

Executive Summary: Manager CORE

Overview of Training:

The Manager Core curriculum has been developed as a comprehensive series for child welfare managers, linking the themes in other levels of core (worker, supervisor and executive) to be specific to managers and to illustrate parallel process opportunities. This curriculum provides opportunities for participants to assess their knowledge, strengths and resources and apply knowledge and critical thinking skills to real manager scenarios.

The participant exercises are designed to be relevant and applicable to child welfare managers.

This curriculum underscores the importance of different adult learning styles and provides information in a number of ways to help trainees integrate the information they are learning. The manager core curriculum, which includes participant activities is designed to integrate the knowledge and experiences of the participants and encourages them to share that knowledge and those experiences with others during the course of the training.

The following themes are recognized as central concepts and are present in each module:

- Fairness & Equity
- Self-Assessment
- Engagement
- Outcomes & Accountability
- Strength-Based Practice
- Evidence-Based and Promising Practices

Competencies for managers are identified as those that not only encompass those that are basic and first-level for supervisors, but begin to lead to those higher-level competencies established for executives.

Basic competencies include:

- Oral communication
- Written communication
- Problem-solving
- Leadership
- Interpersonal skills
- Self-direction
- Flexibility
- Decisiveness
- Technical competence

First-level supervisor competencies include:

- Managing diverse workforce
- Human resources management
- Conflict management
- Teambuilding
- Influencing/Negotiating

Core Manager Series Overview

Foundations for Managers in Child Welfare

Module One

Thursday, January 13, 2011

Trainer: Mark Miller

Competency: Creative Thinking- develops new insight into situations and applies innovative solutions to make organizational improvements; designs and implements new or cutting-edge programs/processes.

As a result of this training, participants will:

- Review the various roles of manager within an organization
- Define the function of manager as liaison with community and state partners
- Link manager core to supervisor core and executive development
- Complete a self assessment to be used to understand strengths and challenges in role as manager
- List the goals and themes of the manager series including transfer of learning tools
- Recognize the importance of maintaining the integrity of the organization and the manager's role to support this

Effective Relationships as a Manager

Module Two

Thursday, February 10, 2011

Trainer: Mary Garrison

Competency: Management Controls/Integrity- Assure that effective management controls are developed and maintained to ensure the integrity of the organization.

As a result of this training, participants will:

- Explore the role of authority in relationships
- Develop a process for succession planning
- Define the boundaries of effective management
- List the steps and challenges in delegating
- Accept the importance of developing and maintaining relationships within an organization including HR
- Define steps for managing for successful performance
- Identify strategies for developing a mentoring relationship in order to develop staff

Strategies for Effective Organizational Communication

Module Three

Tuesday, March 8, 2011

Trainer: Mary Garrison

Competency: Creative Thinking- develops new insight into situations and applies innovative solutions to make organizational improvements; designs and implements new or cutting-edge programs/processes.

As a result of this training, participants will:

- Identify information as a management tool
- Recognize the importance of translating the big picture and mandates to supervisors
- Identify the components of a learning organization
- List steps to managing up and across programs
- Develop strategies for facilitating autonomous supervisors
- Review stages of change in order to facilitate change

Growing & Sustaining Effective Internal & External Teams

Module Four

Tuesday, April 5, 2011

Trainer: Sandra Jackson

Competency: Client Orientation- Anticipates and meets the needs of clients; achieves quality-end products; is committed to improving services.

As a result of this training, participants will:

- Recognize the value of teamwork
- Clarify needs of teams and identify strategies for shaping and managing a team
- Review steps in interdisciplinary collaboration
- Increase & demonstrate skills related to collaboration and conflict management
- Link positive team environment to stress management
- Develop a plan for creating a positive team environment with all teams

Essentials for Resource Management

Module Five

Thursday, May 5, 2011

Trainer: Andrew Pease

Competency: Financial Management- Prepares, justifies, and/or administers the financial resources for program area; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies.

Competency: Technology Management- Integrates technology into the workplace; develops strategies using new technology to manage and improve program effectiveness; understands the impact of technological changes on the organization.

As a result of this training, participants will:

- Review steps in thinking in a fiscally responsible manner in order to develop, monitor, and provide oversight to budgets
- Define outcome based management/contracting
- Identify ways to use Safe Measures as a tool for measurement of performance
- Recognize current issues related to service and performance
- Practice developing strategies to address current issues

Strategic Thinking & Planning Tools for the Manager

Module Six

Tuesday, June 7, 2011

Trainer: Mark Miller

Competency: Planning and Evaluating- determines objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threats or opportunities.

As a result of this training, participants will:

- Review at least three decision making and problem solving models
- Identify strategies to initiate and monitor for best practice
- Explore steps in program design, implementation and evaluation
- Link program design to policy & procedure
- Recognize importance of including personnel at all levels in strategic planning
- List steps in successful strategic planning
- Demonstrate presentation skills of an innovative program to include evaluation results.

Ways that Executives can support the Transfer of Learning from the classroom to the job...

BEFORE the training

1. Executives should ask the manager to identify one decision making model that makes sense in their organization and be prepared to explain it upon return to the office.
2. Executive should request the manager to make a list of five challenges he/she experiences as a middle manager in relation to communication, team building, and/or staff development. Executives should ask managers to describe the way he/she problem solves.
3. Executives should ask managers to make a list of three questions about child welfare budgeting and allocations to take to the training.
4. Executives should inform the manager that they are interested in developing a learning organization environment and would like the manager to focus on the elements missing in their program areas in order create a learning organization environment.
5. Executives should ask the manager to identify one strategy to build in a program evaluation component in direct supervision with the front line supervisors for whom they are responsible.
6. Executives should ask managers to identify the four roles of change listed in the Who Moved My Cheese curriculum.
7. Executives should ask the manager to identify their own natural reactions to change management.

AFTER the training

1. Executive should meet with the manager to hear explanation about decision making model that could be used in the organization.
2. Review the list of five challenges and brainstorm applications from training to address challenges.
3. Executives should ask for a comparison to the problem solving model identified prior to the training and to a model he/she identified in the training that will make problem-solving more user friendly.
4. Executives should ask for the answers to the three questions identified prior to the training about budget and if answers were not available in the training then a plan for how the manager will answer these questions.
5. Executives should meet with and discuss the missing elements identified during the training and develop a time line and strategic plan for implementing strategies for growing these elements.
6. Executives should talk with managers to put in place a follow up plan for the evaluation component to demonstrate the parallel process of accountability.
7. Executives should ask managers to identify periods of organizational cultural change from the past history of the organization and to identify why it was or was not effective.
8. Executives should have managers develop steps in a plan for change management regarding a current change process being undertaken by the organization.