<div align="center">

Executive Summary
Manager's CORE

</div>

Course Description
The Manager's CORE series is a six day training offered over three months to the manager's of the Bay Area Region. This series will include self-assessment components in order to help participants understand the diverse supervisees they will encounter in their work as managers including a direct link to parallel process. Topics will include team building, the role of the middle manager, organizational communication, fiscal and budget, program development, and change management. This series will include lecturette, small group discussions, videos, and applied practice to enhance the manager's learning experience as well as allow time for skill development and transfer of learning. The information also builds on the Foundations series that new managers may or may not have attended.

Target Audience
This training is appropriate for new managers. New managers will be exposed to information that will allow them to expand their skills and knowledge as managers.

Outcome Objectives
Day One
1. Define the role of an effective manager and identify the transferable skills from a supervisor to a manager
2. Identify his/her individual management skills as they relate to individual cultural identities
3. List several management decision-making models and practice applying them to human services scenarios
4. Understand the manager's role in the professional development of staff and recognize the components of the coaching continuum as a manager
5. Assess individual skills in developing appropriate staff relationships and supporting professional development
6. Identify management challenges regarding generational workplace values

Day Two
1. Understand the characteristics of a skilled leader
2. Learn strategies to promote the value of teamwork and collaboration
3. Identify the stages and steps of team development and corresponding team roles
4. Appreciate the respective stage of development for their team
5. Learn strategies for effective collaboration in setting where there are strong alternative perspectives
6. Value the importance of negotiating consensus

Day Three
1. Assess self communication style
2. Identify the many styles of communications within an organization
3. Consider implications of communication styles on team development and maintenance.

4. Practice effective communication strategies for effective team and organizational communication.
5. Explore communicating for problem-solving and change initiation.

Day Four
1. Identify child welfare sources of income.
2. Explore child welfare budget considerations.
3. Consider updated budget revisions for the state child welfare budget.
4. Practice budget planning and development.

Day Five
1. Participants will be familiar with key federal and state regulations affecting public child welfare
2. Participants will apply principles of program design, development and implementation relevant to public child welfare
3. Participants will integrate principles of quality assurance relevant to public child welfare
4. Participants will practice designing program evaluation systems which include measurement of client outcomes

Day Six
5. Participants will identify common change reactions in organizations.
6. Participants will recognize diverse responses to change beginning with self.
7. Participants will explore change management theory as it applies to a social services organization
8. Participants will integrate strategies for managing change effectively within their roles and on behalf of supervisees
9. Participants will practice designing change management efforts.

Ways that Executives can support the Transfer of Learning from the classroom to the job…
Day One and Two
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.

   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.

Day Three and Four
BEFORE the training
1. Executives should ask managers to describe the way he/she problem solves.
2. Executives should ask managers to make a list of three questions about child welfare budgeting and allocations to take to the training.

AFTER the training

1. 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.
2. 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.

Day Five and Six:
BEFORE the training

1. 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.
2. 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.
3. Executives should ask managers to identify the four roles of change listed in the Who Moved My Cheese curriculum.
4. Executives should ask the manager to identify their own natural reactions to change management.

AFTER the training

1. 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.
2. Executives should talk with managers to put in place a follow up plan for the evaluation component to demonstrate the parallel process of accountability.
3. 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.
4. Executives should have managers develop steps in a plan for change management regarding a current change process being undertaken by the organization.