management is necessary for management to have consistent communication with their

teams. Additionally, it could be advantageous for organizations to create standard forms of communication guidelines. The guidelines should explain the creation, authorization, and distribution throughout the organization. The guidelines could reduce the likelihood of inconsistencies between managers' communication and the organization.

The welfare of clients should always be the priority for human services organizations. The organization should have alignment among the policies, procedures, and messaging with a client-centered approach. This should be made clear by the administration. Additionally, organizations should provide opportunities for feedback from human service professionals and clients at specified times during the fiscal year which would include surveys and evaluations. This process would allow administration to collect feedback and identify where changes need to be made due to contradictions. Finally, human services organizations should provide opportunities for professional growth specifically in effective service delivery. This will help provide the necessary tools needed when facing contradictory messaging that make it harder to provide good services to clients. Human services professionals who have proper tools could aid in their well-being as well as the well-being of their clients.

The implications of this study in relation to perceptions of messaging from human services professionals' perceptions of messaging about serving diverse clients include prioritizing communication among managers and team members. The communication from administration must be clear, consistent, and prioritize the overall well-being of the client. A comprehensive communication approach could result in enhanced service delivery which aids in the well-being of the human service professionals and their clients.

Based on the research findings, recommendations for government agencies and policymakers on how to lessen the negative effects of contradictory messaging are needed. This could include communication strategies, policy reforms, or organizational changes. It is imperative that these suggestions place a high emphasis on transparency and collaboration among stakeholders, thereby promoting a more integrated and balanced approach to delivery of services. Additionally, it is imperative to continuously assess and adjust approaches in order to ensure their efficacy to reduce the detrimental consequence of contradictory messages.

Implications for Positive Social Change

My findings indicate several recommendations for social change can be made due to the inconsistencies in messaging that have led to decisions and actions that contradict human service professionals' policies/procedures. First, administrators need to be more transparent with their communication with human service professionals. In order to solve this problem, organizations need to establish regular lines of communication where administrators can discuss their policies and the reasons behind them while providing space for human service professionals to voice any concerns. This kind of communication may be able to help close the gap that exists between messaging and efficient service delivery.

Ensuring alignment between the communication of management in the field of human services and the overall messages and instructions from higher-level administrators is of utmost importance. The maintenance of consistent messaging within an organization can facilitate the development of a collective comprehension of the

organization's mission, priorities, and improved outcomes for the clients. Future research ought to investigate strategies that can offer consistent messaging across various levels of management. Furthermore, it would be beneficial for researchers to conduct studies examining the effectiveness of consistent messaging on aspects of employee morale and client satisfaction. The findings could inform human service organizations of best practices for communication for effective service delivery.

The presence of inconsistencies in messaging serves as a significant indicator of a crucial problem within the domain of human services. This highlights the need to align communication messages and strategies with established policies and procedures in order to effectively serve and support clients. It is imperative to address this challenge with further research to understand the factors underlying the inconsistencies and their consequences. This research should additionally explore various potential solutions, such as enhanced training and communication standards to address the disparity between messaging and action which ultimately contributes to effective delivery to clients. Additionally, case studies and best practices from various human service organizations can serve as a valuable resource to examine practical guidelines that can be utilized by professionals within the field.

Conclusion

This generic qualitative study's purpose was to gain an understanding of the challenges of messaging from administration that human service professionals' interaction with clients with various characteristics that may or may not align with their training which could potentially lead to an internal conflict. The research questions were:

RQ 1: How does messaging (written/unwritten) from administration for human service professionals align with or contradict their training or organization policies/procedures? and RQ 2: How does messaging from administration that does not align with the human service professionals training and/or organization policies/procedures affect client service delivery?

A key finding of this study is that inconsistencies in communication might result in human service professionals making decisions that are inconsistent with their established policies and procedures. This misalignment illicit confusion among professionals and has the potential to destroy the trust within the company and among clients. Providing effective and consistent services is hampered when professionals lack clarity over which guidance to follow. Furthermore, these inconsistencies in communication can decrease efficiency and eventually make it harder for the organization to efficiently meet the clients' needs. This study explains a crucial facet within the realm of human services, emphasizing the potential consequences of inconsistencies in messaging from administration. This study serves as a wake-up call, shedding light to the negative impact on services, client progress, and client well-being when human service professionals and their administration are not aligned. This research can expand the knowledge of human service professionals and administration on the impact of messaging and service delivery for clients.

The results of this research emphasize how important it is to communicate in the field of human services in a clear and consistent manner. This research reveals diverse perspectives from human service professionals, highlighting the difficulties faced when

messaging from administration is inconsistent or unclear. Human service professionals often find themselves trying to balance what they have learned in training and the directives they get from administration. The results, along with more research, can help to expand the knowledge and provide an understanding of the need for clear and consistent communication within human services agencies. This research can add to existing research on communication and human service professionals by shedding light on the inconsistencies and how it impacts service delivery. As we progress, it becomes apparent that it is critical to deepen our understanding of the difficulties faced with inconsistent messaging from administration. By answering the research questions in this study, we provide meaningful contribution to the field of human services body of knowledge as well as significant perspectives for other human service professionals and administration.

References

Adil, M., & Baig, M. (2018). Impact of job demands-resources model on burnout and employee's well-being: evidence from the pharmaceutical organizations of Karachi. *IIMB Management Review, 30,* 119–130. https://doi/10.1016/j.iimb.2018.01.004

Agarwal, U., Gupta, M., & Cooke, F. (2022). Knowledge hide and seek: role of ethical leadership, self-enhancement and job-involvement. *Journal of Business Research, 141,* 770–781. https://doi.org/10.1016/j.busres.2021.11.074

Alaseeri, R., Rajab, A., & Banakhar, M. (2021). Do personal differences and organizational factors influence nurses' decision making? A qualitative study. *Nursing Reports, 11*(3), 714–727. https://doi.org/10.3390/nursrep11030067

Albers, B., Metz, A., Burke, K., Buhrmann, L., Bartley, L. Driessen, P., & Varsi, C. (2020). Implementation support skills: findings from a systematic integrative review. *Research on Social Work Practice, 31*(2), 147–170. https://doi.org/10.1177/1049731520967419

Alotaibi, S., & Winterton, J. (2020). Does emotional intelligence and empowering leadership affect psychological empowerment and work engagement? *Leadership & Organization Development Journal, 41*(8), 971–991. https://doi.org/10.1108/LODJ-07-2020-0313

Anderson, H., Svensson, A., Frank, C., Rantala, A., Holmberg, M., & Bremer, A. (2022). Ethics education to support ethical competence learning in healthcare: an integrative systematic review. *BMC Medical Ethics 23*(29), 1–26.

https://doi.org/10.1186/s12910-022-00766-z

Andrade, C., & Neves, P. (2020). The inconvenient truth about convenience and purposive samples. *Indian Journal of Psychological Medicine, 43*(1), 86–88. Https://doi:10.1177/0253717620977000

Andrade, C., & Neves, P. (2022). Perceived organizational support, coworkers' conflict and citizenship behavior: the mediation role of work-family conflict. *Administrative Sciences, 12*(1), 20. https://doi.org/10.3390/admsci12010020

Arends, S., Thode, M., De Veer, A., Pasman, H., Francke, A., & Jongerden, I. (2022). Nurses' perspective on their involvement in decision-making about life-prolonging treatments: a quantitative survey study. *Journal of Advanced Nursing, 78*(9), 2884–2893. Https://doi:10.1111/jan.15223

Asif, M., Li, M., Hussain, A., Jameel, A., & Hu, W. (2023). Impact of perceived supervisor support and leader-member exchange on employees' intention to leave in public sector museums: A parallel mediation approach. *Frontiers in psychology*, *14*, 1131896. https://doi.org/10.3389/fpsyg.2023.1131896

Astvik, W., Welander, J., & Larsson, R. (2020). Reasons for staying: a longitudinal study of work conditions predicating social workers' willingness to stay in their organization. *The British Journal of Social Work, 50*(5), 1382–1400. https://doi.org/10.1093/bjsw/bca103

Austin, M. J., & Carnochan, S. (2020). *Practice research in the human services: a university agency partnership mode.* Oxford, UK: Oxford, UK: Oxford University Press.

Bakker, A. B., & de Vries, J. D. (2021). Job demands-resources theory and self-regulation: new explanations and remedies for job burnout. *Anxiety, Stress & Coping: An International Journal, 34*(1), 1–21. https://doi.org/10.1080/10615806.2020.1797695

Balon, R., Guerrero, A. P. S., Coverdale, J. H., Brenner, A., Louie, A., Beresin, E., & Roberts, L. (2019). Institutional Review Board Approval as an Educational Tool. *Academic Psychiatry, 43,* 285–289. https://doi.org/10.1007/s40596-019-01027-9

Banks, G., Knapp, D., Lin, L., Snaders, C., & Grand, J. (2022). Ethical decision-making in the 21st century: a useful framework for industrial-organizational psychologists. *Industrial Organizational Psychology, 15*(2), 220–235. https://doi:10.1017/iop.2021.143

Belhekar, V. M. (2017). Cognitive and non-cognitive determinants of heuristics of judgment and decision-making: general ability and personality traits. *Journal of the Indian Academy of Applied Psychology*, *43*(1), 75–84. https://Psycnet.apa.org/record/2017-10283-009

Berlinger, N., & Berlinger, A. (2017). Culture and moral distress: what's the connection and why does it matter? *AMA Journal of Ethics*, *19*(6), 608–616. https://doi.org/10.1001/jouralofethics.2017.19.6.msoc1-1706

Bezgin, K. (2023). Person-centered care and its outcomes in primary care. *The European Journal of General Practice, 29*(1). https://doi.org/10.1080/13814788.2023.2248374

Bouville, G., Russo, S., & Truxillo, D. (2017). The role of age in the job characteristics-

absenteeism relationship: a matter of occupational context? *Journal of Occupational and Organizational Psychology, 91*(1), 57–83. https://doi.org/10.1111/joop.12188

Brofenbrenner, U. (1979). *The ecology of human development: experiments by nature and design.* Cambridge: Harvard University Press.

Bucata, G., & Rizescu, A. (2017). The role of communication in enhancing work effectiveness of an organization. *Land Forces Academy Review, 22*(1), 49–57. https://doi.org/10.1515/raft-2017-0008

Bureau of Labor Statistics. (2021). Community and social service occupations. *U.S. Bureau of Labor Statics.* www.bls.gov/ooh

Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. Neurological Research and Practice, *2*(14). https://doi.org/10.1186/s42466-020-00059-z

Campos-Gil, J., Ortega-Andeane, P., & Vargas, D. (2020). Childrens microsystems and their relationship to stress and executive functioning. *Frontiers in Psychology, 11,* 1–11. https://doi.org/10.3389/fpsyg.2020.00996

Ceschi, A., Demerouti, E., Sartori, R., & Weller, J. (2017). Decision-making processes in the workplace: how exhaustion, lack of resources and job demands impair them and affect performance. *Frontiers in psychology, 8*, 313. https://doi.org/10.3389/fpsyg.2017.00313

Charles, G. (2017). Beyond ethics and evidence: learning to look at the intended and united consequences of our actions. *Child & Youth Services, 38*(2), 108–125.

http://dx.doi.org/10.1080/014935x.2017.1297200

Chatzifotiou, S., & Papouli, E. (2022). Social workers dealing with ethical dilemmas in the course of their professional work: the Greek experience. *The British Journal of Social Work, 52*(8), 4795-4814. https://doi.org/10.1093/bjsw/bcac084

Coleman, P. (2022). Validity and reliability within qualitative research in the caring sciences. *International Journal of Caring Sciences, 14*(3), 2041-2045. https://internationaljournalofcaringsciences.org/

Collins, B. J. (2017). Fair? I don't care: examining the moderating effect of workplace cynicism on the relationship between interactional fairness and perceptions of organizational support from a social exchange perspective. *Journal of Leadership and Organizational Studies, 24*(3), 401-413. https://doi.org/10.1177/1548051816667896

Crawford, M. (2020). Ecological systems theory: Exploring the development of the theoretical framework as conceived by Bronfenbrenner. *Journal of Public Health Issues and Practices, 4*(2): 170. https://doi.org/10.33790/jphip1100170

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice, 39*, 124-130. https://doi.org/10.1207/s1543042tip39032

Davies, L., LeClair, K. L., Bagley, P., Blunt, H., Hinton, L., Ryan, S., & Ziebland, S. (2020). Face-to-Face compared with online collected accounts of health and illness experiences: A scoping review. *Qualitative health research*, *30*(13), 2092–2102. https://doi.org/10.1177/1049732320935835

DeJonckheere, M., & Vaughn, LM. (2019). Semistructured interviewing in primary care

research: a balance of relationship and rigour. *Family Medicine and Community Health, 7*, e000057. Https://doi.org/10.1136/fmch-2018-000057

Drew, C. (2021). Bronfenbrenner's ecological systems theory (pros & cons). *Helpful Professor*. https://helpfulprofessor.com/ecological-systems-theory-pros-cons/

Ebbers, J., & Wijnberg, N. (2017). Betwixt and between: Role conflict, role ambiguity and role definition in project-based dual-leadership structures. *Human Relations*, 1-24. Https://doi/10.1177/0018726717692852

Eggli, A., Romano-Pereira, D., & Elfering, A. (2021). Short-term effects of social stressors at work on rumination and physical symptoms in social workers. *Industrial Health, 59*(4), https://doi.org/10.2486/indhealth.2020-0192

Ekman, I. (2022). Practicing the ethics of person-centered care balancing ethical conviction and moral obligations. *Nursing Philosophy, 23*(3), 1-7. https://doi.org/10.1111/nup.12382

Ellis, J., & Hart, D. (2023). Strengthening the choice for a generic qualitative research design. *The Qualitative Report, 28*(6), 1759-1768. https://doi.org/10.46743/2160-3715/2023.5474

El Zaatari, W., & Maalouf, I. (2022). How the Bronfenbrenner bio-ecological system theory explains the development of students' sense of belonging to school? *SAGE Open, 12*(4). https://doi.org/10.1177/21582440221134089

Engles, R., Mohr, D., Holmes, S., Sieibert, M., Afable, M., Leyson, J., & Meterko, M. (2021). Evidence-based practice and patient-centered care: doing both well. *Health Care Management Review, 46*(3), 174-184.

https://doi.org/1097/HMR.0000000000000254

Eriksson, M., Ghazinour, M., & Hammarström, A. (2018). Different uses of Bronfenbrenner's ecological theory in public mental health research: what is their value for guiding public mental health policy and practice? *Soc Theory Health 16*, 414–433 (2018). https://doi.org/10.1057/s41285-018-0065-6

Estabrooks, P., Brownson, R., & Pronk, N. (2018). Dissemination and implementation science for public health professionals: an overview and call to action. *Preventing Chronic Disease, 15*, E162. https://doi.org/10.5888/pcd15.180525

Ettekal, A., & Mahoney, J. (2017). Ecological systems theory. 1-2. *SAGE Publications, Inc*. https://dx.doi.org/10.4135/9781483385198

Evans, T., & Hardy, M. (2017). The ethics of practical reasoning-exploring the terrain. *European Journal of Social Work, 20*(6), 947-957. https://doi.org/10.1080/13691457.2016.1278524

Ewuoso, C., Hall, S., & Dierickx, K. (2017). How do healthcare professionals manage ethical challenges regarding information in healthcare professional/patient clinical interactions? A review of concept-or-argument based articles and case analyses. *South African Journal of Bioethics and Law*, *10*(2). https://hdl.handle.net/10520/EjC-c8a360ad6

Fergusion, H., Disney, T., Warwick, L., Leigh, J., Cooner, T., & Beddoe, L. (2021). Hostile relationships in social work practice: anxiety, hate and conflict in long-term work with involuntary service users. *Journal of Social Work Practice, 35*:1, 19-37. Https://doi.org/10.1080/02650533.2020.1834371

Fichtenberg, C., Delva, J., Minyard, K., & Gottlieb, L. (2020). Health and human services integration: generating sustained health and equity improvements. *Integrating Social Services & Health, 39*(4), 567-573. Https://doi.org/10.1377/hlthaff.2019.01594

Fitzsimons, D., & Clark, A. (2021). Pausing mid-sentence: an ecological model approach to language disorder and lived experience of young male offenders. *International Journal of Environmental Res. Public Health, 18*(3), 1225. https://doi.org/10.3390/ijerph18031225

Foglesong, D., Spagnolo, A., Cronise, R., Fores, J., Swarbrick, P., Edwards, J., & Pratt, C. (2020). Perceptions of peer support workers (PSW) in behavioral health: results from a national survey. *Community Mental Health Journal, 58,* 437-443. https://doi.org/10.1007/s10597-021-00837-2

Gabriel, K., & Aguinis, H. (2021). How to prevent and combat employee burnout and create healthier workplaces during crisis and beyond. *Business Horizons, 65*(2), 183-192. https://doi.org/10.1016/j.bushor.2021.02.037

Galdas, P. (2017). Revisiting bias in qualitative research: reflections on its relationship with funding and impact. *International Journal of Qualitative Methods*, *16*(1). https://doi.org/10.1177/1609406917748992

Gaudet, M., & Tremblay, M. (2017). Initiating structure leadership and employee behaviors: the role of perceived organizational support, affective commitment and leader-member exchange. *European Management Journal*, *35*(5), 663-675. https://doi.org/10.1016/j.emj.2017.04.001

Gergen, K. (2015). From mirroring to world-making: research as future forming. *Journal of the Theory of Social Behavior*. https://doi.org/10.1111/jtsb.12075

Giannetta, N., Villa, G., Pennestrì, F., Sala, R., Mordacci, R., & Manara, D. F. (2021). Ethical problems and moral distress in primary care: a scoping review. *International Journal of Environmental Research and Public Health, 18*(14), 7565. https://doi.org/10.3390/ijerph18147565

Gibson, M. (2018). The role of pride, shame, guilt, and humiliation in social service organizations: a conceptual framework from a qualitative study. *Journal of Social Service Research, 45*, 112-128. https://doi.org/10.1080/01488376.2018.1479676

Gladden, J. (2018). *Social Work Leaders Through History: Lives and Lessons*. Https://doi.org/10.1891/9780826146458

Goian, C., Lavric, L. E., Vlaicu, F. L. & Balauta, D.S. (2018). Interpersonal conflict and its implications in social work. *Agora Psycho-Pragmatica, 12*(2), 163-172.

Gopalkrishnan, N. (2018). Cultural diversity and mental health: Considerations for policy and practice. *Public Health*, 6, 1-7. https://doi.org/10.3389/fpubh.2018.0079

Goussinsky, R., & Livne, Y. (2019). The role of coping resources in the relationship between mistreatment and job burnout: evidence across two healthcare settings. *Journal of Aggression, Maltreatment, & Trauma, 28:*10, 1250-1268. Https://doi.org/10.1080/10926771.2018.1473905

Graaf, G., McBeath, B., Lwin, K., Holmes, D., & Austin, M. (2017). Supporting evidence-informed practice in human service organizations: an exploratory study of link officers. *Human Service Organization: Management, Leadership, &*

Governance, 41(1), 58-75. http://dx.doi.org/10.1080/23303131.2016.1192575

Gray, D. (2018). Doing research in the real world. 4th Edition. London, Sage.

Greenbaum, R. L., Babalola, M., Quade, M., Guo, L., & Kim, Y. (2021). Moral burden of bottom-line pursuits: how and when perceptions of top management bottom-line mentality inhibit supervisors' ethical leadership practices. *Journal of Business Ethics, 174*, 109-123. https://doi.org/10.1007/s10551-020-04546-w

Guy-Evans, O. G. (2020). Bronfenbrenner's ecological systems theory. *Simply Psychology*. Routledge.

Hadi-Moghaddam, M., Karimollahi, M., & Aghamohammadi, M. (2021). Nurses trust in managers and its relations with nurses' performance behaviors: a descriptive-correlational study. *BMC Nursing, 20:*132. https://doi.org/10.1186/s12912-021-00653-9

Hajighasemi, A. (2021). Enhancing diversity climates in human services organizations. *Journal of Ethnic & Cultural Diversity in Social Work*, 1-14. Https://doi.org10.1080/15313204.2021.1984357

Hardy, B., Hill, H., & Romich, J. (2019). Strengthening social programs to promote economic stability during childhood. *Social Policy Report, 32*(3), 1-36. https://doi.org/10.1002/sop2.4

Hays, H., O'Toole, L., & Halpenny, A. N. (2017). *Introducing Bronfenbrenner: A guide for practitioners and students in early years education.* Routledge, Taylor & Francis Group.

Hennink, M., & Kaiser, B. (2022). Sample sizes for saturation in qualitative research: a

systematic review of empirical test. *Social Science & Medicine*, 292, 114523. https://doi.org/10.1016/j.socscimed. 2021.114523

Hlaing, P., Hasswan, A., Salmanpour, V., Shorbagi, S., Almahmoud, T., Jirjees, F., Kawas, S., Guraya, S., & Sulaiman, N. (2023). Health professions students approaches towards practice-driven ethical dilemma; a case-based qualitative study. *BMC Medical Education, 23*, 307. https://doi.org/10/1186/s12909-023-04089-4

Hoefer, R. (2019). Modest challenges for the field of human service administration and social policy research and practice. *Human Service Organizations Management,* 1-12. https://doi.org/10.1080/23303131.2019.1674755

Homer, C. (2017). Human services: an essential partner in improving health in the United States. *Public Health Reports,132*(2), 127-129. Https://doi.org/10.1177/0033354916689662

Ineland, D., Sauer, L., & Molin, M. (2018). Sources of job satisfaction in intellectual disability services: A comparative analysis of experiences among human service professionals in schools, social services, and public health care in Sweden. *Journal of Intellectual & Developmental Disability, 43*:4, 421-430. Https://doi.org/10.3109/13668250.2017.1310817

International Federation of Social Workers European Region, E.V. (2018). Standards in social work practice meeting. *Human Rights.* http://cdn.ifsw.org/assets/ifsw_92406-7.pdf

Islami, X., Mulolli, E., & Mustafa, N. (2018). Using management by objectives as a

performance appraisal tool for employee satisfaction. *Future Business Journal, 4,* 94-108. Https://doi.org/10.1016/J.FBJ.2018.01.001

Ivan, S. (2021). Qualitative data collection: 6 things researchers need to know to get it right. National Institute for Children's Health Quality. Retrieved from https://nichq.org/insight/qualitative-data-analysis-7-things-researchers-need-know-get-it-right

Jackson, J., Safari, R., & Hallam, J. (2022). A narrative synthesis using the ecological systems theory for understanding a woman's ability to continue breastfeeding. *International Journal of Health Promotion and Education*. https://doi.org/10.1080/14635240.2022.2098162

Jahja, A., Ramalu, S., & Razimi, M. (2021). Generic qualitative research in management studies. *JRAK, 7*(1), 1-13. Doi: https://doi.org/10.38204/jrk.v7i1.523

Jalajas, D. S., & Pullaro, R. (2018). The effect of personality on decision making. *Journal of Organizational Psychology, 18*(5). https://articlearchives.co/index.php/JOP/article/view/4245

Janis, I. (2022). Strategies for establishing dependability between two qualitative intrinsic case studies: a reflexive thematic analysis. *Field Methods, 34*(3), 240-255. https://doi.org/10.1177/1525822X211069636

Jankelova, N., Joniakova, Z., Blstakova, J., Skorkova, Z., & Prochazkova, K. (2021). Leading employees through the crises: key competencies of crisis management in healthcare facilities in Coronavirus Pandemic. *Risk Management and Healthcare Policy, 14:* 561-573. Https://doi.org/10.2147/RMHP.S288171

Jiang, H., & Men, R. L. (2017). Creating an engaged workforce: The impact of authentic leadership, transparent organizational communication, and work-life enrichment. *Communication Research, 44*(2), 225-243. https://doi.org/10.1177/0093650215613137

Johnson, J., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. *American Journal of Pharmaceutical Education*, *84*(1), 138-146. https://doi.org/10.5688/ajpe7120

Jurchak, M., Grace, P., Lee, S., Wilis, D., Zollfrank, A., & Robinson, E. (2017). Developing abilities to navigate through the grey zones in complex environments: nurses' reasons for applying to a clinical ethics residency for nurses. *Journal of Nursing Scholarship: An Official Publication of Sigma Theta Taue International Honor Society of Nursing, 49.* https://doi.org/10.1111/jnu.12297.

Juujarvi, S., Kallunki, E., & Luostari, H. (2020). Ethical decision-making in the transition of services: the ethics of care and justice perspectives. *Ethics and Social Welfare, 14*(1), 65-83. https://doi.org/10.1080/17496535.2019.1710546

Juujarvi, S., Ronkainen, K., & Silvennoinen, P. (2019). The ethics of care and justice in primary nursing of older patients. *Clinical Ethics*, *14*(4),187-194. https://doi.org/10.1177/1477750919876250

Kamali, M., & Jonsson, J. (2019). Revolutionary social work: promoting sustainable justice. *Critical and Radical Social Work, 7*(3). https://doi.org/10.1332/204986019X15688881109268

Kennedy, D. M. (2016). Is it any clearer? Generic qualitative inquiry and the VSAIEEDC

model of data analysis. *The Qualitative Report, 21*(8), 1369-1379. https:///nsuworks.nova.edu/tqr/vol21/iss8/1

Kilanowski, J. (2017). Breadth of the socio-ecological model. *Journal of Agromedicine, 22*(4), 29-297. Https://doi.org/1080/1059924X.2017.1358971

Kim, T. Y., Wang, J., & Chen, J. (2018). Mutual trust between leader and subordinate and employee outcomes. *Journal of Business Ethics, 149*(4), 945-958. https://doi:10.1007/s10551-016-3093-y

Kirchherr, J., & Charles, K. (2018). Enhancing the sample diversity of snowball samples: recommendations from a research project on anti-dam movements in Southeast Asia. *PLoS ONE, 13*(8), e0201710. https://doi.org/10.1371/journal.pone.0201710

Knott, E., Rao, A. H., Summers, K., & Teeger, C. (2022). Interviews in the social sciences. *National Research Methods Primers, 2*(73). https://doi.org/10.1038/s43586-022-00150-6

Kojan, B., & Clifford, G. (2018). Rights-based practice and marginalized children in child protection work: implications for professional practice and policy. *Professional Practice and Policy.* https://doi.org/10.1007/978-3-319-94800-3_9

Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M., & de Boaer, H. (2020). The relationships between school belonging and students motivational, social-emotional, behavioral, and academic outcomes in secondary education: a meta-analytic review. *Research Papers in Education, 35*:6, 641-680. Https://doi.org/10.1080/02671522.2019.1615116

Korstjens, I., & Moser, A. (2018). Series: practical guidance to qualitative research. Part

4: trustworthiness and publishing. *European Journal of General Practice, 24*(1). https://doi.org/10.1080/13814788.2017.1375092

Koziol-Nadolna, K., & Beyer, K. (2021). Determinants of the decision-making process in organizations. *Procedia Computer Science, 192,* 2375-2384. https://doi.org/10.1016/j.procs.2021.09.006

Lampert, B., & Glaser, J. (2018). Detached concern in client interaction and burnout. *International Journal of Stress Management, 25*(2), 129-143. https://doi.org/10.1037/str000053

Landrum, B., & Garza, G. (2015). Mending fences: defining the domains and approaches of quantitative and qualitative research. *Qualitative Psychology, 2*(2), 199-209. https://doi.org/10.1037/qup000030

Larsen, C. M., Terkelsen, A. S., Carlsen, A., & Kristensen, H. (2019). Methods for teaching evidence-based practice: a scoping review. *BMC Medical Education, 19*, 259. https://doi.org/10.1186/s12909-019-1681-0

LeBlanc, L.A., Onofrio, O. M., Valentino, A.L., & Sleeper, J.D. (2020). Promoting ethical discussions and decision-making in a human service agency. *Behavior Analysis in Practice, 13*(4), 905-913. https://doi.org/10.1007/s40617-020-00454-7

Lees, A. B., Walters, S., & Godbold, R. (2022). Illuminating the role of reflexivity within qualitative pilot studies: Experiences from a scholarship of teaching and learning project. *International Journal of Qualitative Methods*, *21*. https://doi.org/10.1177/16094069221076933

Lee, S., Denniston, C., Edouard, V., Palermo, C., Pope, K., Sutton, K., Waller, S., Ward,

B., & Rees, C. (2019). Supervision training interventions in the health and human services: realist synthesis protocol. *BMJ open, 9*(5), e025777. https://doi.org/10.1136/bmjopen-2018-025777

Lemoine, J., Hartnell, C., & Leroy, H. (2019). Taking stock of moral approaches to leadership: an integrative review of ethical, authentic, and servant leadership. *ANNALS, 13*, 148-187. https://doi.org/10.5465/annals.2016.0121

Lester, J., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: a starting point. *Human Resource Development Review, 19*(1), 94-106. https://doi.org/10.1177/1534484320903890

Li, S., Tang, Y., & Zheng, Y. (2023). How the home learning environment contributes to children's social-emotional competence: a moderated mediation model. *Secondary Educational Psychology*, 14. https://doi.org/10.3389/fpsyg.2023.1065978

Liu, L. (2016). Using generic inductive approach in qualitative educational research: A study analysis. *Journal of Education and Learning, 5*(2), 129-135. https://doi.org/10.5539/jel.v5n2p129

Lloyd, K. J., Boer, D., & Voelpel, S. C. (2017). From listening to leading: toward an understanding of supervisor listening within the framework of leader-member exchange theory. *International Journal of Business Communication, 54*(4), 431-451. https://doi.org/10.1177/2329488415572778

Lopez-Cabarcos, M., Vazquez-Rodriguez, P., & Quinoa-Pineiro, L. (2022). An approach to employees' job performance through work environmental variables and

leadership behaviours. *Journal of Business Research, 140,* 361-369. https://doi.org/10.1016/j.jbusres.2021.11.006

Lyng, H. B., Macrae, C., Guise, V., Haraldseid-Drifeland, C., Fagerdal, B, Schibevaag, L., Alsvik, J.G., & Wiig, S. (2021). Balancing adaptation and innovation for resilience in healthcare – a metasynthesis of narratives. *BMC Health Services Research, 21*(1), 759, 1-13. Https://doi/10.1186/s12913-021-06592-0

Maddock, A. (2023). The relationships between stress, burnout, mental health and well-being in social workers. *The British Journal of Social Work, 00,* 1-19. https://doi.org/10.1093/bjsw/bcad232

Malik, M., Khwaja, M., Hanif, H., & Mahmood, S. (2023). The missing link in knowledge sharing: the crucial role of supervisor support-moderated mediated model. *Leadership & Organization Development Journal, 44*(6), 771-790. https://doi.org/10.1108/LODJ-04-2023-0199

Martin, M. E. (2018). *Introduction to human services: Through the eyes of practice settings.* Pearson.

Mattimoe, R., Hayden, M. T., Murphy, B., & Ballantine, J. (2021). Approaches to analysis of qualitative research data: A reflection on the manual and technological approaches. *Accounting, Finance & Governance Review, 27*(1), 1-16. https://afgr.scholasticahq.com/article/22026-approaches-to-analysis-of-qualitative-research-data-a-reflection-on-the-manual-and-technological-approaches

Maxwell, L. E. (2018). The role of the physical environment in education. Environmental

psychology and human well-Being. *Environmental psychology and human well-being: Effects of built and natural settings*,135–166. https://doi.org/10.1016/B978-0-12-811481-0.00006-8

Mellinger, M. (2017). Mission and advocacy structure: a perspective from human service organization. *Journal of Policy Practice, 163*:3, 292-309. Https://doi.org/10.1080/15588742.2016.1268992

Men, L., Qin, Y., & Jin, J. (2022). Fostering employee trust via effective supervisory communication during the COVID-19 Pandemic: through the lens of motivating language theory. *International Journal of Business Communication*, *59*(2), 193-218. Https://doi.org/10.1177/23294884211020491

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

Metz, A., Albers, B., Burke, K., Bartley, L., Louison, L., Ward, C., & Farley, A. (2021). Implementation practice in human service systems: Understanding the principles and competencies of professionals who support implementation. *Human Service Organizations: Management, Leadership, & Governance*, *45*(3), 238-259. https://doi.org/10.1080/23303131.2021.1895401

Metz, A., Jensen, T., Farley, A., & Boaz, A. (2022). Is implementation research out of step with implementation practice? Pathways to effective implementation support over the last decade. *Implementation Research and Practice, 3*, 1-11. https://doi.org/10.1177/26334895221105585

Milner, A., King, T., & Kavanagh, A. (2019). The mental health impacts of health and

human service work: longitudinal evidence about differential exposure and susceptibility using 16 waves of cohort data. *Preventive Medicine Reports,14,* 1-7. https://doi.org/10.1016/j.pmedr.2019.100826

Mo, S., & Shi, J. (2017). Linking ethical leadership to employees organizational citizenship behavior: testing the multilevel mediation role of organizational concern. *Journal of Business Ethics, 141*(1), 151-162. https://doi.org/10/1007/s10551-015-2734-x

Montgomery, K. (2022). Response-corruption, trust, and professional regulation. *Bioethical Inquiry 19,* 129-134. https://doi.org/10.1007/s11673-021-10149-5

Montuori, P., Sorrentino, M., Sarnacchiaro, P., Di Duca, F., Nardo, A., Ferrante, B., D'Angelo, D., Di Sarno, S., Pennino, F., Masucci, A., Triassi, M., & Nardone, A. (2022). Job satisfaction: Knowledge, attitudes, and practices analysis in a well-educated population. *International journal of environmental research and public health, 19*(21), 14214. https://doi.org/10.3390/ijerph192114214

Mosley, J., & Smith, S. (2018). Human service agencies and the question of impact: lessons for theory, policy, and practice. *Human Service Organizations: Management, Leadership, & Governance, 42*:2, 113-122. Https://doi.org/10.1080/23303131.2018.1425953

Mosson, R., Hasson, H., Wallin, L., & Schwarz, U. (2017). Exploring the role of managers in implementing evidence-based practice in social services and older people care. *The British Journal of Social Work, 47*(2), 542-560. https://doi.org/10.1093/bjsw/bcw004

Mozersky, J., McIntosh, T., Walsh, H., Parson, M., Goodman, M., & DuBois, J. (2021). Barriers and facilitators to qualitative data sharing in the United States: A survey of qualitative researchers. *PLoS ONE 16*(12): e0261719. https://doi.org/10.1371/jouranl.pone.0261719

Muurinen, H., & Kaariainen, A. (2022). Using theory in practice – an intervention supporting research dissemination in social Work. Human Service Organizations: Management, Leadership & Governance, 46:1, 1- 10. https://doi.org/10.1080/23303131.2021.1935376

Mwita, K. (2022). Factors influencing data saturation in qualitative studies. *Journal of Research in Business and Social Science*, *11*, 414-420. Https://doi.org/10.20525/ijrbs.v11i4.1776.

National Association of Social Workers. (2017). NASW code of ethics. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

National Organization for Human Services. (2015). *Ethical standards for human services professionals.* https: www.nationalhumanservices.org/ethicalstandards-for-hs-professionals

Navarro, J., & Tudge, J. (2022). Technologizing Bronfenbrenner: neo-ecological theory. *Current Psychology*, *42,* 19338-19354. https://doi.org/10.1007/s12144-022-02738-3

Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*, *8*(2),

90–97. https://doi.org/10.1007/s40037-019-0509-2

Newman, B. M., & Newman, P. R. (2020). Ecological theories. *Theories of Adolescent Development.* Academic Press.

Nilsen, P., Neher, M., Ellstron, P. E., & Gardner, B. (2017). Implementation of evidence-based practice from a learning perspective. *Worldviews on Evidence-based Nursing*, *14*(3), 192-199. https://doi.org/10.1111/wvn.12212

Nordby, H. (2018). Management and conflict resolution: conceptual tools for securing cooperation and organizational performance. *Organizational Conflict*. Https://doi.org/10.5772/intechopen.72132

Nordgren, C., Anderson, L., Lingarde, S., Runesson, I., & Staff, A. (2022). Need for knowledge-what, where, and how? How social workers handle service and support for individuals with disabilities. *British Journal of Social Work, 00*, 1-19. https://doi.org/10.1093/bjsw/bcac020

Nyathi, N. (2018). Child protection decision-making: social workers' perceptions. *Professional Judgment and Decision making in Social Work.* Routledge.

Pak, C., Chun-Sing, J., & Tsui, M. (2017). Looking for social work values and ethics in the textbooks of social services administration over the past 50 years (1965-2014). *Human Service Organizations: Management, Leadership, & Governance, 41*(2) https://doi.org/10.1080/23303131.2016.1231151

Panopoulos, N., & Drossinou-Korea, M. (2020). Bronfenbrenner's theory and teaching intervention: the case of the student with intellectual disability. *Journal of Language and Linguistic Studies, 16*(2), 537-551.

Https://doi.org/10.17263/jlls.759243

Parsell, C., Eggins, E., & Marston, G. (2017). Human agency and social work research: a systematic search and synthesis of social work literature. *The British Journal of Social Work, 47*(1), 238-255. https://doi.org/10.1093/bjsw/bcv145

Pasini, A. (2015). How to make good choices? Ethical perspectives guiding social workers moral reasoning. *The International Journal, 35*(4), 377-386. https://do.org/10.1080/02615479.2015.1081679

Patil, T., & Ennis, G. (2018). Critically reflecting on the Australian association of social workers code of ethics: learning from a social work field placement. *British Journal of Social Work, 48,* 1370-1387. https://doi.org/10.1093/bjsw/bcx101

Peels, R., & Bouter, L. (2021). Replication and trustworthiness. *Accountability in Research, 30*(2), 77-87. https://doi.org/10.1080/08989621.2021.1963708

Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: context and conversation. *Qualitative Health Research, 28*(3), 381-388. https://doi.org/10.1177/1049732317697102

Pinals, D., Hovermale, L., Mauch, D., & Anacker, L. (2021). Persons with intellectual and developmental disabilities in the mental health system: Part 1. Clinical consideration. *Psychiatric Services, 73*(3), 245-363. https://doi.org/10.1176/appi.ps.201900504

Planey, A., Smith, S., Moore, S., & Walker, T. (2019). Barriers and facilitators to mental health help-seeking among African American youth and their families: a systematic review study. *Children and Youth Services Review, 101,* 190-200.

https://doi.org/10.1016.j.childyouth.2019.04.001

Price, A., & Kelly, S. (2021). Caught between a rock and a hard place: social work in non-government organization. *Aotearoa New Zealand Social Work, 33*(1), 67-80. https://doi.org/10.11157/anzswj-vol331id824

Qiao, H. (2018). A brief introduction to institutional review boards in the United States. *Pediatric Investigation, 2*(1), 46-51. https://doi.org/10.1002/ped4.12023. PMID: 32851230; PMCID: PMC7331443.

Rahman, M. (2017). The disadvantages of using qualitative and quantitative approaches and methods in language testing and assessment research: a literature review. Journal of Education and Learning, 6(1), 102-112. https://doi.org/10.5539/jel.v61p102

Reamer, G. (2017). Evolving ethical standards in the digital age. *Australian Social Work, 70*(2), 148-159. http://dx.doi.org/10.1080/0312407X.2016.1146314

Resnik, D. (2020). What is ethics in research & why is it important? *National Institute of Environmental Health Sciences*. Retrieved from https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm

Ricciardelli, L., Nackerud, L., Quinn, A., Sewell, M., & Casiano, B. (2020). Social media use, attitudes, and knowledge among social work students: ethical implications for the social work profession. *Social Sciences & Humanities.* https://doi.org/10.10.1016/j.ssaho.2019.100008

Richards, K., & Hemphill, A. (2018). A practical guide to collaborative qualitative data analysis. Journal of Teaching in Physical Education, 37(2), 225-231.

https://doi.org/10.1123/jtpe.2017-0084

Riedel, P., Kreh, A., Kulcar, A., Lieber, A., & Juen, B. (2022). A scoping review of moral stressors, moral distress and moral injury in healthcare workers during COVID-19. *International Journal of Environmental Research and Public Health, 19*(3). https://doi.org/10.3390/ijerph19031666

Robins, L., Johnson, K., Gantt-Howrey, A., & Brookover, D. (2021). The role of human services providers in addressing social determinants of health. *Journal of Human Services, 40*, 83-101. https://doi.org/10.52678/2021.6

Rogers, L., Niwa, E., Chung, K., Yip, T., & Chae, D. (2021). M(ai)cro: centering the macrosystem in human development. *Human Development, 65*(5-6), 270-292. https://doi.org/10.1159/000519630

Roskams, M., & Haynes, B. (2021). Environmental demands and resources: a framework for understanding the physical work environment. *Facilities, 39*(9/10), 652-666. https://doi.org/10.1108/F-07-2020-0090

Rowan, D., Richardson, S., & Long, D. (2018). Practice-informed research: contemporary challenges and ethical decision-making. *Journal of Social Work Values and Ethics, 15*(2), 15-19. https://doi.org/10.55521/10-015-200

Ruslin, R., Mashuri, S., Sarib, M., Alhabsyi, F., & Syam, H. (2022). Semi-structured interview: a methodological reflection on the development of a qualitative research instrument in educational studies Ruslin. *Journal of Research & Method in Education, 12*, 22-29. https://doi.org/10.9790/7388-1201052229

Ruth, B., & Marshall, J. (2017). A history of social work in public health. *American*

Journal of Public Health, 107(S3), S236-S242. https://doi.org/10.2105/AJPH.2017.304005

Salanova, M., Acosta-Antognoni, H., Llorens, S., & Le Blanc, P. (2021). We trust you! A multilevel-multireferent model based on organizational trust to explain performance. *International Journal of Environmental Research and Public Health, 18*(8), 1-21. https://doi.org/10.3390/ijerph18084241

Saldana, J. (2015). *The coding manual for qualitative researchers.* Newcastle upon Tyne: Sage.

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and operationalization. *Qual Quant, 52*(4), 1893-1907. https://doi.org/10.1007/s11135-017-0574-8. PMID: 29937585; PMCID: PMC5993836.

Savaya, R., Melamed, S., & Altschuler, D. (2018). Perceptions of service providers' burnout: comparison of service users and service providers, *The British Journal of Social Work, 48*(2), 339–352. https://doi.org/10.1093/bjsw/bcx051

Scanlan, J., & Still, M. (2019). Relationships between burnout, turnover intention, job satisfaction, job demands and resources for mental health personnel in an Australian mental health service. *BMC Health Services Research, 19*, 62. https://doi.org/10.1186/s12913-018-3841-z

Setyaningrum, P., Setiawan, M., & Irawanto, D. (2020). Servant leadership characteristics, organizational commitment, followers' trust, employees'

performance outcomes: a literature review. *European Research Studies Journal, 23*(4), 902-911. https://doi.org/10.35808/ersj/1722

Shanafelt, T., & Noseworthy, J. (2017). Executive leadership and physician well-being: nine organizational strategies to promote engagement and reduce burnout. *Mayo Clinic Proceedings, 92*(1), 129-146. https://doi.org/10.1016/j.mayocp.2016.10.004

Shin, S., Hong, E., Do, J., Lee, M. S., Jung, Y., & Lee, I. (2022). Development of critical reflection competency scale for clinical nurses. *International Journal of Environmental Research and Public Health, 19*(6), 3483. https://doi.org/10.3390/ijerph19063483

Sigurdsson, J., Beich, A., & Stavdal, A. (2020). Our core values will endure. *Scandinavian Journal of Primary Health Care, 38*:4, 363-366. https://doi.org/10.1080/02813432.2020.1842676

Slettebo, A., Skaar, R., Brodtkord, K., & Skisland, A. (2018). Conflicting rationales: leaders experienced ethical challenges in community health care for older people. *Scandinavian Journal of Caring Sciences, 32*:645-653. https://doi.org/10.1111/scs.12490

Smith, C. S. (2023). Applying a systems oriented ethical decision-making framework to mitigating social and structural determinants of health. *Frontiers in oral health, 4*, 1031574. https://doi.org/10.3389/froh.2023.1031574

Solinger, O., Jansen, P., & Cornelissen, J. (2020). The emergence of moral leadership. *Academy of Management, 45*(3). https://doi.org/10.5465/amr.2016.0263

Sovold, L., Naslund, J., Kousoulis, A., Saxena, S., Qoronfleh, M., Grobler, C., & Munter, L. (2021). Prioritizing the mental health and well-being of healthcare workers: an urgent global public health priority. *Frontiers in Public Health*, 9, 1-12. https://doi.org/10.3389/fpubh.2021.679397.

Stahl, N. A., & King, J. R. (2020). Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research. *Journal of Developmental Education*, *44*(1), 26–28. http://www.jstor.org/stable/45381095

Stanley, K., & Kuo, N. (2022). It takes a village: approaching the development of school-family-community partnerships through Bronfenbrenner's social-ecological perspectives. *Journal of Human Sciences and Extension, 10*(1), 13. https://doi.org/10.54718/COBW6379

Stefaniak, A., Wohl, J.A., & Elgar, F. (2022). Commentary on "different roles of interpersonal trust and institutional trust in COVID-19 pandemic control". *Social Science & Medicine* (1982), 299, 114765. https://doi.org/10.1016/j.socscimed.2022.114765

Stenfors, T., Kajamaa, A., & Bennett, D. (2020). How to…assess the quality of qualitative research. *The Clinical Teacher*, *17*(6), 596-599. https://doi.org/10.1111.tct.13242

Stuart, P. (2019). Social work profession: history. *Encyclopedia of Social Work History*. 1-14. https://doi.org/10.1093/acrefore/9780199975839.013.623

Tahiry, M., & Ekmekcioglu, E. (2021). Supervisor support, career satisfaction, and career adaptability of healthcare sector employees. *Vilakshan-XIMB Journal of*

Management, 20(2). 292-301. https://doi.org/10.1108/XJM-09-2021-0247

Taylor, B., & Whittaker, A. (2018). Professional judgement and decision-making in social work. *Journal of Social Work Practice, 32*:2, 105-109. https://doi.org/10.1080/02650533.2018.1462780

Tenny, S., Brannan, J., & Brannan, G. (2022). Qualitative study. *StatPearls,* https:///www.ncbi.nlm.nih.gov/books/NBK47035/

Thelin, A. (2021). Care ethics for supported decision-making. A narrative policy analysis regarding social work in cases of dementia and self-neglect. *Ethics and Social Welfare, 15*:2, 167-184. https://doi.org/10.1080/17496535.2020.1863998

Thomas, S. P., & Sohn, B.K. (2023). From uncomfortable squirm to self-discovery: a phenomenological analysis of the bracketing experience. *International Journal of Qualitative Methods, 22*. https://doi.org/10.1177/16094069231191635

Tomaszewski, L., Zarestky, J., & Gonzales, E. (2020). Planning qualitative research: design and decision-making for new researchers. International Journal of Qualitative Methods, 19. https://doi.org/10.1177.1609406920967174

Toney, A. M., Martin, T., Sanchez, S., Kelley, M., Palmer-Wackerly, A., & Chaidez, V. (2022). Examining the macrosystem level of influence on community health worker effectiveness in the state of Nebraska: a qualitative approach. *Journal of Community Health, 47,* 510-518. https://doi.org/10.1007/s10900-022-01075-7

Tosun, B., & Ozkan, N. (2023). The role of organizational trust on the relationship between work-life balance and job satisfaction. *International Journal of Eurasia Social Sciences, 14*(51), 60-76. http://dx.doi.org/10.35826/ijoess.3259

Travis, D., Lizano, E., & Mor Barak, M. (2016). I'm so stressed!: a longitudinal model of stress, burnout and engagement among social workers in child welfare settings. *British Journal of Social Work, 46,* 1076-1095. https://doi.org/10.1093/bjsw/bct25

Trigueros, R., & Sansocal, J. (2017). Qualitative and quantitative research instruments. Research Gate. https://www.researchgate.net/publication/323014697

Tummers, L. G., & Bakker, A. B. (2021). Leadership and job demands-resources theory: a systematic review. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2021.722080

van den Hoed, M.W., Backhaus, R., de Vries, E., Hamers, J., & Daniels, R. (2022). Factors contributing to innovation readiness in health care organizations: a scoping review. *BMC Health Services 22*, 997, 1-18. https://doi.org/10.1186/s12913-022-08185-x

van Gils, S., Hogg, M. A., Van Quaquebeke, N., & van Knippenberg, D. (2017). When organizational identification elicits moral decision-making: a matter of the right climate. *Journal of Business Ethics, 142*, 155-168. https://doi.org/10.1007/s10551-015-2784-0

Velez-Agosto, N., Soto-Crespo, J., Vizcarrondo Oppenheimer, M., Vega-Molina, S., & García Coll, C. (2017). Bronfenbrenner's Bioecological Theory Revision: Moving Culture From the Macro Into the Micro. *Perspectives on Psychological Science, 12*, 900-910. https://doi.org/10.1177/1745691617704397

Vries, J. P., Knies, E., & Leisink, P. (2022). Shared perceptions of supervisor support:

what processes make supervisor and employees see eye to eye? *Review of Public Personnel Administration*, *42*(1), 88-112. https://doi.org/10.1177/0734371X20942814

Weller, S.C., Vickers, B., Bernard, H.R., Blackburn, A.M., Borgatti, S., Gravlee, C.C., & Johnson, J.C. (2018). Open-ended interview questions and saturation. *PloS one*, *13*(6), e0198606. https://doi.org/10.1371/journal.pone.0198606

Wicks, D. (2017). The Coding Manual for Qualitative Researchers (3rd edition). The Coding Manual for Qualitative Researchers (3rd edition) Johnny Saldaña Sage 2015 ISBN-13: 978-1473902497. *Qualitative Research in Organizations and Management: An International Journal*, *12*, 169-170. https://doi.org/10.1108/QROM-08-2016-1408

Wilkins, D., Khan, M., Stabler, L., Newlands, F., & Mcdonnell, J. (2018). Evaluating the quality of social work supervision in UK childrens services: comparing self-report and independent observations. *Clinical Social Work Journal*, *46*:350-360. https://doi.org/10.1007/s10615-018-0680-7

Wolor, C. W., Ardiansyah A, Rofaida R, Nurkhin A, Rababah, MA (2022). Impact of Toxic Leadership on Employee Performance. *Health Psychol Res,10*(4):57551. https://doi.org/10.52965/001c.57551

Wong, P., Wong, K., Ghoh, C., & Chiu, M. (2022). Supervision of supervisory practice: from idea to practice. *Internal Social Work*, 1-14. https://doi.org/10.1177/00208728211073648

Yeh, Y. (2017). Research Development of Creativity. *Reference Module in Neuroscience*

and Biobehavioral Psychology. https://doi.org/10.1016/b978-0-12-809324-5.06266-0

Ylvisaker, S., & Rugkasa, M. (2021). Dilemmas and conflicting pressures in social work practice. *European Journal of Social Work, 25*:4, 643-654. https://doi.org/1080/13691457.2021.1954884

Zaatari, W., & Maalouf, I. (2022). How the Bronfenbrenner bio-ecological system theory explains the development of students' sense of belonging to school? *SAGE Open, 12*(4). https://doi.org/10.1177/21582440221134089

Zegwaard, M. I., Aartsen, M. J., Grypdonck, M.H. (2017). Trust: an essential condition in the application of a caregiver support intervention in nursing practice. *BMC Psychiatry 17*(47), 1-10. https://doi.org/10.1186/s12888-017-1209-2

Zhenjing, G., Chupradit, S., Ku, K., Nassani, A., & Haffar, M. (2022). Impact of employees' workplace environment on employees. Performance: A *Multi-Mediation Model. Frontiers in Public Health, 10,* 890400. https://doi.rg/10.3389/fpubh.2022.890400

Appendix A: Recruitment Materials

Participants needed for research study! You may qualify for this study if:

- You have a minimum of a bachelor's degree in human services or related field
- Currently working in human services related field
- Working at your current job for at least one year

I am exploring the challenges of messaging from administration that human service professionals' interaction with clients with various characteristics that may or may not align with their training which could potentially lead to an internal conflict.

If you have an interest in participating in the study, please get in touch with me in one of the following ways below.

Email: Tina.Martin@waldenu.edu

Phone: [redacted]

Facebook: [redacted]

Please feel free to share this invitation with anyone you know who might be eligible to take part. I will contact the potential candidates to let them know if they meet the requirements and set up an appointment for an interview. Thank you!

Appendix B: Inclusion Questions

1. Is your degree in a non-human services related field?
2. Are you currently working in a non-human services related field?
3. Have you been working at your current human services related job for less than 1 year?

Appendix C: Interview Protocol

Hello, my name is Tina Martin. I am a doctoral student at Walden University College of Psychology and Community Services. Professionally I have more than 20 years of experience in the field of human services. I have a love for assisting diverse populations towards self-sufficiency. This research has no connection to my employment or professional life.

My study aims to gain an understanding of the challenges of messaging from administration that human service professionals' interaction with clients with various characteristics that may or may not align with their training which could potentially lead to an internal conflict. The results from the study will be used to contribute to positive social change with the potential to help understand whether messaging from administration contradicts with organizational policies, and if so, how they may impact their ability to work with clients. Additionally, it could help to build the knowledge capacity of providing services to diverse clients which can aid human service professionals dealing with complex situations and reducing stress on the job.

Semistructured Interview

Qualitative research interviews are less structured with open-ended questions which allows for deep descriptions of the experience (Merriam, 2009). The interview questions were framed by the research topic. Additionally, the questions were formulated to understand the point of view of the research participants (Ruslin et al., 2022). The questions that will be asked will relate to the participants background, experiences, opinions, and knowledge (DeJonckheere & Vaughn, 2019). A recording device will be

used to establish reduction of validity threats and credibility of the research (Coleman, 2022).

I will begin the interview with the following demographic questions:

1. Age:

2. Race:

3. My gender identity is:

4. How many years have you worked in human services or related field?

5.How many years have you worked in your current position?

6.What is your highest level of education?

Here are the ground rules for the interview:

- Place your phone on silent
- Be transparent and remember that your identity is confidential
- The interview will be recorded with a via Zoom
- I will facilitate the discussion.
- Enjoy the interview.

Interview Questions

History

1**.** How were you influenced to work in the field of human services?

2. Will you describe your experiences working directly with clients in the field of human services?

Training/Education

3. How has on-the-job training been an influence on how you serve clients?

4. How has your educational knowledge been an influence on how you serve clients?

Probe 1: Tell me more

Messaging

5. During these experiences, how was the feedback from administration on how you handled a particular situation?

6. During your experiences with direct support services with clients, how was the messaging received from administration on the outcomes of the services?

7. How does messaging from administration impact the way you provide services to your clients?

8. How does messaging from administration align or contradict your training when working with various clients?

9. What would like to see different in terms of messaging from administration and its alignment with your training?

Outcomes

10. How was the decision-making process implemented in providing services to clients?

Probe 1: At what point is your direct supervisor informed of the outcome?

Probe 2: How are your clients involved in the decision-making process?

Theory-based

11. How does your work culture play a role in how you serve your clients?

12. How do you perceive the messages from administration influencing your interactions with diverse clients on a daily basis?

a) Will you provide examples of how the messaging from administration has affected your ability to effectively serve diverse clients in your role?

13. How does the messaging from administration impact your ability to collaborate with other professionals from diverse backgrounds to better serve clients?

a) Are there any specific policies or guidelines conveyed by administration that have influenced your interactions with colleagues when serving diverse clients?

14. How does the messaging from administration align with the organization's overall commitment to diversity and inclusion?

a) What systematic barriers or facilitators either support or hinder your ability to implement inclusive practices for diverse clients, based on the messaging from administration?

15. How do you perceive the messaging from administration aligning with the broader societal expectations and policies regarding diversity and inclusion?

a) In your opinion, how does the messaging from administration contribute to or challenge the broader cultural competence of Human Services Professionals when serving diverse clients?

16. How have messaging and guidance from administration regarding serving diverse clients evolved over time?

a) How have these changes impacted your work and interactions with diverse clients?

Appendix D: Human Subjects Training Certificate

CITI PROGRAM

Completion Date 13-Apr-2023
Expiration Date N/A
Record ID 55401541

This is to certify that:

Tina Martin

Not valid for renewal of certification through CME.

Has completed the following CITI Program course:

Student's
(Curriculum Group)
Doctoral Student Researchers
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Walden University

CITI
Collaborative Institutional Training Initiative
101 NE 3rd Avenue, Suite 320