DFCS Training for New County Directors

Workshop No. 2
Program and Workload Mgmt.
Trainer's Guide

The Mission of the Department of Human Resources: To strengthen Georgia's families by supporting their self-sufficiency and helping them protect their vulnerable children and adults by being a resource to their families, not a substitute.

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Workshop Overview

Intended Audience

This workshop is for new DFCS County Directors.

Background Information

Typically, new County Directors come to their new positions with prior knowledge of some of the program areas (based on which career path they were promoted through – Social Services or Office of Family Independence). This two-day instructor-led course will reinforce and build on existing skills and knowledge. Participants will be provided a ½ day Overview of the new curriculum where they are introduced to their new roles and responsibilities and welcomed by the Division Director or Deputy. Participants will be shown how the DFCS key Outcome Measures and Results relate to their jobs as County Directors. The Overview is then followed by a 1 day Program Management course where participants learn more about the programs they will be overseeing. Participants will identify their role in managing programs and review key program performance indicators and standards. They will also review key sources of program data that highlight program performance strengths and needs. The last ½ day will focus on Workload Management where participants learn about their various roles, responsibilities and "to-do" lists. Participants will be given tip sheets to help them get up to speed quickly on when key tasks must be completed within a calendar year. A time management framework will also be provided to assist County Directors in planning their work and working their plan.

Workshop Goal

By the end of this workshop, participants will achieve the following two course goals:

- *Complete an informal assessment of each program area, identifying areas of concern and creating a plan for addressing them.*
- *Create a yearly, monthly, and daily calendar that schedules time for key County Director priorities.*

Workshop Objectives

The participants must master the following objectives to achieve each of the course goals:

Program Management

- Describe the role of the CD in managing program areas.
  - Identify resources and support networks for CDs in the area of program performance.
- Describe best practices in managing various programs.
- Given a description of a program/program area, describe the key points which require CD oversight.
- Given a set of data about a program identify strength and weakness areas of program performance.
  - For given program, identify key data benchmarks.
  - For each data benchmark, identify acceptable ranges, trends, patterns, and points of vulnerability.
  - Demonstrate how to interpret reports.
  - Identify ways to ensure that staff knows and follows rules of agency.
- Given a description of a County Director's action in a program mgt. scenario, evaluate whether it was the appropriate action to take.

Workload Management

- Given a tip sheet, create a yearly calendar, including board process, budgeting, annual report, PMP deadlines, local events, etc.
- Given a tip sheet, create a monthly calendar including report review, report submission, staff meetings, projects, conferences, etc.
- Given a tip sheet, create a daily schedule including checking various email accounts, office walk around, etc.
- Given access to resources, identify scheduling implications for Quality Assurance reviews, fiscal audit, meetings with mgt. team, staff meetings, meetings with Regional Directors, community survey, and meeting with Fiscal Officer.
- Demonstrate how to manage one's calendar for maximum efficiency.
- Describe best practices for managing workload effectively.

Required Prerequisite Training

Workshop 2 is the second in a series of four workshops that comprise the New County Director Training Curriculum. Whenever possible, participants are encouraged to complete these workshops in chronological order:

- Workshop 1: Leadership
- Workshop 2: Overview, Program Management and Workload Management
- Workshop 3: Personnel Management
- Workshop 4: Budget and Fiscal Management

Each workshop is a complete, stand-alone module. New County Directors may begin the series at any point.

Workshop Pre-work Requirements for Overview

This ½ day Overview workshop has several pre-work requirements. Participants are asked to collect information and meet with their Regional Directors prior to coming to class to brief them on the following:

- Mentor - Who is my assigned mentor?
- Organizational Chart – Review a current organizational chart and discuss "who is who" in the office as well as office politics.
- County Director PMP - Review current County Director PMP and discuss key areas of accountability.

Workshop Pre-work Requirements for Program Management

This 1 day Program Management workshop has several pre-work requirements:

- Program Reading Assignments - Participants are given reading assignments on Program areas in which they are unfamiliar (either Social Services or Office of Family Independence). Readings will provide general information and terms/acronyms about specific programs under the Social Services or OFI umbrella.
- Field Work Assignments – Participants complete field work assignments based on the area for which they will be responsible.
  - The OFI assignment involves going to the local office and acting like a client who wants to apply for TANF, food stamps, and Medicaid. Participants are asked to go through the eligibility interview and observe the process and note any referrals that are made.
  - The Social Services assignment involves shadowing a CPS investigator on an initial report.
- Mentor Meeting – Participants are asked to meet with their assigned mentor and have him/her introduce them to the following people in the office: Local OFI and Field Program Specialist, Data Specialists, Local SS Field Program Specialist, key State Office contacts, and Peer Directors with expertise in either SS or OFI.
- Regional Director Meeting - Participants are asked to meet with their Regional Director to ask specific questions about their role as Program Manager.
- Field Program Specialist Meeting - Participants are asked to meet with their Field Program Specialist to ask specific questions about the health of their programs.
- Reports and Data - Participants are asked to obtain a variety of data, reports and information for their county and to bring them to class for discussion.

Workshop Pre-work Requirements for Workload Management

This ½ day Workload Management workshop has one pre-work requirement:

- Given a list of questions, participants will research the answers to the questions in the field and bring the information to class with them. This information will help them plan their master calendar of to-do items.

Module Design

Facilitator Roles and Responsibilities:

Workshop Preparation

Preparation is critical to a successful training session. Listed below are some tips that will help you prepare for your session.

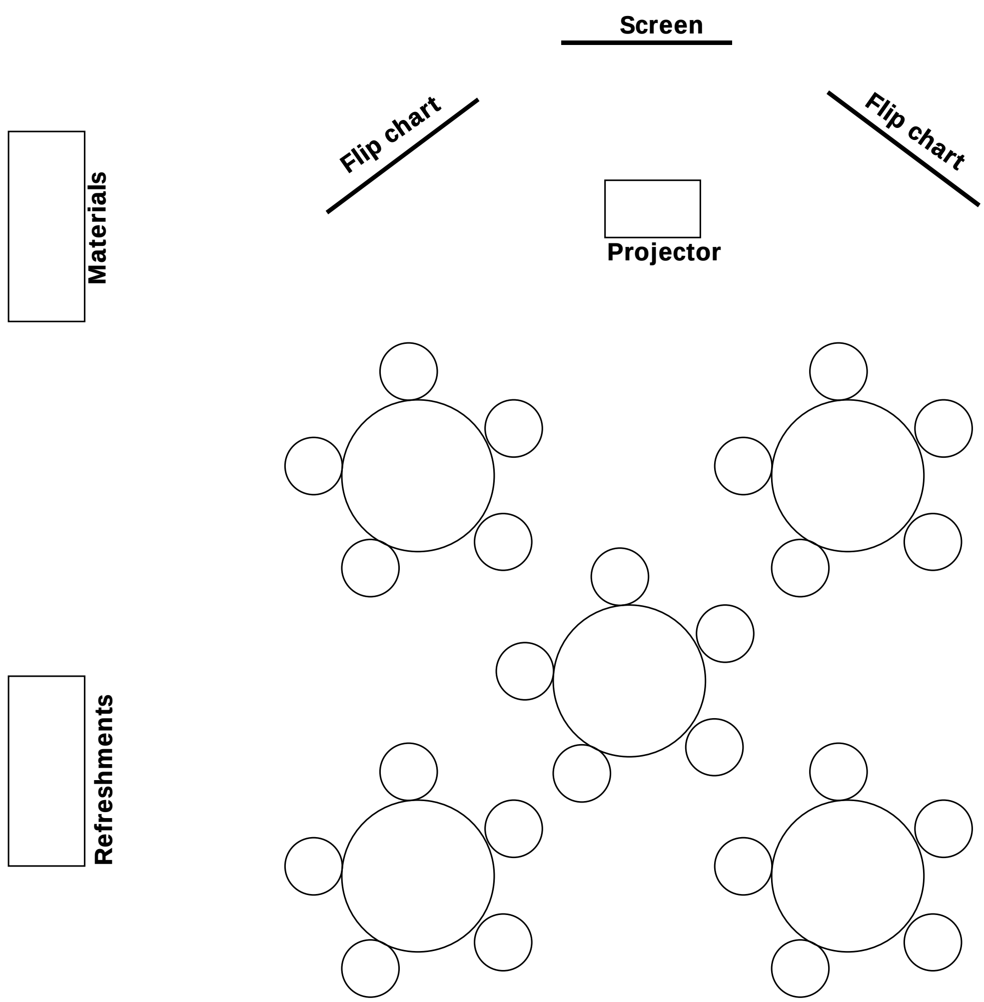
Gather all materials listed in the "Module Materials" list on Page ix.

Training Site Details

Gather information about your training site:

- Mailing address, contact person with phone number (Participant materials need to be shipped to a specific location and someone needs to receive the materials.)
- Size of room to make sure there is adequate space for number of participants to work in small groups
- Audio visual equipment
- LED projection system and laptop (if needed)
- Two or more flipcharts with pads
- Table and chairs: One table for facilitator (in front), round tables for participant teams, and one for coffee and breaks.
- Wall space for your posters and flipcharts
- Arrange for food and drinks
  - Coffee, juice, and rolls
  - Lunch
  - Breaks (soda, cookies)
- Review the graphic of the ideal site setup on the following page. Try to arrange the room so that you have no more than four to five participants per table. Fifteen participants is the recommended maximum total number.
- Set up your training room the night before the training. If you have never seen the room, this is especially important.
- Test all equipment and make sure you have all of your materials organized for efficient distribution.

Recommended Training Setup Graphic



Module Materials

Provided by Education and Training Services Section:

- Trainer's Guide (one for each trainer)
- Complete set of overhead transparencies or PP slide show
- Participant's Guide (one per participant)
- Packet of "To Do" Lists (one per participant)
- Pre-work for Workshop 2

Trainer: Please make copies of the following:

Outcome Measures and Results

- County Director PMP *(most recent County Director PMP should be obtained from the Regional Director*
- Quality Assurance Review Questions
- Quality Assurance Review Schedule
- Workshop Evaluation

Other materials and equipment needed:

- Overhead projector *(if using transparencies)*, screen, laptop and LCD projector
- Flipchart paper and stand
- Markers
- Tape
- Sign-in sheet
- Name tents
- Post-It notes
- Colored sticky dots
- Small prize or trinket for the winner of the "Survivor" activity

Record Keeping

The Education and Training Services Section will maintain a record of each person's participation in this training. Certificates will be provided to staff who successfully complete training.

Agenda and Delivery Time Estimates for Workshop No. 1

This is a two-day course with approximately 14 hours of instructional time. This provides for seven hours of instruction per day. The times below are *estimated* instructional time for each section, and they do not include breaks or lunches. Generally, for each training day, two fifteen minute breaks should be given (one in the morning, one in the afternoon) plus a 60-minute lunch break.

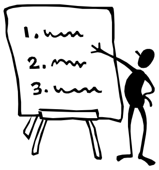
Sharing (trainer and participant experiences) is important and valuable to the learning process. Please try to balance the amount of sharing with the need to proceed with content and activities. If you go over in one section, you will need to make adjustments in sections that follow.

Day One	Section & Total Time	Topic / Activity Estimates
Overview	Introduction, Curriculum Overview and Icebreaker (1 hour)	• Welcome (0:05) • Icebreaker (0:25) • Curriculum Overview (0:10) • "Survivor" in Georgia (0:20)
	DFCS Mission, Vision and Strategic Direction (1 hour)	• Welcome / Review of Outcome Measures and Results • Q & A Session (0:50) • Words to the Wise (0:10)
	County Director's Role (1 hour)	• CD's Job and Individual Responsibilities (0:20) • Activity: What's My Role? (0:20) • Eight Key Characteristics (0:20)
Program Management	Introduction and Pre-Work Debrief (45 minutes)	• Opening Activity (0:20) • Workshop Introduction (0:05) • Pre-Work Discussion (0:20)
	The County Director's Role in Managing Programs (50 minutes)	• CD as Program Manager (0:20) • Activity: County Director or Supervisor? (0:15) • Resources and Support in Managing Programs (0:15)
	SS and OFI Overview and Standards (Time depends on which section is taught: SS, OFI or both)	• SS Program Overview (0:30) • OFI Program Overview (0:40)

Agenda and Delivery Time Estimates, *continued*

Day Two	Section & Total Time	Topic/ Activity Estimates
Program Management, *continued*	Data and Reports (90 minutes)	• Welcome Back (0:05) • Introduction to Administrative Services Section Reports (0:15) • Quality Assurance Review Categories (0:60, 0:30 for OCP and 0:30 for OFI) • Other Sources of Program Data (0:10)
	Putting It All Together (2 hours, 5 minutes)	• Activity: Conducting Informal Program Assessments (0:90 for Parts 1 and 2 together) • Best Practices (0:15) • Activity: Finalize Your Personal Development Plan (0:15) • Course Summary and Wrap-Up (0:05)
Workload Management	Introduction and Pre-Work (20 minutes)	• Opening Activity (0:20)
	Workload Management Basics (1 hour	• Two Types of Tasks (0:10) • Activity: Categorizing Your Job Tasks (0:20) • Making Tough Choices (0:10) • Activity: Productivity Challenge (0:20)
	County Director Tasks and Activities (90 minutes)	• Annual Tasks (0:30) • Monthly Tasks (0:30) • Daily Tasks (0:15) • Other Tasks as Required (0:15)
	Determining Priorities (60 minutes)	• Determining Priorities (0:20) • Increasing Time on Improvement Tasks (0:15) • Daily Planning (0:15) • Best Practices for Managing Workload (0:10)
	Workshop Wrap-Up (20 minutes)	• Finalizing Your Personal Development Plans (0:10) • Workshop 1 Summary (0:10)

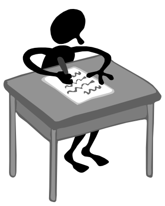
Icons Used in this Trainer's Guide



Create / show flipchart

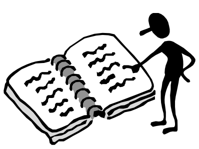
Distribute / handout

Small group activity

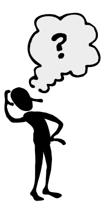


Individual activity

Large group activity / discussion



Refer participants to Participant Guide



Ask these questions

IMPORTANT Trainer Information: Making Training Active

Dear Trainer:

The workshop you are about to present is the result of an identified need for a New County Director curriculum and many hours of collaborative effort. The content is relevant and solid, and every effort has been made to convey it in an interesting manner. Care has been taken to include activities and events throughout that will contribute to participants' learning and retention.

That being said, however, it is important to realize that you, the trainer, are an integral, critical factor in the success of this curriculum. Your enthusiasm and effort to involve participants in the learning event are what makes the difference between an average course and an outstanding one that will impact and improve performance and results.

If training is not your "everyday" job, please review and remember these important points / suggestions and try to incorporate them throughout your delivery.

- There is more to training than *telling*. People don't automatically learn by pouring out everything you know at them. The learner needs to become mentally and physically involved in the learning event.

- Learning activities are *important!* Please avoid skipping the activities provided in the materials in favor of further lecture. The activities are designed to reinforce key points and / or to produce specific learning results.

- People learning by *doing.* This includes discussing, figuring out, rehearsing, answering questions, thinking aloud and coming up with examples.

- Involve participants by *asking open-ended questions* and encouraging participants to *share* their thoughts and ideas.

- Keep training *lively.* Get people (including yourself!) up and moving around on a regular basis. Don't be afraid to throw in a silly activity from time to time, such as: "Everyone stand up. Now line up by height (shortest to tallest). OK, turn to the person next to you and tell him / her the best advice you ever got about how to succeed in your job." Even short bursts of activity can keep participants more engaged and receptive to all of the new information you are sending their way.

- Relax and *have fun*. Training does not have to be serious 100% of the time in order to get results. In fact, a little well-placed levity can promote a positive training atmosphere and a sense of teamwork that can help you get through "dryer" or more challenging content.

Overview Course: Introduction, Curriculum Overview and Icebreaker

Total Time

1 hour

Overview

In this section, the trainer and participants do introductions and discuss what they learned in the Overview pre-work assignments. They also get an overview of the New County Director curriculum and review ground rules, housekeeping items, etc. Finally, they are presented with the agenda and participate in an icebreaker activity.

Objectives

- N/A

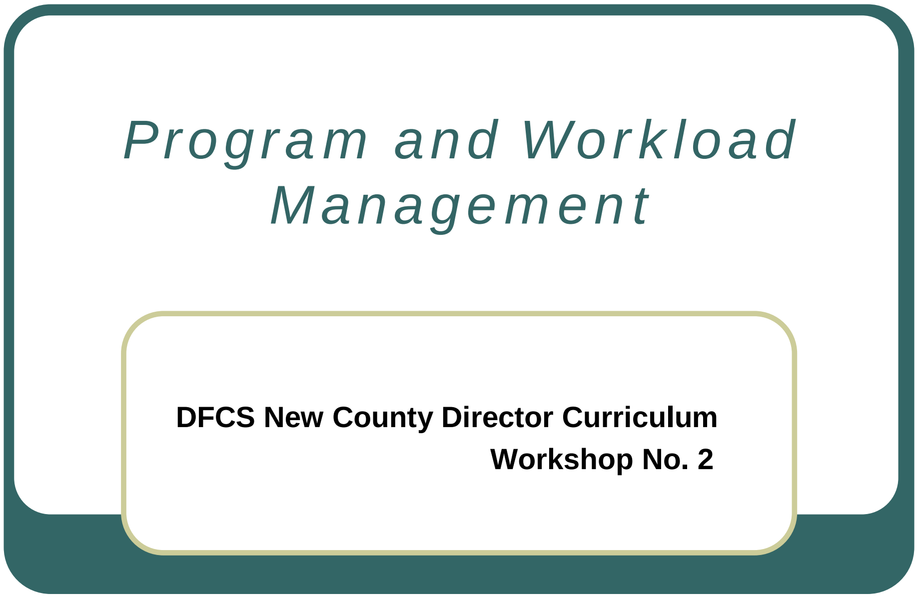
Activities

- Welcome (0:05)
- Icebreaker Activity: Pre-Work Reflections (0:25)
- Curriculum Overview (0:10)
- "Survivor" in Georgia (0:20)

Materials

- Participant Guides (one per participant)
- Five bags (for "Survivor" activity)

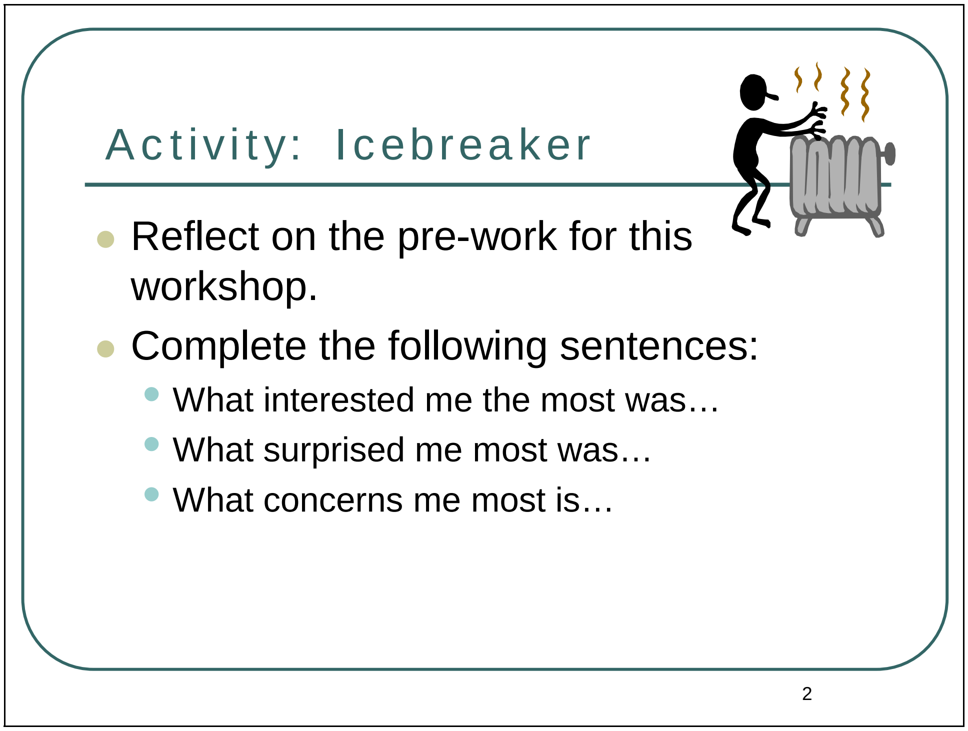
Welcome



Show OH 1 (Workshop title slide) as participants enter the training room.

Introduce yourself and briefly describe your background.

Icebreaker Activity: Pre-Work Reflections

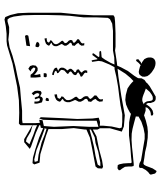


Flip chart paper and markers required.

Show OH 2 (Icebreaker).

Facilitate icebreaker (estimated time 0:25):

- Distribute a piece of flipchart paper and marker to each participant.
- Ask participants to reflect on their pre-work and what they learned about County Director accountabilities.
- Ask participants to record their responses onto flipchart paper. Inform participants that their flip chart paper should have three sections: Most Interesting..., Surprised Me Most..., and Concerns Me Most....
- Allow 10 minutes for participants to complete their flip charts.
- Go around the room, asking each participant to stand and introduce him/herself, explain how long he/she has been a County Director, share the county he/she works in, and present his/her responses to the Overview pre-work questions.
- Ask each participant to hang his/her flip chart page on the wall.



"Pre-work Reflections"

Large group debrief:

Colored sticky dots required.

- Distribute colored sticky dots to participants.
- Ask participants to get up and put sticky dots on the concerns they share in common with those that other participants recorded on their flip charts.
- Lead a discussion around these common concerns / themes.
- How do you feel hearing other new County Director's share their perceptions of the pre-work and their role?
- How do you think you can help one another adjust and transition into your new County Director role?

Transition: Next, let's review the new County Director curriculum in more detail.

New County Director Curriculum Overview

New County Director Curriculum

	Leadership
	Overview, Program Management, Workload Management
	Personnel Management
	Budgeting and Fiscal Management

3

Show OH 3 (New County Director Curriculum).

Present: New County Directors face a variety of critical issues on the job and need to hit the ground running. This training is designed to provide "quick hits" in five critical areas of responsibility: Program Management, Workload Management, Budget and Fiscal Management, Personnel Management and Leadership

General Training Approach

General Training Approach

- Describe County Director role
- Provide resources and support
- Provide "best practices"
- Provide opportunities to practice
- Create individual "Personal Development Plans" throughout this curriculum
- Assign pre-work / homework

4

Show OH 4 (General Training Approach).

Explain that although each workshop focuses on a different area of responsibility, the general approach used is similar and involves:

- Description of the County Director's role in each area.
- Lists of resources to assist the County Director in each area.
- Lists of "best practices" for each area obtained from successful County Directors.
- Practice Scenarios – Several scenarios or case studies will be presented for you to apply new skills, make decisions, apply policy and procedure, determine action plans, or evaluate proposed courses of action.
- Participants will have an opportunity to create a "Personal Development Plan," a tool to take out of the workshops on which you can identify future areas of work / focus.

- Pre-work / Homework – Most workshops include a pre-work and/or post-course assignment that will be coached or reviewed by an assigned mentor and/or your Regional Director. These activities allow you to apply training to real-life situations on the job.

Transition: Let's review each workshop at a high level before we proceed.

Workshop No.2: Overview, Program and Workload Management

Workshop No. 2: Overview, Program and Workload Management

Program Management (1 Day)

- Your role in managing programs
- Program outcome measures and results
- SACWIS

- Workload Management (1Day)
  - DFCS Training for Board Members
  - Specific tasks and annual, monthly, and daily “to do’s”
  - Time management framework

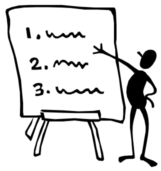
5

Show OH 5 (Workshop No. 1: Overview, Program and ...).

Present:

- This workshop (Workshop 2) is the second in a series of four.
- Day 1 is Program Management where you will learn more about the programs you will be overseeing. You will also identify your role in managing programs and review program area performance indicators and standards. You will also review key sources of program data that highlight program strengths and needs, including Outcome Measures and Results.
- The last day focuses on Workload Management where you learn about your specific tasks and annual, monthly, and daily “to-do” lists. You will be given tip sheets to help you get up to speed quickly on key tasks and when each must be completed within a calendar year to include Board Member training. A time management framework will also be provided to assist you in planning your work and working your plan.

Ground Rules / Housekeeping



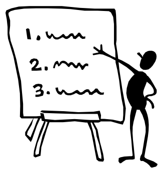
Prepared "Ground Rules" flip chart

Refer participants to the prepared "Ground Rules" flip chart.

Present ground rules / housekeeping items, such as:

- Confidentiality Observation
- Class start and end times
- Breaks, meals
- Policies (smoking, cell phone and pagers to silent or vibrate)
- Contact phone numbers for participants during training
- Evacuation procedures, location of restrooms, etc.

Ask participants to suggest additional "ground rules" for the training (e.g., maintain confidentiality, provide constructive feedback, etc.) and add their responses to the flip chart. Post it prominently.

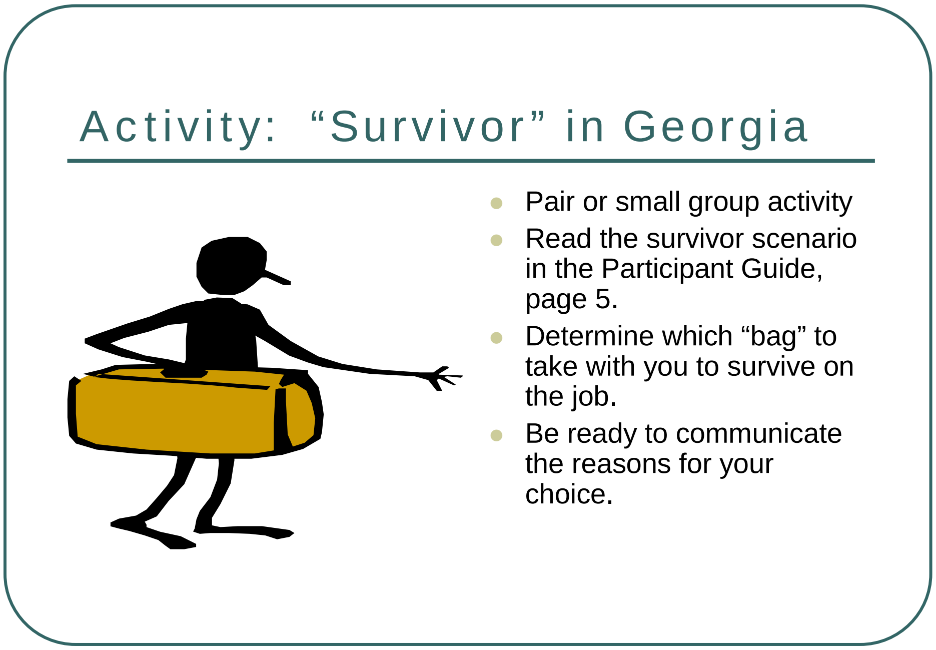


Prepared "Parking Lot" flip chart

Refer to the prepared "parking lot" flip chart (title only at this point). Invite participants to note any relevant concerns during class that are outside the scope of the training on Post-it notes and put them in the parking lot. We'll discuss them at the end of the course.

Transition: Next, we'll participate in an activity that will present a survivor scenario and force you to make some tough choices.

Activity: "Survivor" in Georgia



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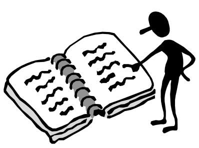
Show OH 9 (Activity: "Survivor" in Georgia).

Facilitate the "Survivor" activity (estimated time 0:20):



Five bags

- Refer participants to the "Survivor" in Georgia activity on Page 5 of the Participant Guide.
- Assign participants to small groups of 2 to 4 individuals.
- Ask participants to read the survivor scenario in their Participant Guides.
- Distribute the five packed bags *(from the back of this Trainer's Guide)* to each participant. Explain that each "packed bag or suitcase" represents a skill set: Managing Programs, Managing Workload, Budget and Fiscal Management, Managing Personnel and Leadership.
- Explain that each participant must lighten the load in order to rescue all participants back to shore without sinking the rescue boat. Participants must choose only one bag to take with him/her which he/she can later use to survive on the job.

- Ask individuals to choose their one packed bag and then discuss their choice within their small groups. Individuals must share why they chose the particular bag they did.

Allow 10 minutes for participants to share in small groups.

Debrief: For each packed bag, ask the following series of questions:

- How many of you chose the [fill in the skill set name] bag?
- Why did you choose this bag?
- Why do you think it is most important for County Director survival?

Trainer Note: *Remember to repeat these questions for the remaining four bags.*

Explain that the activity does not have a right or wrong answer and that all five skill sets are necessary for County Director survival on the job.

Say: The purpose of this curriculum is to provide you with "survival" type training on these five key areas to help you survive and thrive in your new role. You will not learn everything about your job in these 2 to 3-day workshops – however, you will get some basic survival training that will provide a foundation for you to get up and running quickly as a County Director.

Consider giving each participant a "survivor" type trinket to reward participation and to remind them of the theme of this training.

Transition: Next, we will discuss how your role as a County Director contributes to the DHR mission, values, and goals of the Division.

DFCS Mission, Vision and Strategic Direction

Time

1 hour

Overview

In this section, a guest speaker (either the Division Director or the Deputy) welcomes participants to the training and discusses the DFCS mission, vision and strategic direction. The purpose of this is to allow County Directors to see how important their role is in contributing to the mission and vision of the organization. Speaking points are provided in this guide to be used strictly as a guidepost – the Division Director or Deputy should be encouraged to customize this presentation to fit his/her needs and key messages. This section ends with a list of "top ten tips" for new County Directors from the Division Director or Deputy.

Objectives

- Describe the mission, vision and strategic direction of DFCS.

Activities

- Welcome and Review of DFCS Key Performance Indicators, Q & A Session (0:50)
- Words to the Wise (0:10)

Materials

- Participant Guides (one per participant)
- Current Report on Key Performance Indicators (handout)

Guest Speaker Content Outline

Trainer's Note: *These instructions are designed for the guest speaker to follow. At the close of this section, the directions will be written for you to begin again.*

Welcome participants.

Introduce yourself and your role in the department.

Congratulate all participants for being promoted or chosen as County Directors.

Emphasize:

- That this role is a highly visible role and participants should be proud of their achievements.
- The importance and purpose of the New County Director curriculum.

DFCS Mission and Vision

DFCS Mission and Vision

- *It is the* ***mission*** *of the Georgia Department of Human Resources, in partnership with local communities, to assist individuals and families in achieving safe, healthy, independent and self-reliant lives.*
- *In support of the mission of the Department, the Division of Family and Children Services has as its* ***statement of purpose,*** *to be the provider of a service continuum that promotes the well being of children and families as well as the economic self-sufficiency of all Georgians. An integral part of this continuum of services will be community development of opportunities and supports.*

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Show OH 10 (DFCS Mission and Vision).

- Present key points.

Provide a historical perspective on DFCS to provide context for participants (i.e., what has changed over the last two to five years, what has stayed the same, what has contributed most to the major shifts and trends that have occurred, etc.).

DFCS FY 2004 Operational Plan

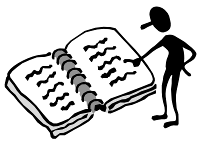
Distribute the current Key Performance Indicators.

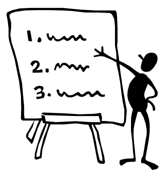
Refer to Key Performance Indicators and review key points including (but not limited to):

- Indicators and results
- State Action Plan
- County ranking by percent of goal
- How County Directors contribute to these goals and plans.

Guest speaker Q & A: Allow at least 10 minutes for participants to ask questions and get answers in an open forum.

Guest Speaker's "Words to the Wise"





"Words to the Wise" Top 10 Tips

Refer participants to "Words to the Wise" on Page 6 in the Participant Guide. Advise participants to take notes in their Participant Guides.

Present your personal "top ten" list to new County Directors. Consider using a flip chart to present your list. Suggestions include:

- Actions to take
- Attitudes to adopt or embrace
- Guidelines to follow
- Words of wisdom
- Lessons learned
- Best practices

Conclude this section and thank participants for their attention.

Trainer's Note: *Thank the guest speaker(s) for coming and encourage participants to give him/her a round of applause.*

Transition: In the next section, we speak specifically about your role as a County Director.

Relationship of the County Director to the OFI

Trainer's Note: *As the reorganization of DFCS is implemented and details are finalized, this section will have to be revised and enhanced.*

Consider inviting Ellen Skinner, OFI Deputy Director, or a Regional Manager to present and discuss the following:

- Explanation of OFI organizational structure
- OFI Programs included
- Expectations for County Directors as administrative supervisors of local OFI staff
- Coordination around:
  - Managing budget lapse
  - Filling vacancies
  - Emergency preparedness and responses to disasters
- Expectation to provide input in the performance evaluations of OFI staff housed with them
- Need to consult with OFI Regional Managers in the selection / dismissal / discipline of any OFI staff position

County Director's Role

Time 1 hour

Overview In this section, participants refer to the latest version of the PMP for County Directors, and the trainer points out the relationship between the DFCS Key Performance Indicators and County Directors' accountabilities on the PMP. Accountabilities on the PMP are then tied to the new County Director curriculum, further reinforcing the skills/knowledge provided in the new County Director "survival" training. Finally, the Eight Key Characteristics of Effective County Directors are introduced and are illustrated through examples and non-examples using stories and anecdotes. These characteristics will be reinforced and referred to throughout the entire County Director curriculum, where appropriate.

Objectives

- Describe the relationship between the DFCS Key Performance Indicators and the County Director PMP.
- Determine what duties / responsibilities are and are not part of the County Director's role.
- List the eight key characteristics of effective County Directors.

Activities

- County Director's Job and Individual Responsibilities (0:20)
- Activity – What's My Role? (0:20)
- Eight Key Characteristics (0:20)

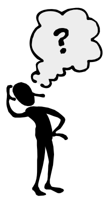
Materials

- Participant Guides (one per participant)
- Latest version of County Director PMP (handout).

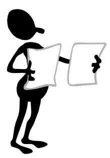
County Director's Job / Individual Responsibilities

Acknowledge that one of the participants' pre-work assignments was to review the current County Director Performance Management Plan (PMP) with their Manager of Field Operations.

Ask:



- How many of you got to review the current PMP with your Manager of Field Operations?
- What did you learn?
- How well did your Manager of Field Operations explain your accountabilities?
- How comfortable are you with the PMP format and design?



County Director PMP and DFCS Key Performance Indicators (latest versions)

Distribute the latest versions of the County Director PMP and the DFCS Key Performance Indicators to participants.

Trainer's Note: *Based on what participants share about what they learned in the pre-work, elaborate on the PMP and the County Director accountabilities appropriately. For example, if most participants are not familiar with the PMP or did not complete the pre-work assignment, review the PMP at a high level now.*

Explain that the DFCS Key Performance Indicators and the County Director PMP tie together:

- Most of the targets specified in the DFCS Key Performance Indicators are stated in the *Performance Expectations column* within the PMP.

Ask participants to review both documents and share what they discovered.

- The *Actual Performance column* includes a list of data sources to refer to when attempting to track progress on each performance expectation listed.
- The final right-hand column is where the Manager of Field Operations evaluates the County Director's performance on that job responsibility at year-end.

Point out that each of the major job or individual responsibility areas stated on the PMP each relate to one or more courses in the new County Director curriculum.

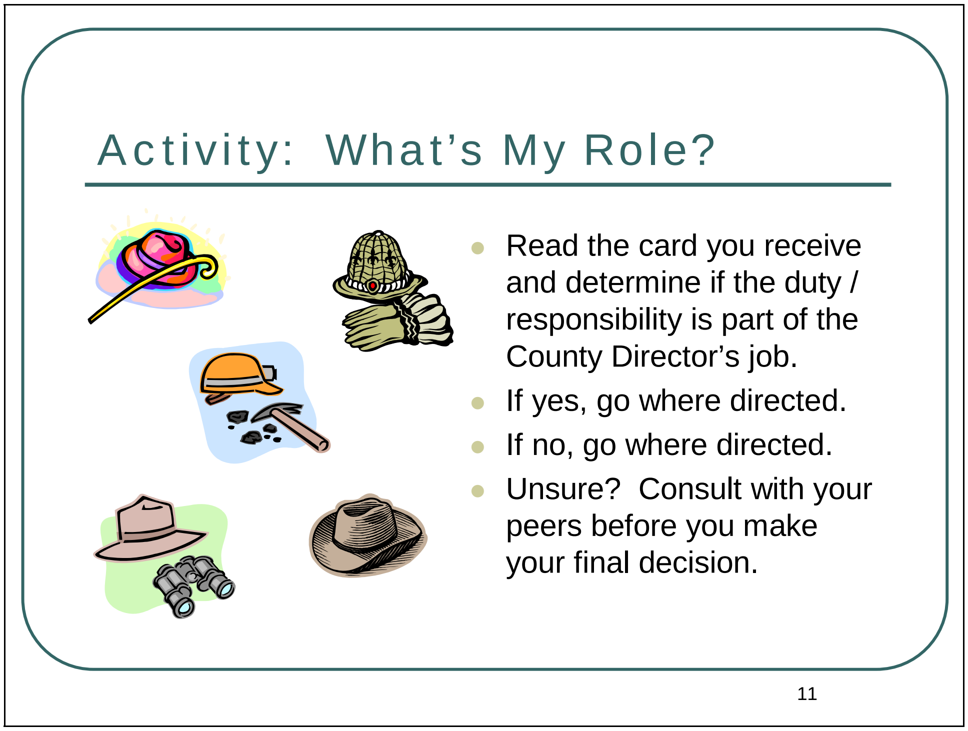
- Key Performance Indicators relate to Program Management.
- Performance Management responsibility relates to Personnel Management and Leadership.
- Teamwork, Customer Service and Organizational Commitment relate to Leadership.
- Section 4 states the Terms and Conditions of Employment which are included in every employee's PMP.

Emphasize that the County Director role is critical to meeting the Key Performance Indicators.

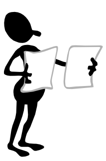
Reinforce the importance of the five skill sets addressed in the new curriculum including Program Management, Workload Management, Budgeting and Fiscal Management, Personnel Management and Leadership.

Transition: As you are already learning, County Directors "wear many hats." Next, we'll participate in an activity where we'll test your knowledge of County Director roles and responsibilities.

Activity: What's My Role?



Show OH 11 (Activity: What's My Role?).



Duty / responsibility cards

Facilitate activity:

- Distribute a duty/responsibility card *(from the back of this Trainer's Guide)* to each participant.
- Explain that each participant must read the card and decide if the duty/responsibility listed is part of the County Director's job.
- If participants believe the duty *IS* part of their job as a County Director, instruct them to go to one side of the room.
- If participants believe the duty *IS NOT* considered part of the County Director role, instruct them to go to the opposite side of the room.
- If participants are *not sure,* instruct them to consult with their peers in the classroom before they make a final decision.
- Once everyone has moved to one side of the room or the other, ask participants to read their duty/responsibility card to the class and state why they believe it is or is not part of the County Director job.

Trainer's Note: *Depending on the size of the group, this activity can be completed in rounds. Simply repeat the process by providing each participant with a duty/responsibility card and have them repeat the process several times until all duty/responsibility cards have been distributed.*

Review answers with participants.

- Handling building issues (Yes – although not stated on PMP)
- Developing and managing annual budget (Yes – listed under Goal IV on PMP)
- Performance management (Yes – Performance Management Responsibility on PMP)
- Responds to program reviews and audit findings and designs corrective action plans and monitors progress (Yes – listed under Goal IV in PMP)
- Ensures TANF work participation goals are met (No)
- Ensures 100% of APS investigations are initiated timely (No)
- Acts as community liaison for DFCS operations and maintains effective relationship with DFCS board (Yes – listed under Goal III in PMP)
- Manages and handles Memorandums of Understanding (MOUs) and contracts with vendors and monitors for compliance (Yes – listed under Goal IV in PMP)
- Ensures OCP contact standards are met (Yes – listed under Goal I in PMP)
- Displays a "can do" approach to work (Yes – listed under Organizational Commitment in PMP)
- Ensures that 100% of children are placed in a foster home that is in full or temporary approval status (Yes – listed under Goal I on PMP)
- Ensures that benefits and services to all clients complies with civil rights laws and policies (Yes – Goal II in PMP)
- Takes initiative and does things before being asked or forced to (Yes – Organizational Commitment on PMP)
- Stays current on all OCP and OFI policies and conducts periodic case record reviews (No – this is normally handled by a Supervisor)
- Handles all equipment servicing issues such as telecommunications, computers, copiers, faxes (Yes in small counties, No in larger counties where there is an Office Manager – not stated on PMP)
- Handles direct complaints from other agency workers (i.e., Mental Health, Juvenile Justice) regarding the specifics of a case (No – these are normally handled by a Supervisor)

Debrief: Ask:

- What duties/responsibilities are you most excited about?
- What duties/responsibilities are you most concerned about?
- Did anything about this activity surprise you?
- For those of you who were unsure about a duty, how helpful was it to consult with your peers?
- Did you come across any "other duties as required?"

Present: County Directors have varied responsibilities relating to Program Management, Budgeting and Fiscal matters, Personnel Management and Leadership. Many of these are listed on the PMP. However, there are "other duties" that you'll learn about as you spend more and more time in the job – although these are not spelled out on the PMP, you learn that they are expected of you.

It is important to remember that you need time to adjust to your new role. In this activity, you could consult with your peers if you were not sure about an issue. Likewise, don't be afraid to ask questions and rely on your peers, your management team and your Manager of Field Operations in the field to get answers, obtain information and help you make decisions.

Transition: Next, we introduce you to the Eight Key Characteristics of an Effective County Director.

Eight Key Characteristics (1-4)

Eight Key Characteristics of an Effective County Director

1) A supporter of the Department's mission and vision.
2) A leader in developing and promoting a local mission and vision.
3) Fair and consistent in practices, yet flexible in reacting to changing circumstances.
4) Able to admit own mistakes, learn from them and move on.

12

Show OH 12 (Eight Characteristics, Nos. 1 – 4). *(Cover items and reveal one at a time. If using a laptop, only the title will show initially. Lines will come in one at a time on your mouse click.)*

Explain that an existing group of County Directors brainstormed a list of characteristics that comprise effective County Directors.

We will introduce you to these characteristics now and provide you with examples and non-examples. These eight key characteristics will be reinforced throughout the entire County Director curriculum where appropriate. Let's look at each now.

<u>Reveal Characteristic 1: A supporter of the Department's mission and vision</u>.

- Example: A County Director displays the printed mission and vision in the office for staff and visitors to see. Additionally, he/she attempts to explain the "why" behind various initiatives, legislative changes, projects, and policy decisions by linking them to the mission and vision of the department.
- Non-example: County Director does not discuss the vision and mission with the staff, and thus, the staff have no buy-in.

<u>Reveal Characteristic 2: A leader in developing and promoting a local mission and vision</u>.

- Example: County Director uses the state's mission and vision to create a local mission/vision with staff input at a strategic planning retreat. Based on local needs, the team decides to modify the vision and goals to create more resources for foster and adoptive children.
- Non-example: County Director does not work to create a local mission and vision. Therefore, the staff have no buy-in and the specific needs of the county are not included in the mission, vision and goals.

<u>Reveal Characteristic 3: Fair and consistent in practices, yet flexible in reacting to changing circumstances</u>.

- Example: A County Director has a staff person on a work plan, because the worker has been consistently tardy despite being on a flexible schedule. The staff person has been doing well for several months. One day this individual comes in late and explains that her tardiness was due to her child being sick with fever and needing to go to the doctor. The County Director accepts the explanation and reminds the staff person about the conditions of the work plan.
- Non-example: The same scenario occurs, but this County Director's response is that there is no flexibility in the work plan. The staff person is informed that they are out of compliance with the work plan, and disciplinary action in initiated.

<u>Reveal Characteristic 4: Able to admit own mistakes, learn from them and move on</u>.

- Example: A Supervisor comes to a County Director for advice on determining the action for a specific case. The County Director recommends a course of action which later "blows up." Rather than blame the Supervisor, the County Director "takes the heat," learns from it, helps staff avoid making the same mistake in the future, and moves on.
- Non-example: Same situation, but the County Director blames the Supervisor for the decision made on the case rather than owning up to the role he/she played in determining the course of action.

Eight Key Characteristics (5-8)

Eight Key Characteristics of an Effective County Director, *contd.*

5) Is focused on working issues within one's control, not fixating on things that are out of one's control.
6) Is creative in finding ways to meet goals.
7) Is an advocate in securing needed resources for clients and staff.
8) Is honest and demonstrates integrity.

13

Show OH 13 (Eight Characteristics, Nos. 5 – 8). *(Cover items and reveal one at a time. If using a laptop, only the title will show initially. Lines will come in one at a time on your mouse click.)*

<u>Reveal Characteristic 5: Is focused on working issues within one's control, not fixating on things that are out of one's control</u>.

- Example: A County Director is having a high rate of staff turnover. He/she begins interviewing both Supervisors and workers to assess the situation and determine ways to enhance the environment, increase employee recognition, provide incentives, and build trust and rapport.
- Non-example: Same situation, but the County Director adopts the belief that there is nothing he/she can do to help retain staff. He/she blames the turnover on staff allocation (not having enough positions to handle the workload) and salary limitations.

Reveal Characteristic 6: Is creative in finding ways to meet goals.

- Example: (Creative) A county is experiencing a high CPS caseload. The County Director begins to collaborate with other agencies in the area to provide other resources to create programs, write grants, obtain matching funds, etc. Additionally, he/she works with hospitals and schools to provide training to ensure that the CPT referrals they are making are appropriate.
- Non-example: (Not creative) A county is experiencing a high CPS caseload. The County Director meets with his/her staff and tells them to work harder to keep up with the increased workload.

Reveal Characteristic 7: Is an advocate in securing needed resources for clients and staff.

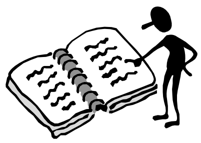
- Example: A county is short on radios for all OCP staff. The County Director works hard to obtain board approval to use county funds to purchase necessary equipment for staff. The funds are approved and necessary equipment is purchased.
- Non-example: OCP staff has expressed a need for radios. The County Director responds by saying that he has heard from others that the reception is not good and that they really are not worth the money. He further suggests that staff can purchase their own cell phones and request reimbursement on their travel requests.

Reveal Characteristic 8: Is honest and demonstrates integrity.

- Example: Rumors are running rampant in a county and the word on the street is that the County Director is leaving to work in a neighboring county where there is a County Director vacancy. Anxiety levels are high due to the uncertainty. The County Director gathers staff in a meeting to allay the anxiety and let staff know that this is only a rumor – however, the County Director shares that he/she will go multi-county temporarily until the vacancy is filled.
- Non-example: A County Director advocates for "Management by Walking Around" with his Supervisors. However, the County Director does not "walk the walk" and is frequently in his office and is not readily available to meet with his management team as needed.

Ask participants if there are any questions about the ½-day Overview provided so far.

Transition: Next, we turn our attention to creating a Personal Development Plan to strengthen our skill and knowledge in all of the topics we discuss



Personal Development Plan

during this curriculum. We will work on these plans throughout the curriculum. Eventually, these will be transferred to our PMP as development plans.

Refer participants to the Personal Development Plan for the Overview section on Page 27 of their Participant Guides.

Remind participants that we will be creating their Personal Development Plans throughout this workshop. There is a Personal Development Plan page for each major section of the workshop: Overview, Program Management and Workload Management. All of the Personal Development Plan sheets are located at the back of the Participant Guide.

Ask participants to take a few moments to reflect on the information we have covered so far and make any notations they would like to on their Personal Development Plan forms.

Explain that, although we will have a few moments designated to the Personal Development Plan throughout the workshop, participants are free to make notations on this form at any time they like throughout the workshop if they need to jot something down before they forget it.

Transition: Next, we'll move our attention to the County Director's specific role in managing programs.

Program Management Course – Introduction and Pre-Work Debrief

Total Time

45 minutes

Overview

In this section, participants are introduced to the Program Management segment of Workshop 1 and participate in an opening activity where they share the program area strengths and needs as they enter their new role as County Director. Participants also discuss one of their pre-work assignments, which instructed them to interview their Manager of Field Operations about the County Director's specific roles and responsibilities in managing programs.

Objectives

- Determine program area strengths and needs.

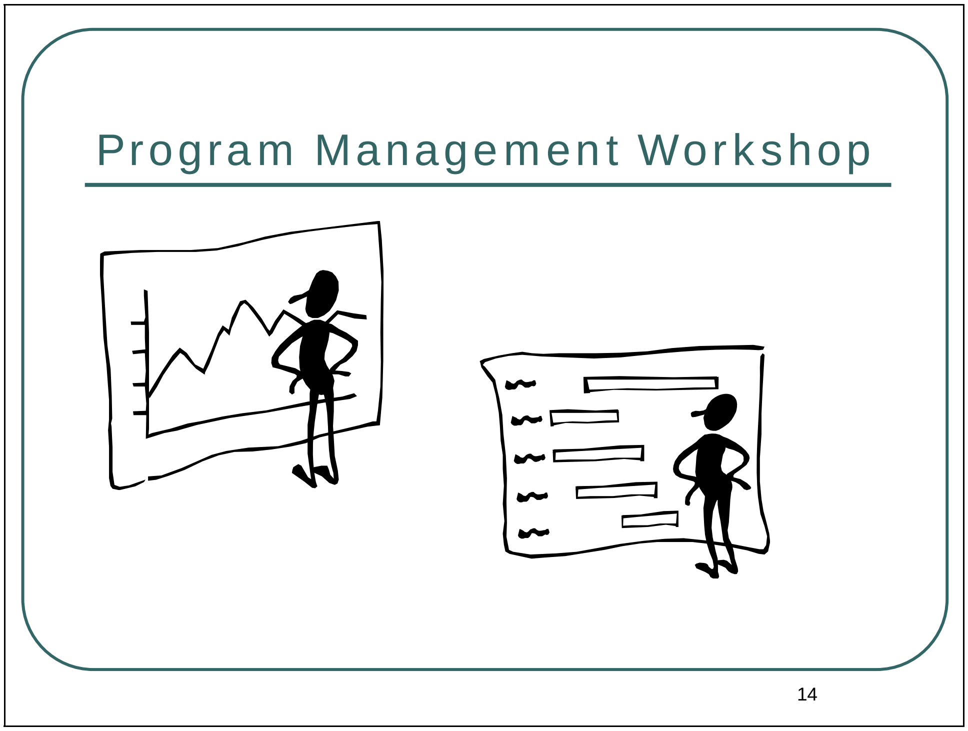
Activities

- Opening Activity (0:20)
- Workshop Introduction (0:05)
- Pre-Work Discussion: Manager of Field Operations Interviews (0:20)

Materials

- Participant Guides (one per participant)
- Flip charts
- Markers
- Overheads or PP slides

Program Management Workshop

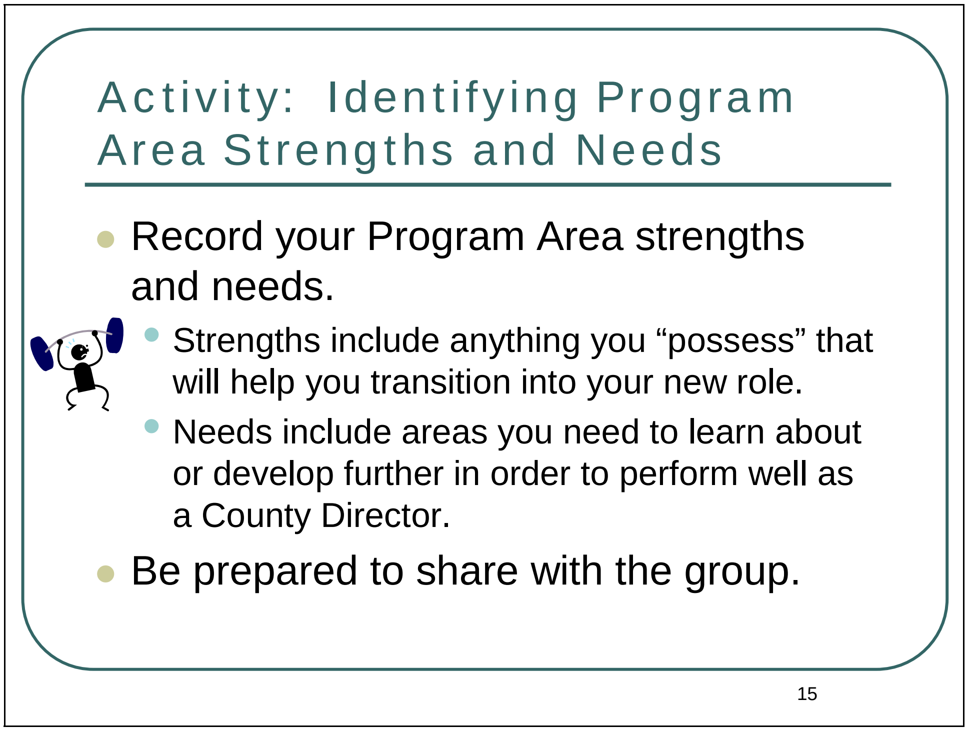


Show OH 14 (Program Management Workshop title slide).

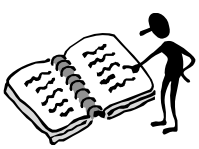
Say: We have said that County Directors wear many "hats." For the rest of today, and half of tomorrow, we will be focusing on the Program Management hat.

Transition: Before we get started, let's learn more about where each of you have been in your prior jobs and what you bring to the table in your new role.

Activity: Identifying Program Area Strengths and Needs



Show OH 15 (Activity: Identifying Program Area Strengths and Needs).



Refer participants to the activity entitled "Identifying Program Area Strengths and Needs" on Page 8 in the Participant Guide.

Facilitate activity according to slide instructions.

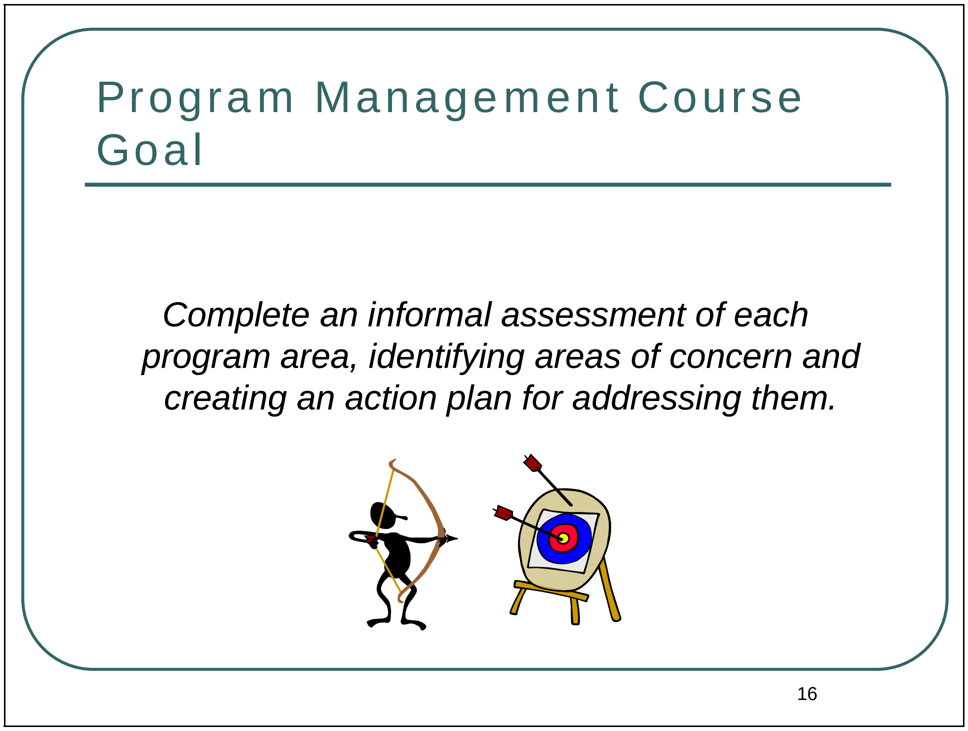
- Ask participants to reflect on two things: Their program area strengths and their program area needs. Program area strengths can include anything that they currently possess (i.e., policy knowledge, years of experience in the field as a Supervisor or worker, relationships with key staff, awareness of legal system, etc.) that will help them transition into their new role. Program area needs should include areas in which they need to further develop skill and knowledge (i.e., program policy, relationships with key staff and program area support personnel, etc.) and learn more about in order to perform well as a County Director.
- Instruct participants to record their strengths and needs in their Participant Guides.

Debrief:

- Go around the room, asking each participant to explain what career path he/she took coming into the County Director role (i.e., outside hire, OFI, OCP, other).
- Ask each participant to share his/her program area strength and need areas with the large group.
- **Comment** on any specific themes you noticed on participant's program area strengths and needs.
- How can you all with OFI backgrounds assist or help those who lack that background meet their needs?
- How can you all with OCP backgrounds assist or help those who lack that background meet their needs?

Transition: Next, we'll learn more about the focus of the Program Management segment and clarify expectations on what will be covered.

Program Management Workshop Course Goal

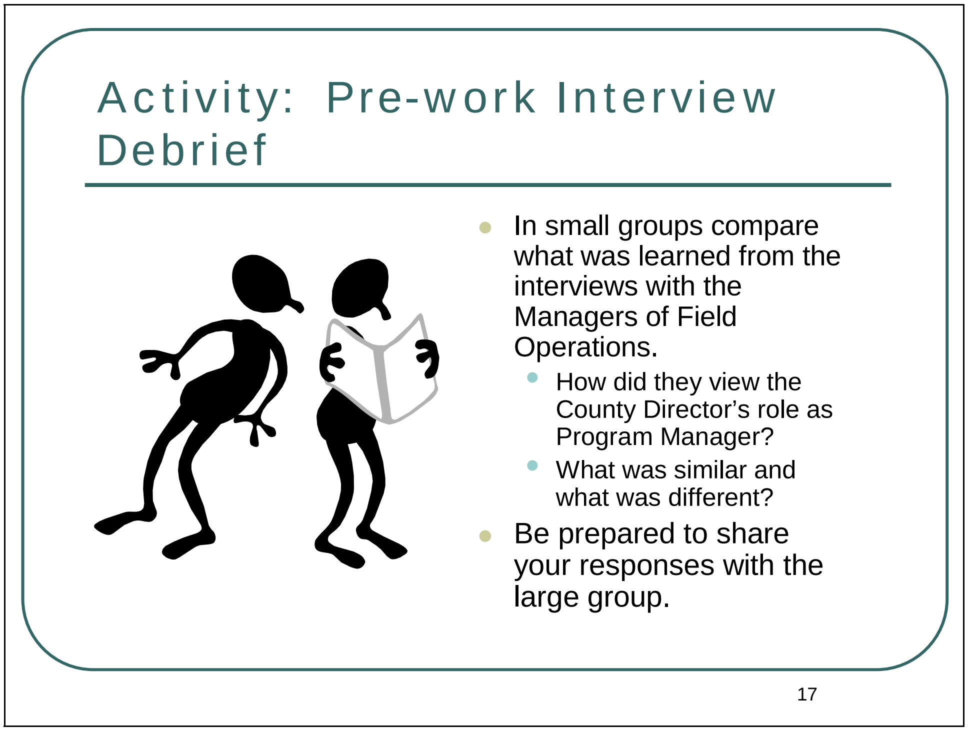


Present OH 16 (Program Management Course Goal).

Ask participants what expectations they have of this workshop and clarify what will and will not be covered.

Transition: Next, we'll discuss one of the pre-work assignments that involved interviewing your Manager of Field Operations.

Activity: Pre-work Interview Debrief

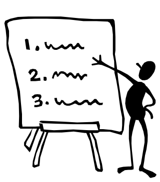


Show OH 17 (Activity: Pre-work Interview Debrief).

Facilitate activity:

Ask participants to refer to the pre-work assignment that involved interviewing their Manager of Field Operations about the County Director’s role in Program Management and form small groups of 2 to 5 participants.

Ask small groups to compare what they gleaned from their Manager of Field Operations interviews regarding their specific role as Program Manager and be prepared to report to the large group what was common and what was different.



“Key Roles / Responsibilities as Program Manager”

Debrief:

As participants share what they learned, **record** key Program Manager roles / responsibilities on a flip chart entitled “Key Roles / Responsibilities as Program Manager.”

Transition: We will refer to these roles and responsibilities again later on in the training when we discuss each program and the specific standards the County Director will be responsible for maintaining or exceeding. Next, we talk about the shift in your role from a Supervisor to a County Director and what that entails.

Program Management: The County Director's Role in Managing Programs

Total Time

50 minutes

Overview

In this section, participants are introduced to the general shift from Supervisor to County Director and from service delivery to managing programs and ensuring service delivery quality. Participants learn about the importance of using data and reports to monitor trends and make decisions and accomplishing goals through their management teams. Participants are also introduced to a variety of resources and support personnel to assist them in Program Management. Finally, Program Management best practices are shared from successful and experienced County Directors.

Objectives

- Discuss the differences between the roles of a supervisor and a County Director.
- List resources a County Director can access for advice, assistance or information.

Activities

- County Director as Program Manager (0:20)
- Activity: County Director or Supervisor? (0:15)
- Resources and Support in Managing Programs (0:15)

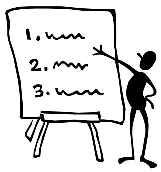
Materials

- Participant Guides (one per participant)
- Flip charts
- Markers
- Overheads or PP slides

County Director as Program Manager

Say: As we've learned so far, many of you bring a lot of experience with you from working in either OCP or OFI over the years. This experience will be valuable and transferable in your new role.

Acknowledge that the traditional career path into the County Director role involves being promoted from either an OFI Supervisor or an OCP Supervisor.



Two columns labeled "Supervisor" on one side and "County Director" on the other.

Ask participants to brainstorm the differences between the Supervisor role and the County Director role.

Record responses on a flip chart. Suggested responses might include:

- Supervisors:
  - Know policy and coach workers on policy application
  - Review cases to ensure policies are followed
  - Balances caseload between workers
  - Ensures things are done right and plays a hands-on administrative role
  - Are familiar with specific cases and the details and circumstances surrounding each.

- County Directors:
  - Know less about policy and depend on Supervisors for specific details
  - Depend on Supervisors to review cases and alert them to problems found
  - Ensure the right things are done through priority setting, strategic planning
  - Are unfamiliar with case specifics
  - Monitor program and service delivery through reports and look for trends
  - Collaborate with other agencies and institutions in the community to create alliances that help clients
  - Monitor fiscal spending within programs and ensure Supervisors are allocating appropriate fund sources.

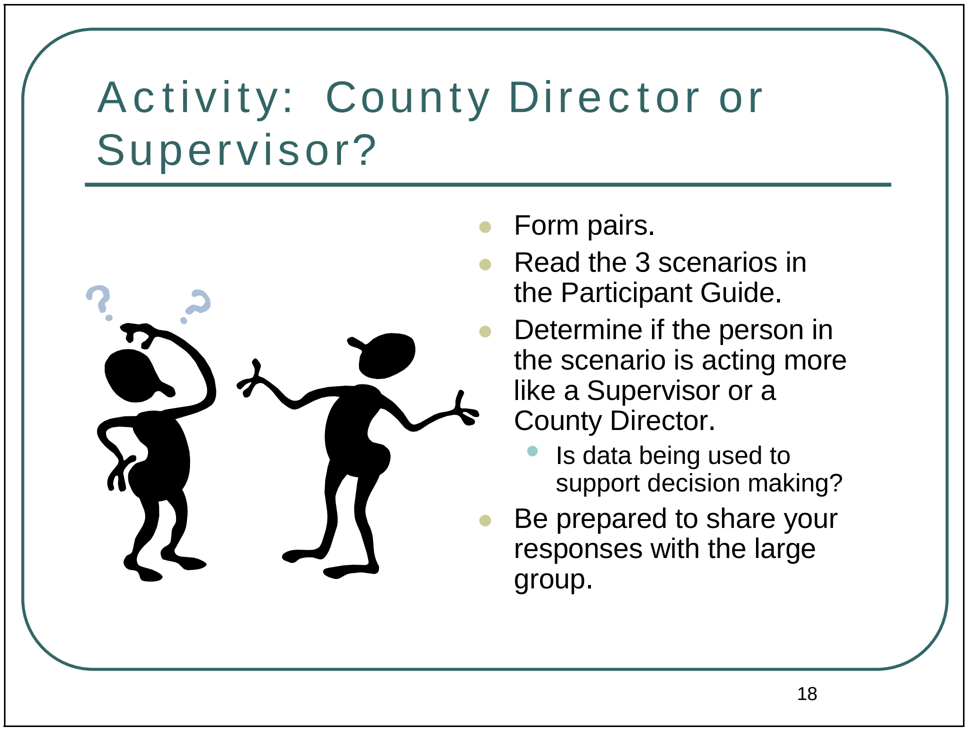
Emphasize that Supervisors are more engaged in service delivery whereas County Directors are overseeing service delivery and monitoring programs to ensure standards are met.

- County Directors must trust their Supervisors to do the work and ensure policies are being followed.
- Delegation is a necessary key to survival as a County Director – County Directors must focus on the bigger picture, and to do that effectively, they must stay clear of the tendency to do the tasks the Supervisor should do.
- County Directors must let go of supervision and embrace a higher-level role.

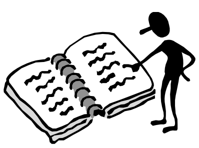
Emphasize that County Directors must shift from individual cases to bigger picture trends and issues – they accomplish this through analyzing reports, data and information to look for patterns. This is referred to as "data-driven decision-making."

Transition: We'll learn more about specific reports and sources of data to monitor the health of your programs shortly. Next, let's do an activity to see how well you've mastered the shift from Supervisor to County Director.

Activity: County Director or Supervisor?



Show OH 18 (Activity: County Director or Supervisor?).



Facilitate activity:

- Refer participants to the activity entitled "County Director or Supervisor?" on Page 9 of their Participant Guides.
- Form pairs within the large group.
- Ask each pair to read each of the three scenarios and to answer the questions that follow. Participants must determine if the person in the scenario is acting more like a Supervisor or a County Director and/or whether or not he/she is using data to support his/her decision-making.

Allow 10 minutes for pairs to complete the activity.

Debrief: Ask volunteers to share their answers with the large group. Ask other participants if they agree or disagree, and ask why or why not.

Transition: Next, we look at some various sources of information and support in the area of Program Management.

Resources and Support in Managing Programs

Resources for Managing Programs

- Mentor
- Manager of Field Operations
- Peer County Directors
- Unit Managers
- Field Program Specialists
- Supervisors
- Policy Manuals
- Administrative Services Section
- Websites:
  - Policy manuals: http://www.odis.dhr.state.ga.us/
  - On-line training: http://www.gadfcs.org/training/index.html
  - Password request for on-line training: http://www.gadfcs.org/password/index.html

19

Show OH 19 (Resources for Managing Programs).

Present: Both new and experienced County Directors will find the need to seek advice, assistance or information from others in order to help them in their Managing Programs role.

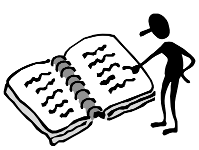
There is a lot to learn about either OCP or OFI if you have not worked in that environment before. You will need time in the job to learn all that you'll need to know about programs. Throughout your career as County Director, you will come to rely on several different people with different backgrounds to help you along the way. Let's look at the resources listed on the slide in detail now.

Review each bulleted item, using the following information:

- Assigned Mentor
  - acts as a support, can provide direction and is a point person
  - can help interpret and screen information and what to do with various requests and data (what to read, delegate, get summary or synopsis)
  - ***Trainer Note:*** *Not all County Directors are assigned a mentor. Ask participants: "Who has a mentor?" Advise those who do not to ask their Manager of Field Operations to assign one.*

- Manager of Field Operations
  - acts as resource and point person
  - evaluates your performance so his/her ideas are important
- Peer County Directors
  - can leverage their expertise to help you
- Unit Managers
  - can approve money for direct services to clients (500 series)
- Field Program Specialists
  - review and monitor programs
  - help develop policy
  - provide information and training about policy
  - provide case-specific feedback
- Supervisors
  - has expertise in different program areas
- DFCS website
  - provides general information about programs
- Policy manuals
  - provides detailed information about program policy for both OCP and OFI
  - ***Trainer Note:*** *The policy manuals may be accessed on-line. The web address is:* http://www.odis.dhr.state.ga.us
- Administrative Services Section
  - provides reports on both OFI and OCP annually or every other year for your county

Say: These resources will become invaluable as you work as a Program Manager. You are not expected to know all the answers, but must know who to go to in order to get help or assistance.



Personal Development Plan

Transition: Refer participants to the Personal Development Plan for Program Management on 28 in their Participant Guides.

Ask participants to take a few moments to reflect on the information we have covered so far and make any notations they would like to on their Personal Development Plan.

Transition: Next, we look at programs and standards in more detail.

Program Management: OCP and OFI Overview and Standards

Important Trainer's Note

While this training was initially developed for County Directors, it is conceivable that it may also be used for Regional Managers. Therefore, if class participants are all County Directors who manage OCP, deliver only Part A (OCP). If class participants are all Regional Directors who manage only OFI, skip Part A (OCP) and delivery only Part B (OFI).

Total Time

- Part A: OCP Program Overview and Standards (0:30)
- Part B: OFI Program Overview and Standards (0:40)

Overview

In this section, participants participate in "third-person teaching" and present brief program overviews to the class. Additionally, participants review the program performance indicators on the County Director PMP.

Objectives

- Provide a high-level overview of program standards for OCP or OFI.

Materials

- Participant Guides (one per participant)
- Copies of County Director PMP (one per participant)
- Flip charts
- Markers
- Overhead transparencies or PP slides

Program Overview and Standards

Say: Part of your pre-work assignment for the Overview workshop was to review the PMP with your Manager of Field Operations.

Refer participants to the copies of the PMP.

Explain:

- The PMP is standard across the state and includes all the accountabilities for County Directors.
- In this segment, we will review either OCP or OFI programs, depending upon your program responsibilities.
- We are going to ask for volunteers to help present brief overviews of each program and review the PMP standards that relate to each. We will need both an expert and a back-up. The back-up will be available to challenge the expert on anything he/she disagrees with.

Trainer's Note: *If the class size is too small to assign experts and back-ups, you can recruit an external County Director to serve as an expert and bring him/her into the classroom during this part of the course.*

Part A: OCP Program Overview and Standards

Recruit an expert volunteer and a back-up for the following OCP programs:

- CPS
- Foster Care / Placement
- Adoptions

Say: Each expert will come up and give a brief presentation on his/her program. In addition, he/she will review the PMP with you and review the standards that relate to that program. Back-ups can chime in or challenge the expert when appropriate.

Encourage participants to ask questions of the experts at any time.

Allow 10 minutes for each program (CPS, Foster Care / Placement, APS and Adoption).

Ask participants if they have any questions.

Transition: This is all we have time for today. Tomorrow we will pick up and discuss other sources of data and reports for programs.

Part B: OFI Program Overview and Standards

Recruit an expert volunteer and a back-up for the following OFI programs:

- TANF
- Food Stamps
- Child Care
- Medicaid

Say: Our experts will come up and give a brief presentation on his/her program. In addition, he/she will review the PMP with you and review the standards that relate to that program. Back-ups can chime in or challenge the expert when appropriate.

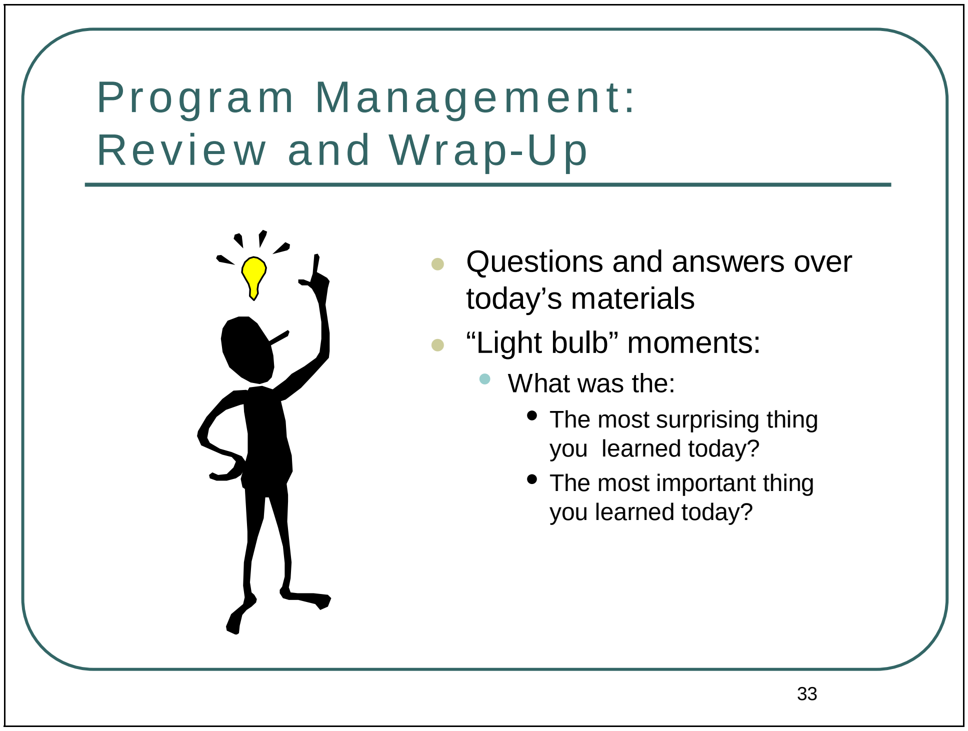
Encourage participants to ask questions of the experts at any time.

Allow 10 minutes for each program (TANF, Food Stamps, Child Care, and Medicaid).

Ask participants if they have any questions.

Transition: This is all we have time for today. Tomorrow we will pick up and discuss other sources of data and reports for programs.

Overview: Review and Wrap-Up



Show OH 20 (Review and Wrap-Up).

Ask:

- What questions do you have about anything we have covered today?

Facilitate a wrap-up discussion by asking the following questions. Encourage participation by every participant.

Trainer Note: *To add more interaction, if time allows, consider having participants share their responses with a partner, then switch to two or three more people. Finally, reassemble the large group and ask for a few people to share their responses with the large group.*

- What were your own personal "light bulb" moments?
  - What was the most surprising thing you learned today?
  - What was the most important thing you learned today?

Program Management: Data and Reports

Total Time

90 minutes

Overview

In this section, participants are introduced to the Administrative Services Section program reports for OFI or the Child Safety Reviews conducted for OCP. Participants are introduced to the reports and their structure, program evaluation areas, and what constitutes a "trend" and generates a management recommendation. Participants are also introduced to the Quality Improvement Plan (QIP) and the County Director's role in preparing one in response to the Quality Assurance Review. Additional data sources are briefly reviewed and discussed.

Objectives

- Explain the purpose of Quality Assurance Reviews / Reports.
- Describe the focus of Quality Assurance Reports of OCP or OFI.
- Define "trend."
- Explain the Quality Assurance Review process and requirements.
- List other sources of program data.

Activities

- Welcome Back (0:05)
- Introduction to Administrative Services Section Reports (0:15)
- Quality Assurance Review Categories (0:60 total, 0:30 for OCP and 0:30 for OFI)
- Other Sources of Program Data (0:10)

Materials

- Participant Guides (one per participant)
- Flip charts
- Markers
- Overheads or PP file
- Copies of the following obtained prior to each training session from BeBe Jordan:
  - QA Review Questions for OCP or OFI (one per participant)
  - QA Review Schedules for current fiscal year (one per participant)
  - Most recent QA-CP Review for each county represented at training

Welcome Back!

Show OH 21 (Welcome Back).

Welcome participants back to Day Two of Workshop One.

Facilitate a quick warm-up activity such as asking each participant to stand and tell the group how he / she feels today using a simile to describe their outlook. *(You start off with an example, such as "I feel like a tiger, raring to go," or "I feel like a Mexican jumping bean." Insert whatever you choose to get the ball rolling.)*

Ask participants if they have any questions from Day One. Answer questions.

Transition: During Day One, we discussed the shift in roles from Supervisor to County Director in managing programs. We also provided overviews of each program and reviewed performance indicators and standards using the PMP. Today, we shift our attention to key sources of data and reports that you will refer to when making program assessments.

Introduction to Administrative Services Section Reports

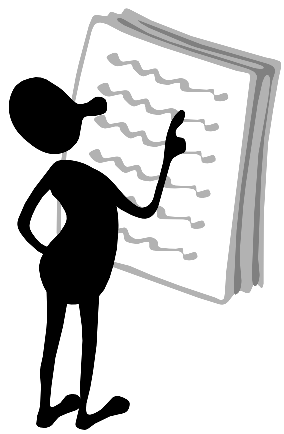
Ask participants how many of them have had some experience in participating in Quality Assurance Reviews before. Ask for a show of hands.

Ask some volunteers to share their specific experiences in working with the Administrative Services Section to conduct program reviews.

- What role did you play in the review?
- What were the reviewers looking for?

Purpose of Quality Assurance Reviews

Purpose of Quality Assurance Reviews



To determine a county's compliance with State established performance standards in both OCP and OFI programs.

22

Show OH 22 (Purpose of Quality Assurance Reviews).

Program Reviews are periodically conducted by the Administrative Services Section to determine a county's compliance with State established performance standards in both OFI and OCP.

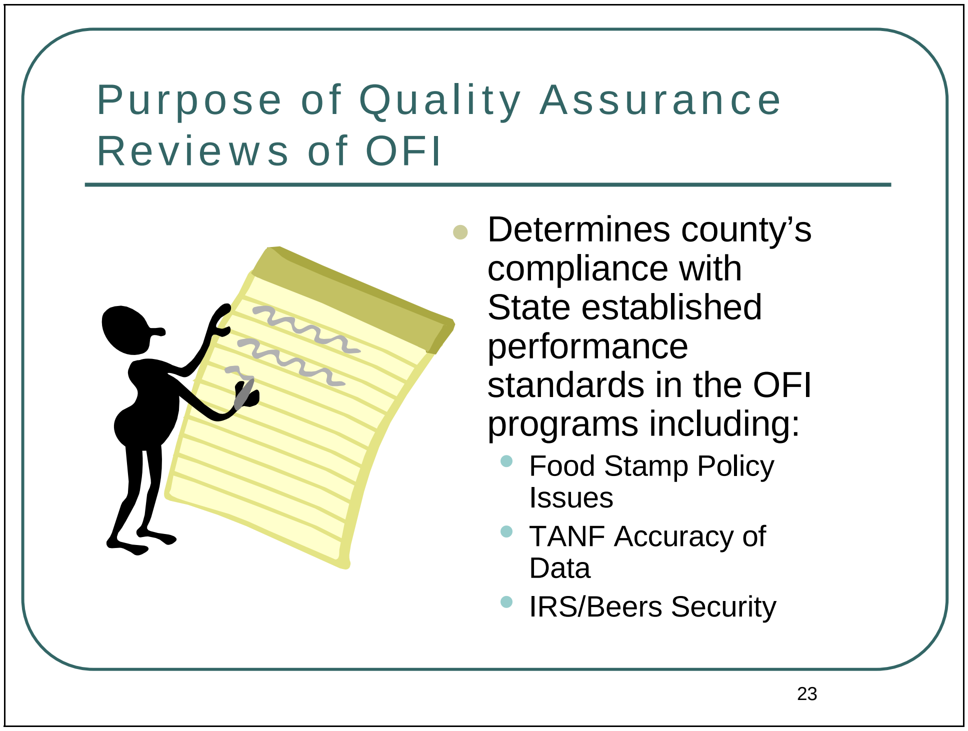
Explain the following:

- OCP Reviews are generally conducted every other year (this may be changing due to recent reorganization).
- OFI Reviews are conducted annually in larger counties; and in smaller counties, they are generally conducted twice in a three-year period.
- Prior to your county being reviewed, you will be sent the questions upon which the review will be based.
- Review questions may vary periodically depending on current concerns and issues.

Current Quality Assurance Review Schedule for OCP or OFI

Distribute copies of the current Quality Assurance Review Schedule for OCP or OFI for the current fiscal year. Ask participants to locate their county on the schedule to determine when their county will be reviewed next.

Purpose of OFI Review

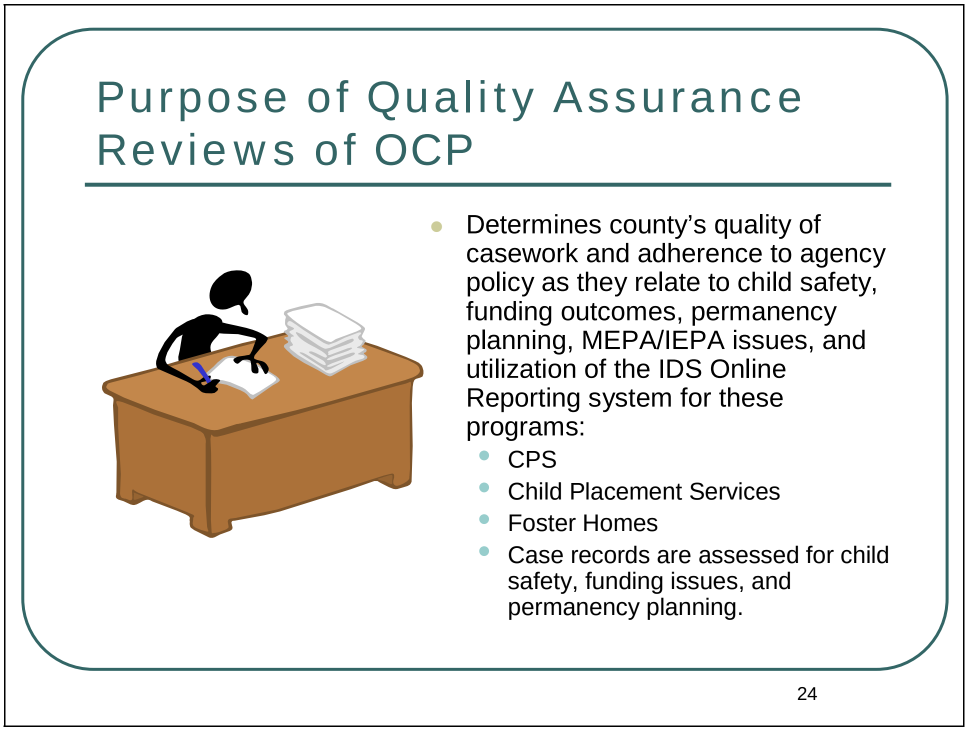


Trainer's Note: *Review purposes for both OFI and OCP Reviews, even when participants are County Directors. They will want to be aware of when and why the reviewers are in their counties.*

Present OH 23 (Purpose of OFI Review).

- Determines county's compliance with State established performance standards in the ES programs including:
  - Food Stamp Policy Issues
  - TANF Accuracy of Data
  - IRS/Beers Security

Purpose of OCP Review



Present OH 24 (Purpose of OCP Review).

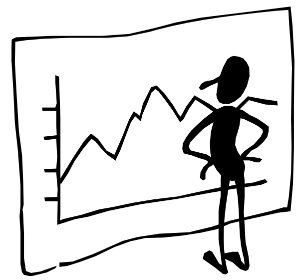
- Determines county's quality of casework and adherence to agency policy as they relate to child safety, funding outcomes, permanency planning, MEPA/IEPA issues, and utilization of the IDS Online Reporting system for these programs:
  - CPS
  - Child Placement Services
  - Foster Homes
  - Case records are assessed for child safety, funding issues, and permanency planning.

Definition of a Trend

Definition of Trend

- Based on the sample reviewed, 25 to 30% of the sample shows an error pattern.

Example: 64 CPS investigations are reviewed for face-to-face contacts being made with the alleged child victim within the correct response time. 14 are found to not be in compliance. This is a 22% error rate. This example does not constitute a trend, because 25% or more is required to indicate a trend.



25

Present OH 25 (Definition of Trend).

Explain that the Administrative Services Section is looking for trends of 25% or more.

Present information on OH 25 (Definition of a Trend).

- Provide an example that <u>does</u> constitute a trend: If placement authority was evaluated in a sample of 3 cases, and in 33% of the cases they found a court order granting a timely extension of the agency's legal custody was *not* found in the case file, this would constitute a trend.
- Explain that the "cutoff" point for error trends changes from year to year based on the statewide sample that is reviewed. However, generally, it falls within 25 to 30% and does not tend to vary much from that point.
- Explain that the number of cases pulled for review in each county is based on a statistically valid sample. Therefore, any findings are significant and meaningful.

Point out that the Administrative Services Section is also looking for "repeat findings" which are error trends that repeat themselves from one report period to another. Explain that County Directors do not want these appearing on their reviews! QA identifies repeat trends in the written report with an asterisk to the left of the repeat trend.

Quality Assurance Review Process and Requirements

Quality Assurance Review Process and Requirements

1) Upon completion, results are shared with the Section Director, Deputy Director of Field Operations and the Division Director's office.
   - Recommendations, based on identified trends, are summarized in the "Management Summary" at the back of the report.

2) County Director has 30 days to respond with a Quality Improvement Plan (QIP).
   - Another name for a QIP is a "Corrective Action Plan" or CAP.
   - This is a written plan that shows what actions the Director plans to take to address the recommendations in the report.

26

Present information on OH 26 (Quality Assurance Review Process and Requirements).

Explain that the QIP needs to be submitted to the Manager of Field Operations, the Section Director, the Field Program Specialist and the Division Director's Office. Ultimately, the Deputy Manager of Field Operations job is to track progress on the QIP's implementation to ensure the trends are corrected through the plan.

Transition: Next, we will look at the Quality Assurance Review process in more detail.

Quality Assurance Report Review Categories

Remind participants that part of the pre-work assignment was to bring in copies of the most recent Quality Assurance Reviews and corresponding QIP's from their counties.

Explain that the report format between participants may be different depending on when the review was conducted. Based on statewide trends and findings, review categories change from time to time.

Present example: If there is a statewide trend occurring that shows that CPS investigations are exceeding 90 days, then this might become a review category for that year.

Explain that we will briefly describe the review categories and what each is looking for. We will involve participants in the process.

Transition: Next, we're going to do an activity in which we will learn from each other about Quality Assurance Report Review categories.

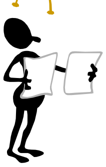
Activity: Quality Assurance Report Review Categories

Activity: Quality Assurance Review Categories

- Form small groups.
- Each group will review the QA Review Questions and determine the "categories" or broad headings these questions explore.
- Each group will prepare a brief flipchart presentation in "everyday language" on the different categories that are measured by the Quality Assurance Review Questions.
- Each group will have 20 minutes to prepare.
- When finished, post your flipcharts around the room.
- You will have an opportunity to circulate around the room to view the findings of other groups.

27

Trainer's Note: *As you did earlier, you will need to conform this next activity to your audience (focus on either OCP or OFI).*

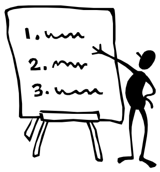
Sample OCP or OFI Quality Assurance Review Questions

Show OH 27 (Activity: Quality Assurance Review Categories).

Facilitate activity according to slide instructions:

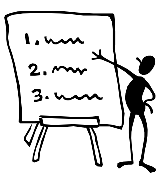
- Distribute either sample OCP *or* OFI Quality Assurance Review questions to participants.
- Divide the class into small groups.
- Distribute flip chart paper and markers to each group.
- Instruct each group to prepare a brief presentation or walkthrough of the different areas that are measured on the QA Review questions. Tell participants that they should translate the review categories into "everyday language" for the other participants.

Facilitate activity:



3 Categories

- **For OFI: Instruct** participants to briefly describe the following categories in their presentation (create a flip chart describing the following categories):
  1. *Food Stamp Policy Issues* (program access, Farm Bill, Corrective Action, Claims, Title VI compliance, ADA compliance)
  2. *TANF Accuracy of Data* (participation hours/activities validation, TANF cases with employment inconsistencies).
  3. *IDS Online Reporting System*
- Provide some examples on how brief the explanations of each category should be.
  - Example: For *Food Stamp Policy Issues*, *program access* refers to the fact that it should be easy to apply for OFI benefits. As a department, we want to encourage potential clients who walk in the front door to apply for benefits that day.
  - Example: For *Food Stamp Policy Issues*, *Title VI* compliance refers to the civil rights of clients. We do not want to discriminate or treat any potential client "differently" based on race, age, gender, and other forms of discrimination.



8 Categories

- **For OCP: Instruct** participants to briefly describe the following categories in their presentation (create a flip chart describing the following categories):
  1. *Child Protective Services* (screened out, initial assessments, late initial assessments, ongoing case management, targeted case management)
  2. *Child Placement Services* (reporting, placement authority, permanency planning and case review, funding, child and family well-being, targeted case management)
  3. *Adoptive-Free Children*
  4. *Foster Homes* (reporting, approval issues, safety issues)
  5. *Child Safety Validation*
  6. *Child and Family Services Federal Review*
  7. Title IV-E Federal Review
  8. MEPA-IEPA Review

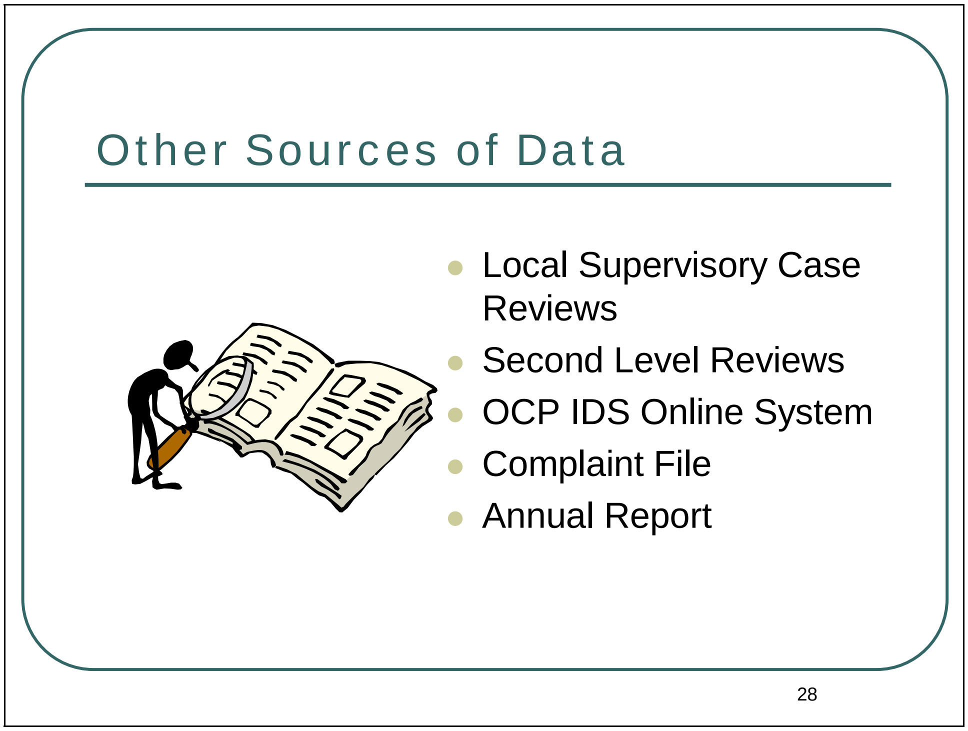
- Provide some examples on how brief the explanations of each category should be.
  - Example: *MEPA/IEPA* requires that the department not delay or deny a child's placement based on race, color or national origin of the child or the prospective parents. In addition, lists of foster families should make no reference to their race or ethnic backgrounds.
  - Example: *Adoptive-Free children* refers to children who are available for adoption but who are currently residing with a foster family that does not intend to adopt. We want to find permanency for children and identify potential adoptive resources as soon as possible for our foster children who are available for adoption.

Allow groups 20 minutes to prepare their flip charts and then post them on the classroom wall.

Encourage participants to walk around and view other group's output.

Transition: Shortly, you will work in groups to review your county-specific Quality Assurance Reviews and QIP's, which you brought in as pre-work. Before we do that, let's look at some other sources of program data that are important for you to know about.

Other Sources of Program Data



Show OH 28 (Other Sources of Data).

Elaborate on each bulleted item, using the information below to assist you:

- Local Supervisory Case Reviews
  - Provides specific accuracy and timeliness checks on specific cases and are conducted by Supervisors.
- Second Level Reviews by Field Program Specialists or Administrators
  - Provides reviews on the Supervisor Case reviews and measures Supervisor accuracy. Second level reviews can be specifically requested by the Director to focus in on a specific Supervisor, or they can opt for a full case agency review.
- OCP IDS Online System
  - Provides several reports for both staff and management. It is the primary way to review caseload and types of cases being worked. Reports can be pulled by agency and by caseworker load.
  - Example: Can determine how many children are in Foster Care at a given point in time, or how many children are in Foster Care and in Tanya's caseload.

- OFI SUCCESS System
  - ***Trainer's Note:*** *This information is not on the slide. You will only bring it into the discussion if you are facilitating a class in which Regional Managers or others with OFI program responsibility are present.*
  - Provides several reports for both staff and management. Supervisors generally pull these reports and use them to monitor their programs. These reports show timeliness and accuracy.
  - Example: Can determine how many adults and how many children receive Medicaid, and the types of Medicaid cases. Can also determine benefit amounts issued for each month.
- Complaint Files
  - May reveal trends regarding problem areas within programs.
  - May reveal trends regarding individual workers or supervisors.
  - There may be trends around complaints focused at certain times of the year.
  - Provides raw data for areas needing training.
  - Information from complaints may be used to determine root causes of problems and lead to long-term problem resolution.
  - Dealing effectively with complaints at the local level may reduce the number of complaints that are directed outside the county office (i.e., to the State Office or Governor's office).
- Annual Report
  - Good source of program data for previous year once it is generated.
  - It is available to the public.
  - The Annual Report may be shared with elected officials and with community organizations.
  - Consider sharing highlights of the Annual Report (bullet points or summary) rather than the full Annual Report.

Transition: Next, we'll work in some groups to look at several sources of data from your own counties.

Program Management: Putting It All Together

Total Time

2 hours, 5 minutes

Overview

In this section, participants refer to pre-work and review data sources from their own counties, including Quality Assurance Reviews, Field Program Specialist data, reports from IDS (and SUCCESS), Conference Guides and interviews with the Manager of Field Operations. Participants review various data sources and conduct informal assessments of their programs. In addition, best practices are shared and participants continue to work on their Personal Development Plans to strengthen their abilities.

Objectives

- Review county data sources and conduct an informal assessment of programs.
- Describe "best practices" for program management.

Activities

- Activity: Conducting Informal Program Assessments (0:90 for Parts 1 and 2)
- Best Practices (0:15)
- Activity: Personal Development Plan (0:15)
- Course Summary and Wrap-Up (0:05)

Materials

- Participant Guides (one per participant)
- Flip charts
- Markers
- Overheads

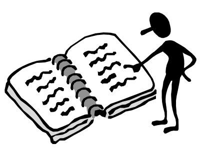
Activity Part 1: Informal County Program Assessments

Activity Part 1: Informal County Program Assessments

- Gather the pre-work data sources noted in the Participant Guide.
- Form small groups of 2-5 participants.
- Looking at the TCM and IDS reports, compare the number and types of reports they received from their Supervisors.
- Complete Part 1 of the Activity Worksheet in your Participant Guides.
- You will have 15 minutes to do this before we will discuss your observations as a large group.

29

Show OH 29 (Activity Part 1: Informal County Program Assessments).

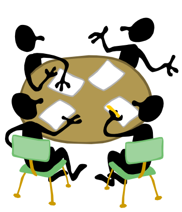


Refer participants to Informal County Program Assessments, Part 1, on 10 of their Participant Guides.

Facilitate Part 1 of the activity:

➢ Ask participants to gather together the following data sources they brought in as pre-work:

- Quality Assurance Reviews and corresponding QIPs
- Field Program Specialist data
- Interviews with Manager of Field Operations
- Completed conference guides
- TCM and IDS reports or SUCCESS reports
- SUCCESS reports



➢ Break participants up into small groups of 2 to 5 participants.

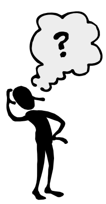
- Ask participants to pull out their TCM and IDS reports or the SUCCESS reports they obtained from their Supervisors.

- Instruct participants to compare the number and types of reports they received from their Supervisors.
-
- Ask participants to complete Part 1 of the activity worksheet on Page 10 in their Participant Guides.

- Explain that we will not review the types of reports and the interpretation of the reports now – we only want them to compare the number and types of reports they received from their Supervisors.

Allow 15 minutes to complete Part 1 of the activity.

Ask a few volunteers the following questions:



- How many of you had the same number of reports from TCM? IDS? (SUCCESS?)
- What did this exercise tell you?

Explain that it is important to know if Supervisors are providing all of the TCM, IDS or SUCCESS reports that are available at month-end. Although it is not important to know all the details in these reports, it is important for County Directors to know what reports are available from each system.

Transition: Next, we'll work on Part 2 of the activity.

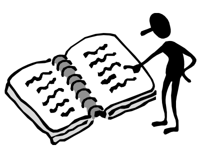
Activity Part 2: Informal County Program Assessments

Activity Part 2: Informal County Program Assessments

- This is an individual activity.
- Gather the pre-work data sources noted in the Participant Guide.
- Looking at all of these sources, analyze each program and make determinations as to where you should focus your attention.
- You may use other participants as resources as you complete the activity.
- Complete Part 2 of the Activity Worksheet in your Participant Guides.
- You will have 30 minutes to do this before we will discuss your observations as a large group.

30

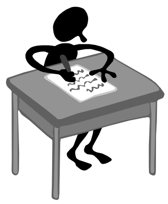
Show OH 30 (Activity Part 2: Informal County Program Assessments).



Refer participants to Part 2 of Informal County Program Assessments on Page 10 in their Participant Guides.

Facilitate Part 2 of the activity:

- Ask participants to pull out the following sources of data for this part of the activity:
  - Quality Assurance Reviews and corresponding QIPs
  - Field Program Specialist data
  - Interviews with Manager of Field Operations
  - Completed conference guides with 3 months worth of data

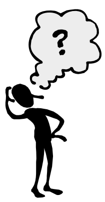


- Ask participants to look over all of their sources of data to analyze each program and make determinations as to where they should focus their attention.

- Ask participants to complete Part 2 of the activity worksheet in their Participant Guides.

- Advise participants to use each other as resources as they complete the activity.

Debrief: Ask volunteers the following questions:



- Based on your interviews with your Manager of Field Operations, what areas did he/she mention as priorities?
- Did the interviews with Field Program Specialists support what the Manager of Field Operations said?
- How did the data on your Quality Assurance Reviews or QIPs help you make your assessment?
- How did the conference guides help?
- What actions will you take when you return to the field?

Transition: Next, we turn our attention to sharing best practices on Program Management.

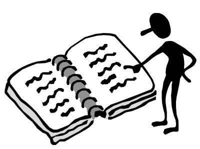
Best Practices: Program Management

Best Practices – Program Management

1) If something seems "fishy," ask questions!
2) Give your staff the freedom to do their jobs well, but put guidelines in place to make things run smoothly.
3) Admit to yourself, the staff and the public that you do not know everything about all programs.
4) Check your decisions by asking:
   - Does it benefit the client(s)?
   - Is it fair?
   - Would I want to be treated this way?

31

Show OH 31 (Best Practices: Program Management).



Refer participants to Best Practices, on Page 14 of their Participant Guides.

Review list with participants, adding information from the following:

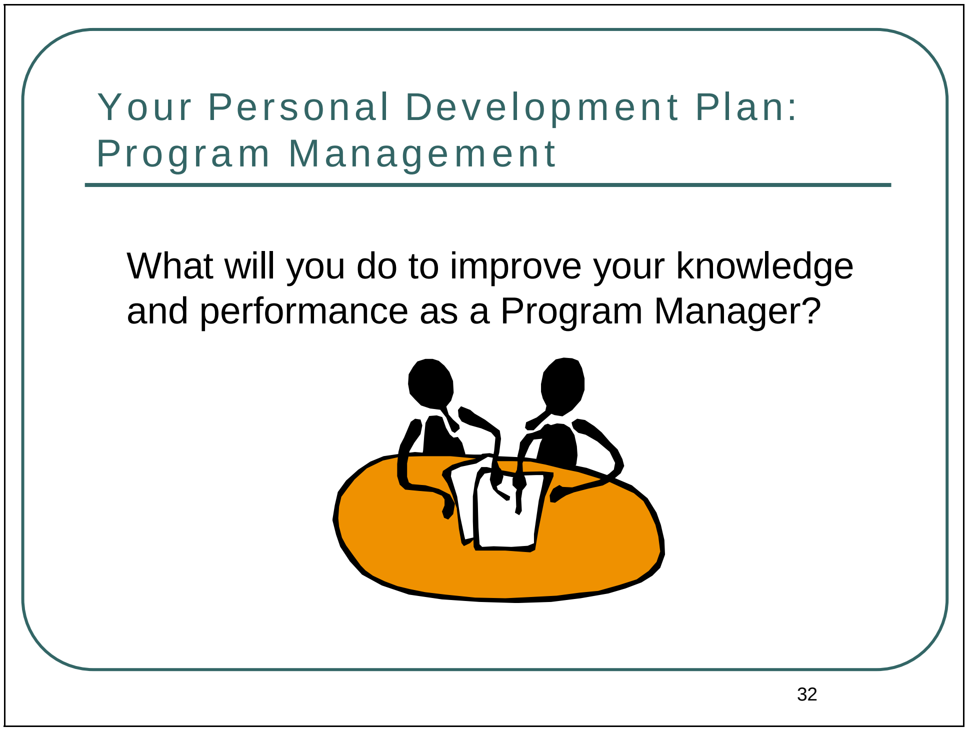
Trainer's Note: *Elaborate on one or more of these practices by sharing relevant personal stories or anecdotes.*

- When reviewing reports or data, if something seems fishy, ask questions! There may (or may not) be a logical explanation for what you are seeing. In either case, you need to know.

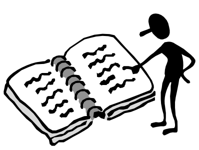
- Give your staff the freedom to do their jobs well, but put guidelines in place to make things run smoothly.
  - Be very clear about information you need, especially if it is urgent. (Examples: abuse occurring in a foster home, potential employee problems, safety situations, media requests, etc.)
  - Establish assigned responsibilities for authorizing, monitoring, check points and security reviews for PUP funds, Homestead, Child Care, General Assistance, etc.
  - Use written guidelines for transitioning children from CPS to Placement, so that nobody drops the ball and to minimize friction between units.
  - Review incoming mail to keep abreast of potential problems such as overdue bills, second requests for data, complaint letters, upcoming hearings, etc.
- Readily admit to yourself, your staff and the public that you do not know everything about all programs.
  - Know where to go to get answers.
  - Don't try to keep a full set of manuals for all programs. Use your Supervisor's manuals, if necessary.
- Check your decisions by asking:
  - Does it benefit the client(s)?
  - Is it fair?
  - Would I want to be treated this way?

Transition: Before we wrap up the Program Management portion of this curriculum, let's return to the Personal Development Plans you have been working on.

Activity / Discussion: Personal Development Plans for Program Management



Show OH 32 (Your Personal Development Plan: Program Management).



Personal Development Plan

Ask participants to refer to their Program Management Personal Development Plans for Program Management again (PG, Page 28).

Ask participants to review what they have written thus far and add any additional comments to the plan to help improve their knowledge and performance as a Program Manager.

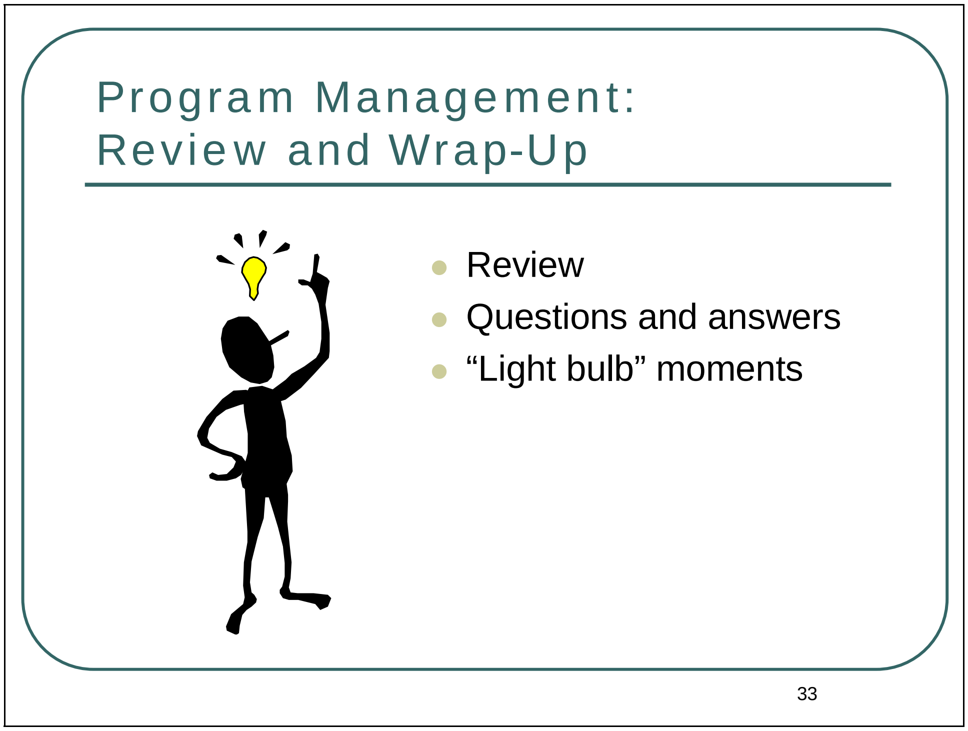
Allow 10 minutes to complete the activity.

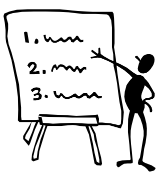
Ask a few volunteers to share their plans with the class, time permitting.

Instruct participants to review and discuss their Personal Development Plans with their Mentor and Manager of Field Operations. They can help them modify and enhance the plan and locate resources to help them complete specific actions on the plan.

Transition: Let's review / wrap up this section on Program Management.

Activity: Program Management Review and Wrap-Up





“Program Management Memories”

Show OH 33 (Program Management: Review and Wrap-Up).

Prepare a flip chart in advance with the following bullet points on it:

- Differences between the Supervisor role and the County Director role
- Resources for Managing Programs
- Purpose of Quality Assurance Reviews
- Definition of a “trend”
- Best Practices for Program Management

Facilitate a review by asking questions such as the following for each bullet point *(select from list below as appropriate for bullet point)*:

- Who can provide an example of this?
- Why is this important?
- What is this?

Trainer’s Note: *These itemized review points provide you with a good opportunity to make any final remarks you need to make on each topic.*

Ask:

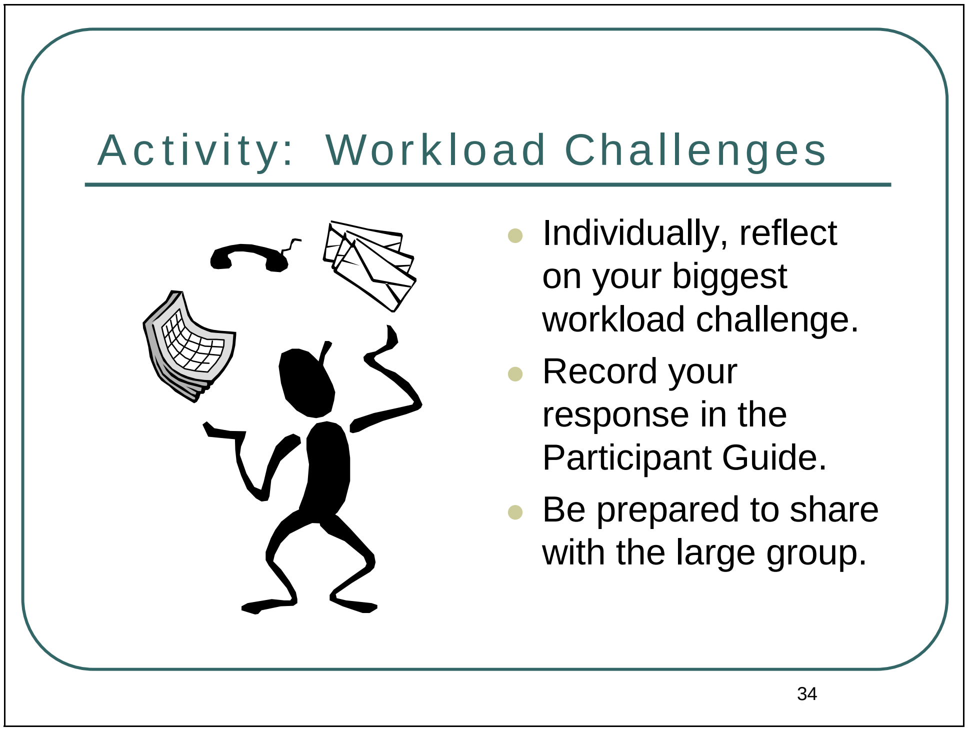
- What questions do you have about anything we have covered thus far?
- What is the most interesting or surprising thing you have learned in the Program Management section of the workshop (i.e., what really was a "light bulb" moment for you)? Why?

Transition: For the rest of today, we will turn our attention to Workload Management.

Workload Management: Introduction and Pre-work Debrief

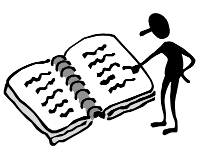
Total Time	20 minutes
Overview	In this section, participants are introduced to the Workload Management area and participate in an opening activity where they discuss their workload challenges.
Objectives	➢ Identify County Directors' biggest workload challenges.
Activities	➢ Opening Activity (0:20)
Materials	➢ Participant Guides (one per participant) ➢ Flip charts ➢ Markers ➢ Overheads or PP file

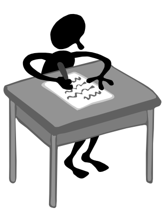
Activity: Workload Challenges



Show OH 34 (Activity: Workload Challenges).

Facilitate activity:

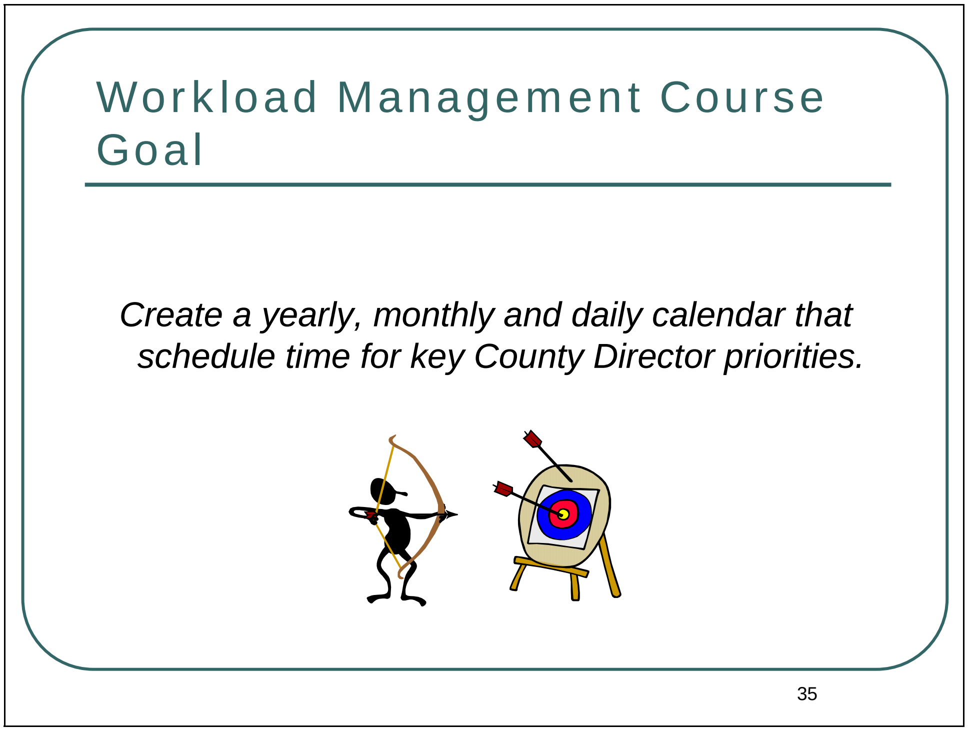




- Refer participants to the Workload Challenges activity on Page 15 of their Participant Guides. Participants should reflect on their biggest workload challenge and record it in their Participant Guides.
- Suggested responses might include:
  - Ensure that I make time for my staff while simultaneously getting my own work done.
  - Keeping up with correspondence, email and voice mail.
  - Managing interruptions.
  - Getting all of the paperwork done by deadlines that are imposed.

Ask each participant to share his/her response.

Workload Management: Workshop Goal



Present OH 35 (Activity: Workshop Goal).

- Create a yearly, monthly and daily calendar that schedule time for key County Director priorities.

Ask participants what expectations they have of this workshop and clarify what will and will not be covered.

Transition: Next, we'll present some basic information and terminology around managing our workload and various tasks and activities.

Workload Management: Basics

Total Time

1 hour

Overview

In this section, participants are introduced to two types of tasks: maintenance tasks and improvement tasks. Participants categorize the various tasks they perform in a typical day as one or the other. Participants then discuss their role in deciding how they will spend their time and energy in a typical day, which involves making tough choices. Finally, participants discuss challenges and barriers to productivity at work.

Objectives

- Discriminate between maintenance tasks and improvement tasks.
- Identify specific challenges that impede County Directors' productivity.

Activities

- Two Types of Tasks (0:10)
- Activity: Categorizing Your Job Tasks (0:20)
- Making Tough Choices (0:10)
- Activity: Productivity Challenge (0:20)

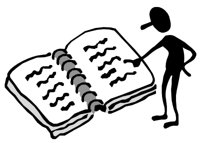
Materials

- Participant Guides (one per participant)
- Flip charts
- Markers
- Overheads or PP file

How We Spend Our Time

Ask participants:

- How many of you could use an extra hour in the workday to get everything done?



Refer participants to "Wiling Away the Hours" on Page 16 of their Participant Guides. Explain that over the course of a lifetime, we can expect to spend:

- 6 months waiting at red lights (2.5 years driving)
- 5 years waiting in line
- 6 years eating
- 2 years trying to return phone calls to people who never seem to be home
- 1 year looking around for misplaced objects
- 23 years in bed
- 7 years in the bathroom
- 8 months opening junk mail

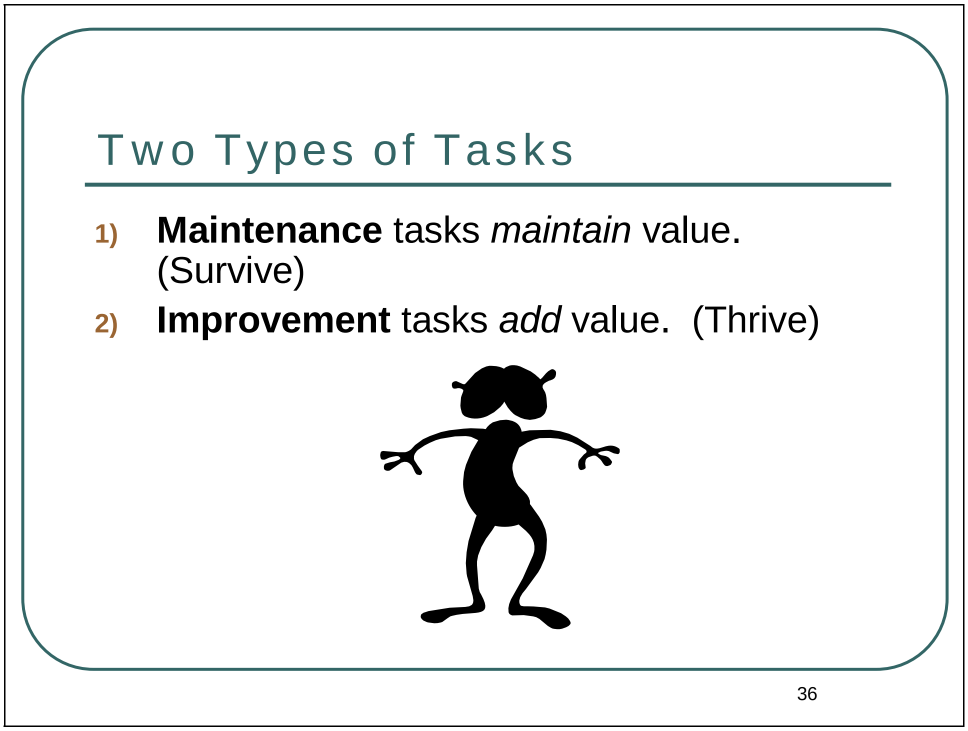
Say: According to this list, we spend about 45% of each day meeting biological needs (i.e., 8 hours sleeping, 2 hours eating, 1 hour dressing and grooming). We spend another 40% of the day at work. That's 85% of the day and we haven't even accounted for paying bills, shopping, cleaning house, and so on!

Ask participants:

- What do all the activities on this list have in common?

Say: The main thing they have in common is that they are, more or less, unavoidable. They are a part of life. For this reason, we refer to these as "maintenance tasks."

Two Types of Tasks



Show OH 36 (Two Types of Tasks). Reveal the first key point.

- Maintenance tasks *maintain* value (Survive).

Explain that maintenance tasks are all the things you have to do to keep things going: sleep, eat, drive to work, open mail, stand in line at the DMV, etc. These are short-term needs you must meet to maintain your current way of life, to survive.

Ask participants:

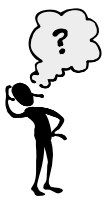
- What are some of the maintenance tasks you have to do at work as a Director?
- Suggested responses: Paperwork, returning phone calls, some meetings, looking at e-mail, and so on.

On OH 36 (Two Types of Tasks), reveal the second key point.

- Improvement tasks *add* value (Thrive).

Explain that improvement tasks add value by moving you closer to your longer-term ambitions. Improvement tasks can include things like exercising, building stronger relationships with family and friends, learning new things, traveling and so on.

Say: You certainly don't have to do improvement tasks, but you should if you want to grow, make things better, and thrive in both your work and personal life.

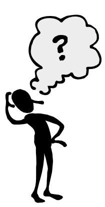


Ask participants:

- What are some improvement tasks you do in your job as a Director?
- Suggested responses: Coaching, training, teambuilding, establishing long-term community partnerships, strategic planning, etc.

Say: Maintenance tasks help us preserve the core as managers while improvement tasks help us stimulate progress as leaders. Let's look at an example:

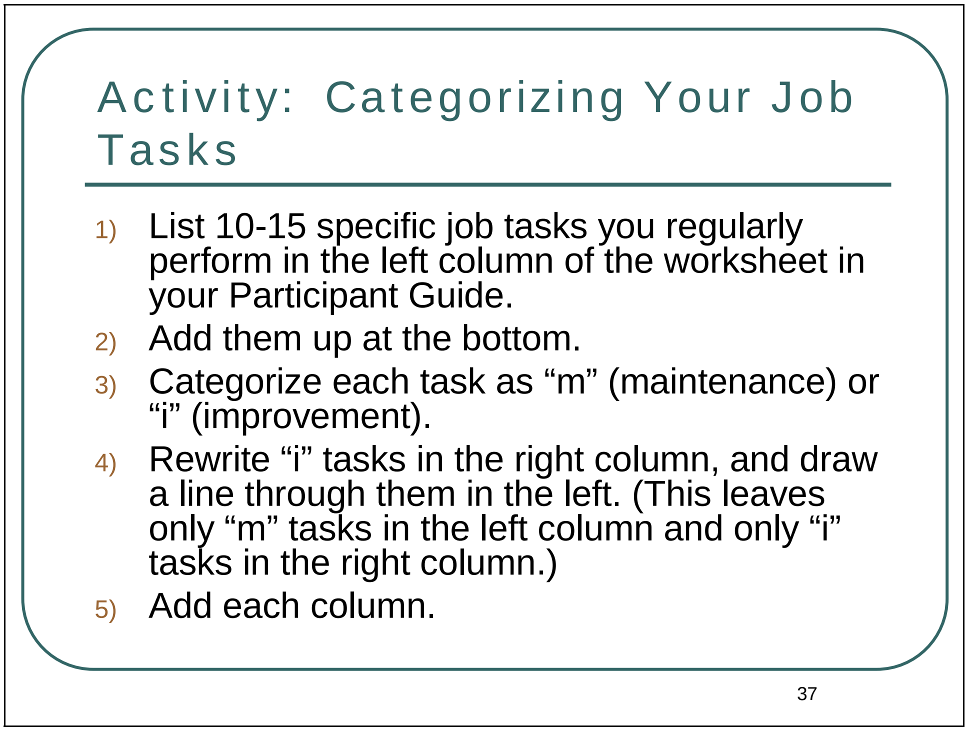
- Maintenance Example: Assume it took 5 minutes to walk from your car today into this training room. This might be considered a maintenance task; walking to the training room was necessary to proceed, otherwise you would still be sitting in the parking lot.
- Improvement Example: If, however, you walked vigorously for 30 minutes as part of an ongoing exercise routine, that walk might be considered an improvement task. You are walking, not because you have to move from place to place, but because you want to improve something; in this case, yourself.



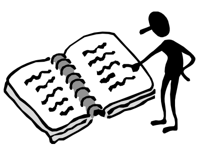
Ask participants:

- Do you think you can combine maintenance and improvement tasks somehow?
- Suggested responses: Yes, for example you could eat (a maintenance task) with family or friends to improve relationships (an improvement task). You must drive to work but you can listen to books on tape to improve your knowledge about something. You can take an elevator to the third floor or you can take the stairs to improve your health and fit in some exercise time at work.

Activity: Categorizing Your Job Tasks

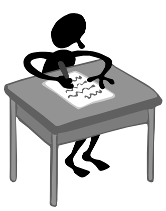


Show OH 37 (Activity: Categorizing Your Job Tasks).



Refer participants to the "Your Job Tasks" on Page 17 in their Participant Guides.

Facilitate activity:



- In this activity, I'd like you to go through a typical day you might have at work. Think about the specific job tasks you regularly perform, no matter how simple, and list 10 to 15 in the left column.
- When finished, add up the number of tasks you were able to think of and write the sum at the bottom.

Allow 3 to 5 minutes for participants to create their lists.

Ask participants to:

- Categorize each task as either "maintenance" or "improvement."
- Reflect on whether the task maintains value by keeping things going or the same, or if it adds value by making things better or different, stimulating progress.
- Move all improvement tasks to the right-hand column and draw a line through the previous one on the left.
- When finished, add up the number of both tasks in each column.

Allow about 3 minutes for this part of the activity.

Debrief by asking these questions:

- How many total tasks did you identify?
- How many improvement tasks did you identify?
- Was anyone surprised by the results of this activity? Why?
- How difficult was it to differentiate between maintenance and improvement tasks? Why?

Explain that maintenance tasks take up years of our lives. Since there is very little time left for improvement tasks, and we only spend 40% of our waking life at work, we better make the most of it.

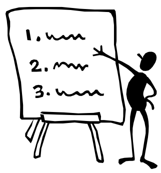
Ask participants if they have any questions about maintenance or improvement tasks.

Making Tough Choices

Say: I have a tough question for you that I want you to answer as truthfully as possible.

Ask:

- What percentage of your typical workday is unproductive? In other words, what percentage of your workday do you unproductive time and not add or maintain value for yourself or others?



"Percentage of Unproductive Time"

Trainer's Note: *Responses may vary. Categorize responses on a flip chart by counting the number of participants who found that more than 50% of their day was unproductive, more than 40%, 30%, etc.*

Say: Research shows that most American managers work at about one-third to one-half effectiveness most of the time. It doesn't suggest that managers are lazy or purposefully slacking off at work. It suggests that, for whatever reason, most of us are unproductive up to 4 hours out of every 8 at work.

Compare this statistic with the percentages participants gave. Ask participants why they feel so much time is unproductive.

Present: Few of us will dispute the fact that our productivity at work can always be improved. Unfortunately, we often try to live our life like it is an assembly line. We try to do more in less time. We speed through our meals, speed through our conversations, speed through our work, speed through our lives! We work to get things done so we can cram more in

A famous explorer once said: "You can go faster and faster around the equator, but it's not getting you any closer to the North Pole."

As Directors, you must make tough decisions about how you spend your time on a daily, weekly and monthly basis. Since we don't work on an assembly line, we don't always know what is coming down the line next. We rush from meeting to meeting, fire off memos, handle unexpected emergencies, take phone calls, and so on.

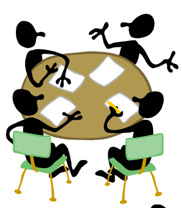
Present: As new Directors, many requests will come into the office and will be routed to you. You will need to decide how and where you will spend your energy to make the most out of each day. You must make tough choices about how your time is spent and constantly work to eliminate tasks that do not maintain or add value.

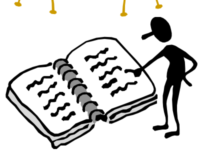
Emphasize: Earlier, we discussed the difference between a Supervisor and a County Director. One of the things we mentioned is that Supervisors focus on doing things right, whereas Directors focus more on doing the right things. We must keep things moving to ensure deadlines are met, but we can't always take on all the "to-do items" personally. Some tasks, we must handle ourselves while others we can delegate through our management team or redirect somewhere else. Our challenge is to learn to "do the right things."

Transition to activity: Let's do an activity called "Productivity Challenge" to identify the things that get in the way of County Directors' ability to improve productivity.

Activity: Productivity Challenges

Show OH 38 (Activity: Productivity Challenges).

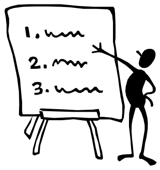




Facilitate activity:

- Divide participants into small groups of 2 to 5 participants.
- Ask them to discuss some of the challenges they face in improving their productivity. Ask them to reflect on what gets in the way of spending time in improvement tasks at work.
- Refer participants to "Productivity Challenges" on Page 18 of their Participant Guides and record several items.

Allow 3 to 5 minutes for groups to identify their productivity challenges.



Productivity Challenges

Debrief activity:

- Ask groups to relate several of their items.
- Record their responses on a flip chart.
- Facilitate a discussion around the similarities and differences between the groups' responses.
- Compare these with the challenges that were identified in the opening activity. ("My Workload Challenges")

Transition: Next, we discuss the various tasks and activities that County Director must juggle in the course of a calendar year. We start by looking at some tasks that are critical, but only occur one time per year.

Workload Management: County Director Tasks and Activities

Total Time

90 minutes

Overview

In this section, participants are introduced to the various types of tasks and activities that they will be responsible for. Tip sheets will be provided that include tasks that occur annually, monthly, daily, and as needed. Tip sheets will include a description of each task/activity, the County Director's role, implications for doing the task, scheduling tips, resources for completing the activity, and relevant best practices. Participants will use the tip sheets to add all "to-do" items on their own personal calendar or planning tool.

Objectives

- Given a tip sheet, create a yearly calendar.
- Given a tip sheet, create a monthly calendar.
- Given a tip sheet, create a daily schedule.
- Given access to resources, identify scheduling implications for various tasks and activities.

Activities

- Annual Tasks (0:30)
- Monthly Tasks (0:30)
- Daily Tasks (0:15)
- Other Tasks As Required (0:15)

Materials

- Participant Guides (one per participant)
- Flip charts
- Markers
- Overheads or PP file
- Copies of "To Do" List Packets (one per participant)

Annual Tasks

Explain: For the next 90 minutes, we will attempt to provide you with an overview of County Director tasks and activities that you'll need to make time for throughout the year. We will eventually review monthly and daily to-do items. Each time, we'll follow the same process. You'll be given a tip sheet that lists the various tasks and activities and we will review each. After each is reviewed, we will allow you time to add the items to your master calendar.

Transition: To begin, we start with activities that need to be completed annually or once per year.

To Do Lists Packet

Distribute To Do List Packets to participants.

Trainer's Note: *The To Do List Packet contains all of the lists we will be discussing (annual, monthly, daily and "other").*

Describe each of the following activities and review the County Director's role in completing the task, as well as the implications, scheduling tips, resources for completing the task/activity, and relevant best practices.

- Train staff on Civil Rights, HIPAA (Health Insurance and Accountability Act), ADA, and Title VI/504.
- Participate in annual board process.
- Complete annual PMF's on staff.
- Create annual report and distribute to all required parties.
- Complete Management Review forms (MRF) on each employee.
- Prepare and create annual budget package and staff allocation.
- Determine CPS/Placement State salary supplement for staff.

Upon completing the walkthrough of the to-do list, **ask** participants to take out their time management or calendar planning tool.

Ask participants to refer to the Annual To Do List tip sheet to add the appropriate "to-do" items to their calendar.

Allow 10 minutes for participants to complete their entries.

Ask participants what questions they have about annual to-do items.

Transition: Next, we continue to review to-do items you must complete on a monthly basis.

Monthly Tasks

Refer participants to the "Monthly To Do List" in the packet you distributed earlier.

Describe the following activities and review the County Director's role in completing the task, as well as the implications, scheduling tips, resources for completing the task/activity, and relevant best practices.

- Attend monthly unit meetings.
- Schedule individual Supervisor conferences.
- Attend monthly DFCS board meetings.
- Attend monthly community PR meetings (i.e., Chamber, Kiwanis, Lions Club, Family Connection, etc.).
- Review month-end reports from Accounting.
- Prepare and submit reports (i.e., monthly data sheet; quarterly conference guide).
- Schedule staff meetings.
- Attend monthly County Director area meetings.

Upon completing the walkthrough of the to-do list, **ask** participants to take out their time management or calendar planning tool.

Ask participants to refer to the Monthly To Do List tip sheet to add the appropriate "to-do" items to their calendar.

Allow 10 minutes for participants to complete their entries.

Ask participants what questions they have about monthly to-do items.

Transition: Next, we continue to review to-do items you must complete on a daily basis.

Daily Tasks

Refer participants to the "Daily To Do List" in the packet you distributed earlier.

Describe the following activities and review the County Director's role in completing the task, as well as the implications, scheduling tips, resources for completing the task/activity, and relevant best practices.

- Check paper mail.
- Check email.
- Check voice mail.
- Do your MBWA rounds (Management by walking around).
- Respond to urgent items or delegate items to staff.

Describe the activity and review the County Director's role in completing the task, as well as the implications, scheduling tips, resources for completing the task/activity, and relevant best practices.

Upon completing the walkthrough of the to-do list, **ask** participants to take out their time management or calendar planning tool.

Ask participants to refer to the Daily Do List tip sheet to add the appropriate "to-do" items to their calendar.

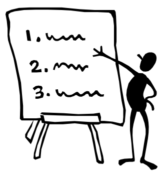
Allow 5 minutes for participants to complete their entries.

Ask participants what questions they have about daily to-do items.

Transition: Next, let's discuss these daily tasks further and the options we have in handling them.

Engage the class in a discussion about how these daily tasks could be scheduled. **Ask:**

- How many of you just "react" to your various correspondence "to-do's" by just reacting to them as they come through the door?
- How many of you try to schedule times of day where you check and respond to email? Voice mail? Return phone calls? Do you find that it helps to structure time in the day to do these activities versus reacting to things as they come in the door?
- What suggestions do you have for managing these tasks so that they get done, but do not end up robbing you of your whole day?



"Managing Daily Tasks"

Encourage participants to share ideas. **Record** participants' ideas on a flip chart.

Transition: Next, we review some other duties that are not always regularly scheduled items, but are things you will have to make time for when they come up. Let's review these tasks now – we call these "Other To Do's."

Other "To Do's"

Refer participants to the "Other To Do's As Required List" in the packet you distributed earlier.

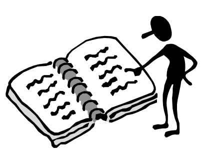
Describe the following activities and review the County Director's role in completing the task, as well as the implications, scheduling tips, resources for completing the task/activity, and relevant best practices.

- Get on Supervisor's staff meeting agenda.
- Attend quarterly Supervisor meetings.
- Participate in special projects as required (i.e., State Office surveys).
- Respond to open record or media requests.
- Serve on various boards in community (i.e., Hospital Ethics Board, Child Fatality Reviews, Family Connections Board).
- Attend CPS Protocol Meetings.
- Attend ceremonies or special events (i.e., Child Abuse Prevention Month).
- Participate and coordinate Fiscal Audits.
- Participate in QA Reviews.
- Attend meetings with key people (i.e., Manager of Field Operations, Fiscal Officer, etc.).

Explain that these items are just a few of the things that come up as needed but can't really be planned for. These items must be scheduled as the need arises.

Describe the implications of scheduling these types of tasks and how they might impact the availability of the County Director and his/her staff. For example, preparing for a fiscal audit requires hours of preparation work and the auditor can be "living" in your office for several weeks at a time!

Ask participants what questions they have about these other to do's.



Personal Development Plan

Refer participants to the Personal Development Plan for Workload Management on Page 29 in their Participant Guides.

Ask participants to take a few moments to reflect on the information we have covered so far and make any notations they would like to on their Personal Development Plan forms.

Transition: In the next section, we focus on how we can manage our calendar for maximum efficiency and productivity and we share some best practices.

Workload Management: Determining Priorities

Total Time	60 minutes
Overview	In this section, participants are introduced to the Importance / Urgency matrix and categorize their job tasks and activities into one of four quadrants. Participants discuss how they can move more time to the Important / Not Urgent quadrant by spending more time on long-range planning and objectives and value-added activity. Weekly and daily planning strategies are presented to help participants spend more time on improvement tasks. Finally, best practices are shared to help participants manage workload effectively.

Objectives

- Demonstrate how to manage one's calendar for maximum efficiency.
- Describe best practices for managing workload effectively.

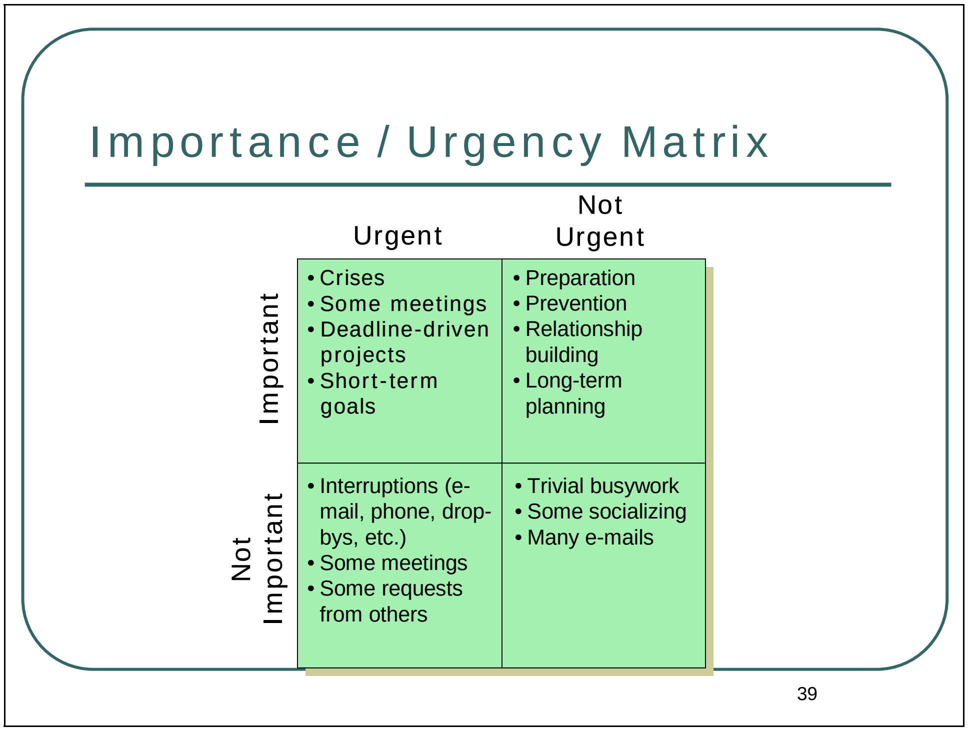
Activities

- Determining Priorities (0:20)
- Increasing Time on Improvement Tasks (0:15)
- Daily Planning (0:15)
- Best Practices for Managing Workload (0:10)

Materials

- Participant Guides (one per participant)
- Flip charts
- Markers
- Overheads

Determining Priorities



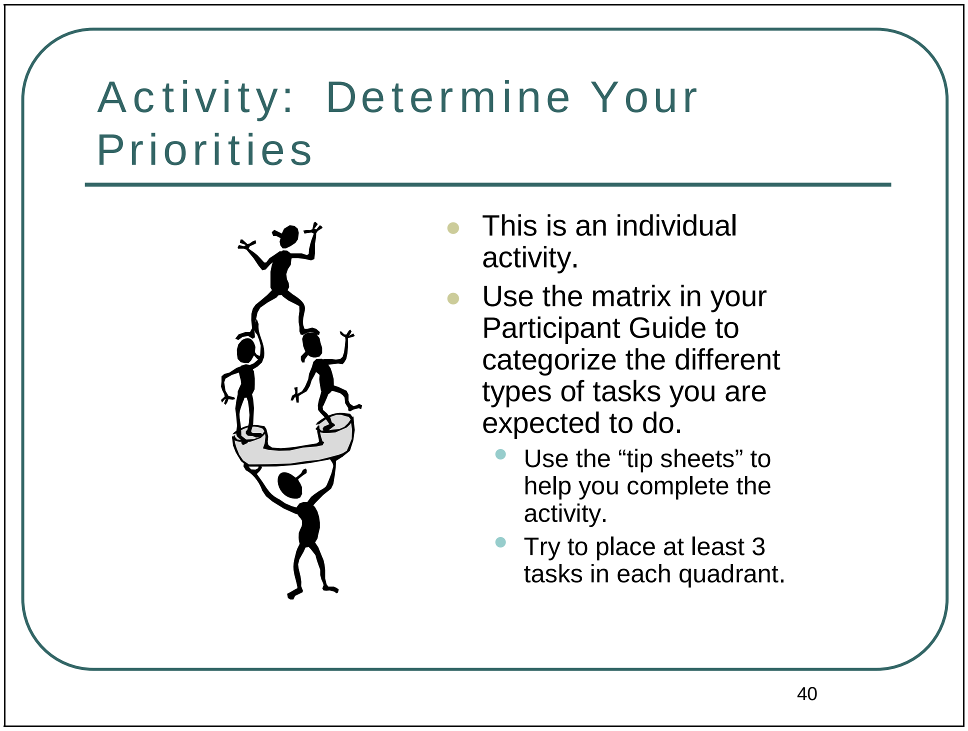
Show OH 39 (Importance / Urgency Matrix).

Trainer's Note: *The matrix discussed in this section and the related statistics are based on information presented by Stephen Covey and A.R. Merrill in their 1994 book First Things First.*

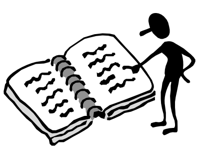
Present: Now that you are familiar with all the tasks and activities you must do as County Director, let's look at some tools we can use to identify priorities.

- All of your job tasks fall into one of the boxes of the Importance / Urgency Matrix.
  - Important / Urgent: including crises, some meetings, deadline-driven projects, short-term goals, etc.
  - Important / Not Urgent: including preparation, prevention, relationship building, long-term planning, personal and employee development.
  - Not Important / Urgent: including interruptions, some meetings, some requests from others, etc.
  - Not Important / Not Urgent: including trivial busywork, some socializing, many emails, etc.

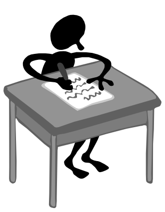
Activity: Determine Priorities



Show OH 40 (Activity: Determine Your Priorities).



Refer participants to the activity entitled "Determine Your Priorities" on Page 19 of the Participant Guide.



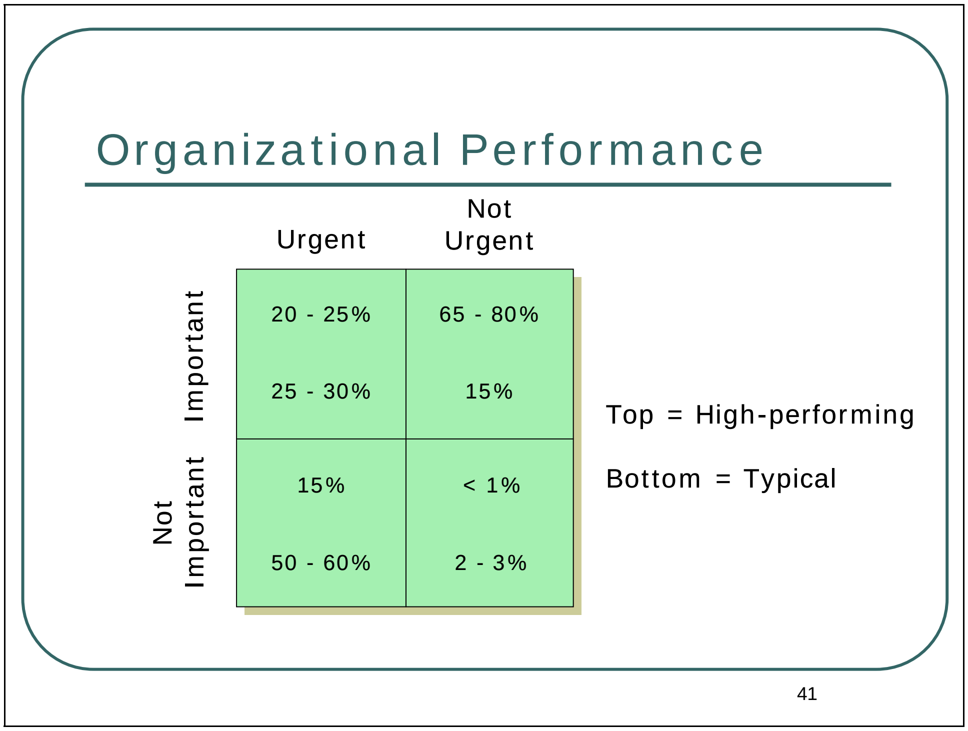
Facilitate activity according to the instructions on the slide.

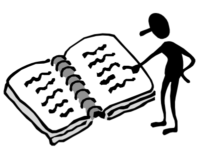
Allow 10 minutes (extend time as necessary).

Debrief:

- In which box did most of your tasks fall?
- Suggested response: Most items typically fall on the "URGENT" side of the matrix.
- Try to estimate with the class the average percentage of time they spend in each box.

Organizational Performance





Refer participants to "Organizational Performance" on Page 20 of the Participant Guide.

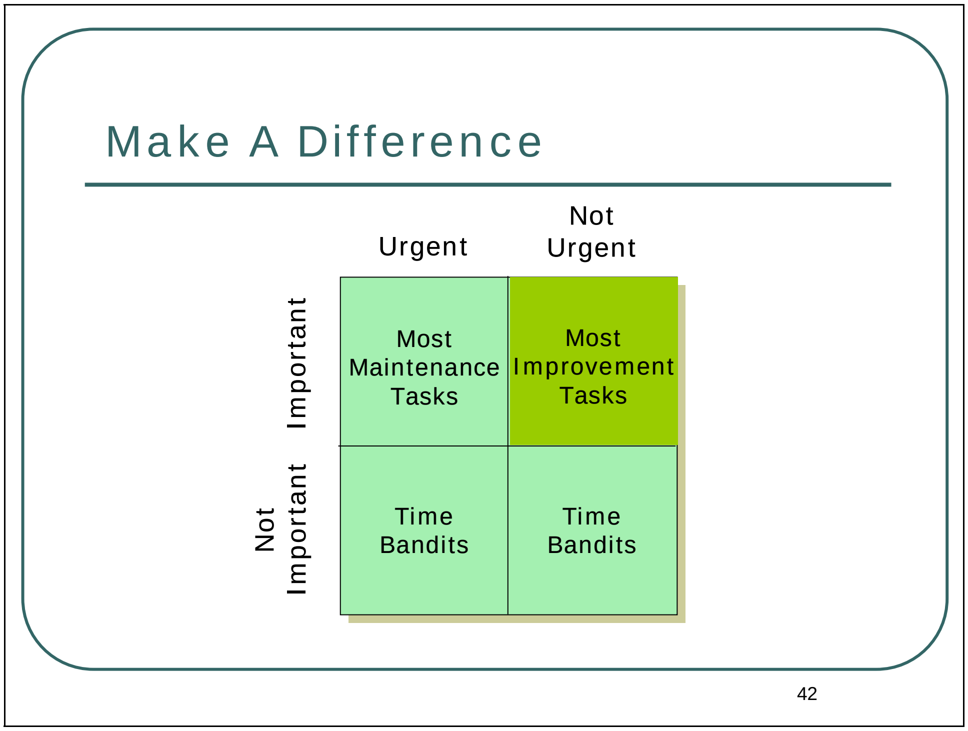
Present OH 41 (Organizational Performance).

- This slide compares high-performance organizations to typical organizations.
- The top number represents the percentage of time, on average, that managers in high-performance organizations spend in each category.
- The bottom number represents typical organizations.

Ask:

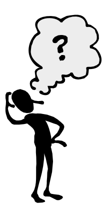
- What do you notice about the difference between high-performance organizations and typical organizations?
- Suggested response: Managers in high-performance organizations spend 65% to 80% of their time in Important / Not Urgent activities while nearly eliminating Not Important / Not Urgent activities. In fact, high-performance organizations move significantly away from all activities that are Not Important.

Make a Difference



Show OH 42 (Make a Difference).

Explain: To improve time doing improvement tasks, your goal should be to spend as much time as you can in the Important / Not Urgent quadrant. These tasks add the most value for you and your organization.



Ask:

- Why do we tend to spend less time doing these activities?
- Suggested response: These activities don't act on us; we have to act on them.

Explain that we spend most of our time doing maintenance tasks (in the Important / Urgent quadrant of the matrix).

Ask:

- What happens when we spend too much time in this box?
- Suggested response: We feel stress / burnout, that we aren't making much of a difference and that we aren't preparing for future demands.

Explain that the key to spending more time on the improvement tasks is to do as many of these important tasks as possible while they are still not urgent.

Ask:

- How might we move some of your maintenance work tasks to the improvement side?
- Suggested response: Short-range urgency can be reduced by planning with long-term objectives in mind.

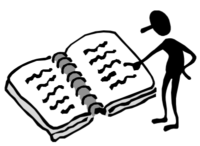
Explain that items that fall in the "Not Important" side are considered "time bandits." They eat away at our time – some of these we can't control. The goal is to adapt to the time bandits we can't control, and get rid of all the others. We need to know the activities that add value and realize that there is precious little time for these activities – and we need to refuse to subordinate the important tasks to activities that steal the day away.

Transition: In the next section, we determine ways to spend more time on the improvement end of the continuum, given our high-maintenance world and work environments.

Weekly Planning

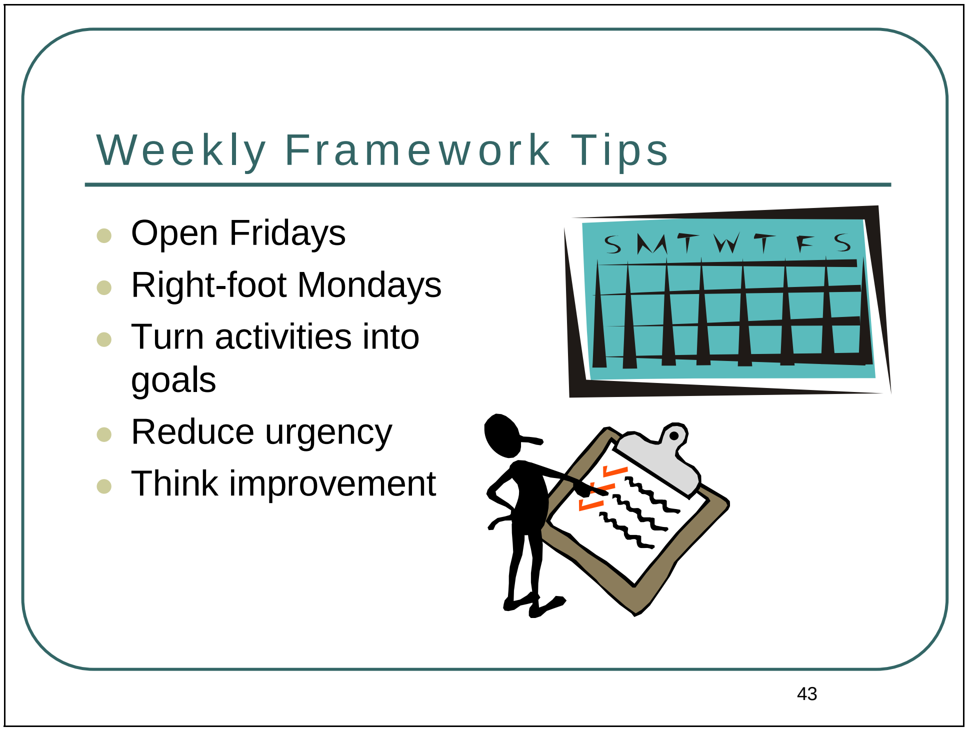
Say: The greater the passion you feel for your priorities, the easier it is for you to say 'no' to things that aren't important. The way to get passionate is to connect what's important to the department to what's important to you. If your work isn't challenging, doesn't excite you, or doesn't give you some sense of purpose, you might as well find something else to do!

Explain: Using your calendars, each of you will plan a hypothetical week that allows you to plan for 'improvement time,' and yet is flexible enough to meet unexpected maintenance demands. Creating a weekly decision-making framework allows you to make time for the improvement tasks before your schedule becomes overrun with maintenance tasks and time bandits.



Refer participants to Weekly Framework Tips on Page 21 of the Participant Guide.

Weekly Framework Tips



Present OH 43 (Weekly Framework Tips).

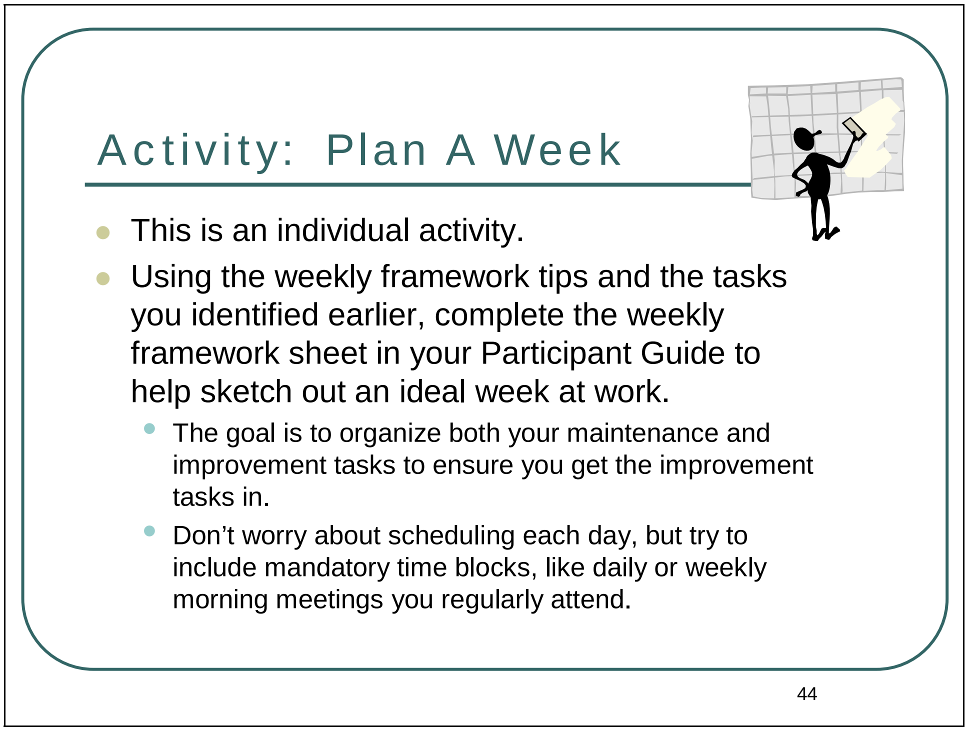
- Open Fridays
  - Try to keep Fridays open for catch up, emergencies and planning. This is the best time to refresh your connection with your direction, plan for the week coming up, and review what you learned from the current week.
- Right Foot Mondays
  - If we use Fridays to wind down, we use Mondays to wind up. The problem comes when we wind up too slowly, and don't really get going until Monday afternoon or Tuesday morning. Start strong, and accomplish something early to get your feet moving and build your momentum in the right direction.
- Turn activities into goals
  - You do activities; you achieve goals. When planning your week, focus on what you want to achieve by writing down activities as goals. For example, you have a department meeting scheduled to discuss attendance issues in your area. Instead of writing "Department Meeting" – which is an activity – write "Meet to resolve attendance issue" – which is a goal. You are more focused on the purpose and the potential added value.

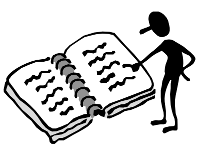
- Reduce urgency
  - Move tasks from the urgent box to the not urgent box, and you will reduce stress and free up time for improvement. Many managers or Directors thrive on urgency, but too much is a recipe for mediocrity.
- Think improvement
  - Make time for goals that advance you and others and truly add value. These goals usually aren't urgent – they don't act on you – so you have to take the time to act on them.

Ask participants what questions they have about the weekly framework tips.

Transition: Now let's practice what we have just learned in an activity called "Plan a Week."

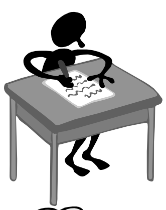
Activity: Plan a Week





Show OH 44 (Activity: Plan a Week).

Refer participants to the "Plan a Week" activity on Page 22 of their Participant Guides.



Facilitate activity according to slide instructions.

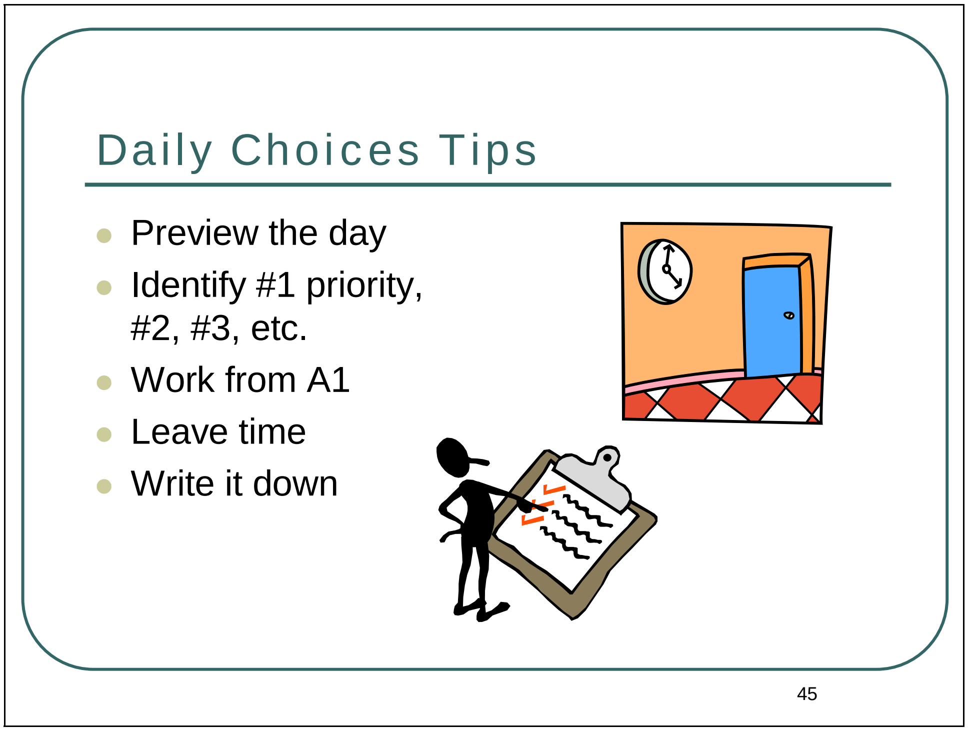
Allow 5 minutes and monitor progress. Assist participants as needed.

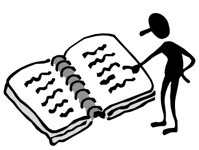
Debrief / ask:

- What challenges did you face organizing your ideal week?
- How did you handle the improvement tasks?

Transition: Next, we move to planning days by prioritizing tasks.

Daily Planning





Show OH 45 (Daily Choice Tips).

Refer participants to "Daily Choice Tips" on Page 23 of the Participant Guide.

Say: Let's look at some tips for prioritizing your day.

- Preview the day
  - On the night before, or the morning of, your workday, look at what you know about the day; identify goals that are important and urgent and those that are important and not urgent. That way, when new tasks emerge throughout the day, you can weigh them against what you know you want to accomplish. Block out tasks that need to be done at a specific time of the day.
- Identify #1 priority, #2, #3, etc.
  - There are two aspects to priorities: long-term importance and short-term urgency. One way to identify the relative priority of the goals on your to-do list is to label each. 'A' = Vital (important/urgent), 'B' = Important (important/not urgent), and 'C' = Some Value (not important/urgent – often time bandits that are out of your control!)

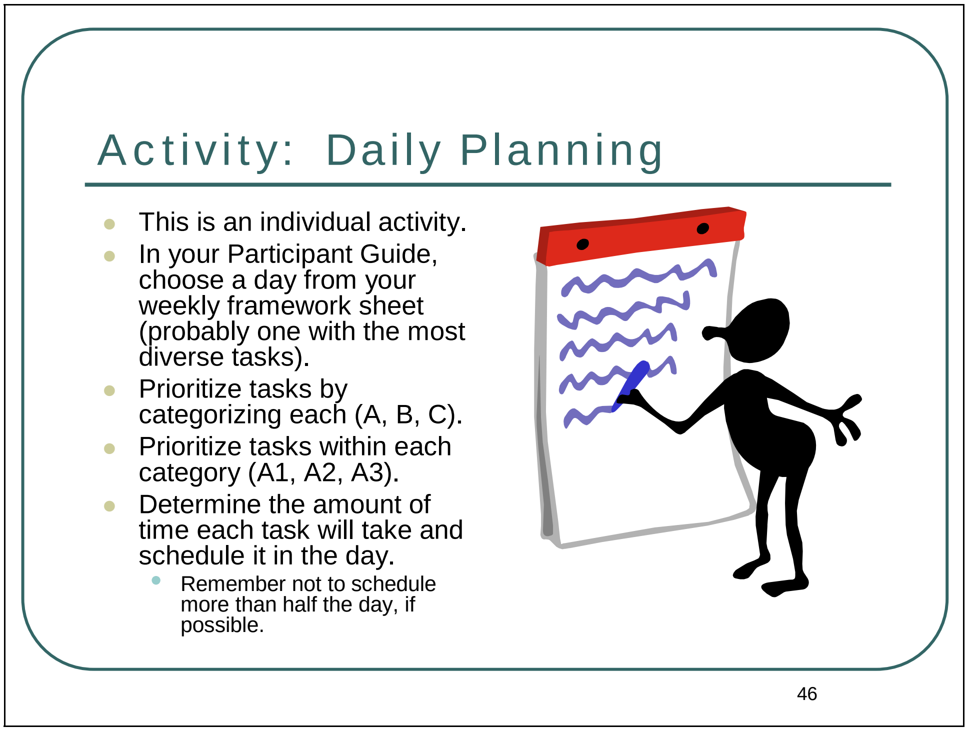
- Work from A1
  - If you have several vital tasks, prioritize them by labeling them A1, A2, A3, etc.
  - Some people like to ease into their day by getting 'C' goals out of the way like reading email. Others suggest doing 'worst first' – getting the things you least enjoy out of the way. We suggest you start with the A1 goal (assuming it isn't scheduled for a specific time). Continue down your priority list with an eye on accomplishing goals and adding value.
- Leave Time
  - Experts suggest that we schedule no more than half the day – 4 hours out of 8. That leaves a lot of time to deal with the unexpected. Your plan will quickly fall apart if you over-schedule. By making tough choices instead of trying to do it all, you will be more relaxed and flexible.
- Write it Down

  One of the biggest mistakes managers make is trying to keep their priorities in their head. You can use any planning system you want, but always write it down.

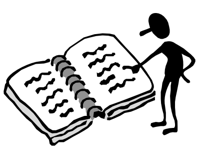
Say: Daily planning is hard because you typically have to choose between a "good" use of your time and the "best" use of your time. People often complain that everything is a priority. They may all be priorities, but they are not #1 priorities! With practice, you will be surprised at how selective you become about the activities you do and how well you are able to choose the "best" from the "good."

Ask participants what questions they have about prioritizing tasks.

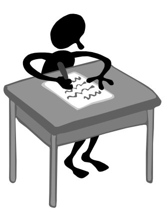
Activity: Daily Planning



Show OH 46 (Activity: Daily Planning).

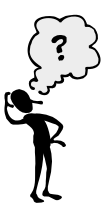


Refer participants to the activity entitled "Daily Planning" on Page 24 of the Participant Guide.



Facilitate activity according to slide instructions.

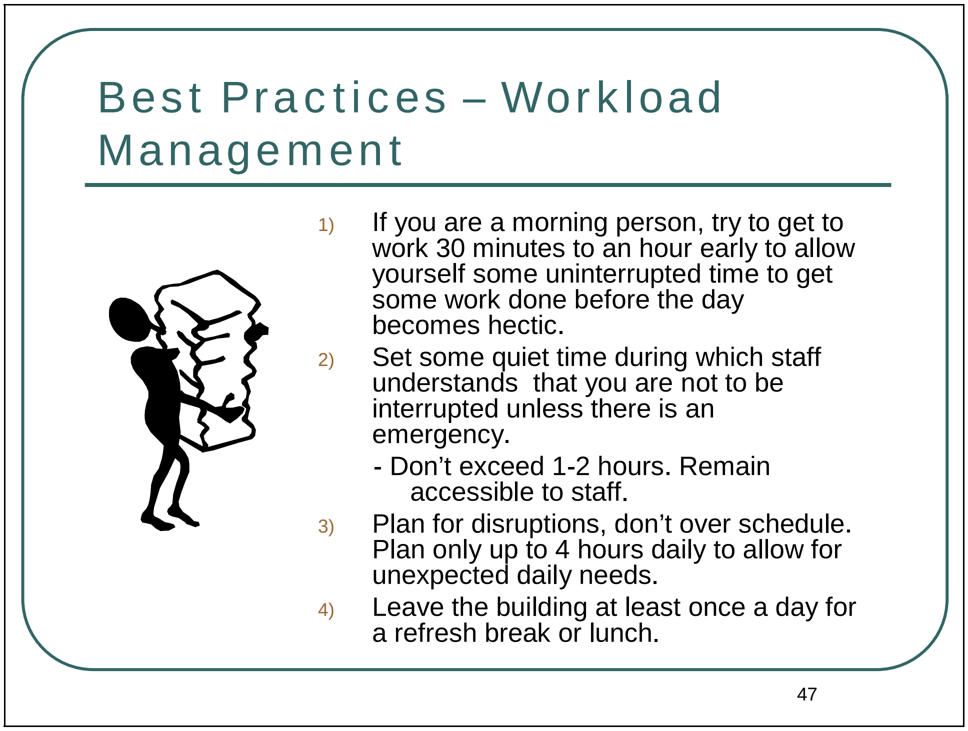
Allow 5 minutes and monitor progress. Assist participants as needed.



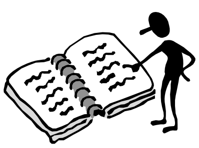
Debrief:
- ➢ Out of curiosity, what was you're A1 goal?
- ➢ How well did you day pan out?
- ➢ Were you able to fit your schedule into 4 hours? Why?
- ➢ How is this process similar to how you currently prioritize tasks at work? How well does aligning yourself allow you to "act on" improvement tasks?
- ➢ What other observations do you have?

Transition: In the next section, we share best practices for Managing Workload.

Best Practices: Managing Workload



Show OH 47 (Best Practices - Workload Management). *Note that the next two slides also contain Best Practices.*

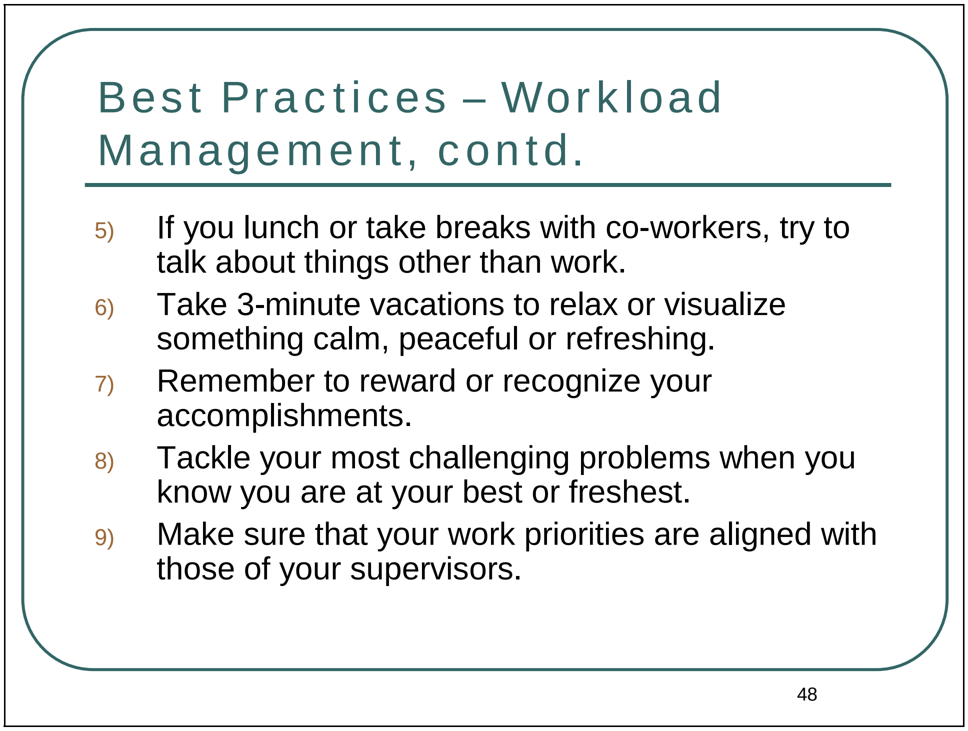


Refer participants to Workload Management "Best Practices" on Page 25 of the Participant Guide.

Review list with participants.

Elaborate on these practices as you are able by sharing relevant personal stories or anecdotes.

Best Practices for Managing Workload, contd.



Show OH 48 (Best Practices - Workload Management, contd.).

Review list with participants.

Best Practices for Managing Workload, contd.

Best Practices – Workload Management, contd.

10) Have a back-up available to check your correspondence and e-mail while you are out of the office to avoid missing critical deadlines.
11) Find resources to solve problems and work with your direct reports to get things done. Do not take everything on yourself.
12) Do not be afraid to ask for resources.
13) Remember to take care of yourself.
14) Be sure to keep balance in your life. Don't neglect your family or your mental, social, emotional, spiritual or physical needs.

49

Show OH 49 (Best Practices - Workload Management, contd.).

Review list with participants.

Recall: Characteristics of Effective County Directors

RECALL: Key Characteristics of Effective County Directors that are Especially Relevant to Workload Management

1) A supporter of the Department's mission and vision.
2) A leader in developing and promoting a local mission and vision.
5) Is focused on working issues within one's control, not fixating on things that are out of one's control.
6) Is creative in finding ways to meet goals.

50

Show OH 50 (Recall: Key Characteristics...).

Remind participants that we discussed eight characteristics of effective County Directors earlier in this workshop.

Explain that four of the characteristics are *especially* relevant to the topic of workload management. **Reinforce** the following relevant characteristics of effective County Directors that relate to Workload Management using the information below to assist you.

- Characteristic 1: A supporter of the Department mission and vision.
  - This helps us link our activities and goals to the department mission and vision.
- Characteristic 2: A leader in developing and promoting a local mission and vision.
  - As leaders, we need to connect local priorities and needs to the overarching mission and vision.

- Characteristic 5: Is focused on working issues within one's control, not fixating on things that are out of one's control.
  - Many time bandits are out of our control – requests come at us and we need to respond quickly. Rather than complain about these, we need to work them into our schedules, get them done and move on.
- Characteristic 6: Is creative in finding ways to meet goals.
  - With proper planning and attention, we can work time into our schedules to form new relationships, leverage others' skills and knowledge, advocate for needed resources, etc.

Transition: Next, we wrap up this workshop and focus on creating a Personal Development Plan.

Workload Management: Workshop Wrap Up

Total Time

20 minutes

Overview

In this section, participants finalize a Personal Development Plan to enhance their ability to manage workload effectively. In addition, we wrap up Workshop 1 by summarizing key points and distributing course evaluations.

Objectives

- Finalize a Personal Development Plan that will enhance the ability to perform workload management effectively.

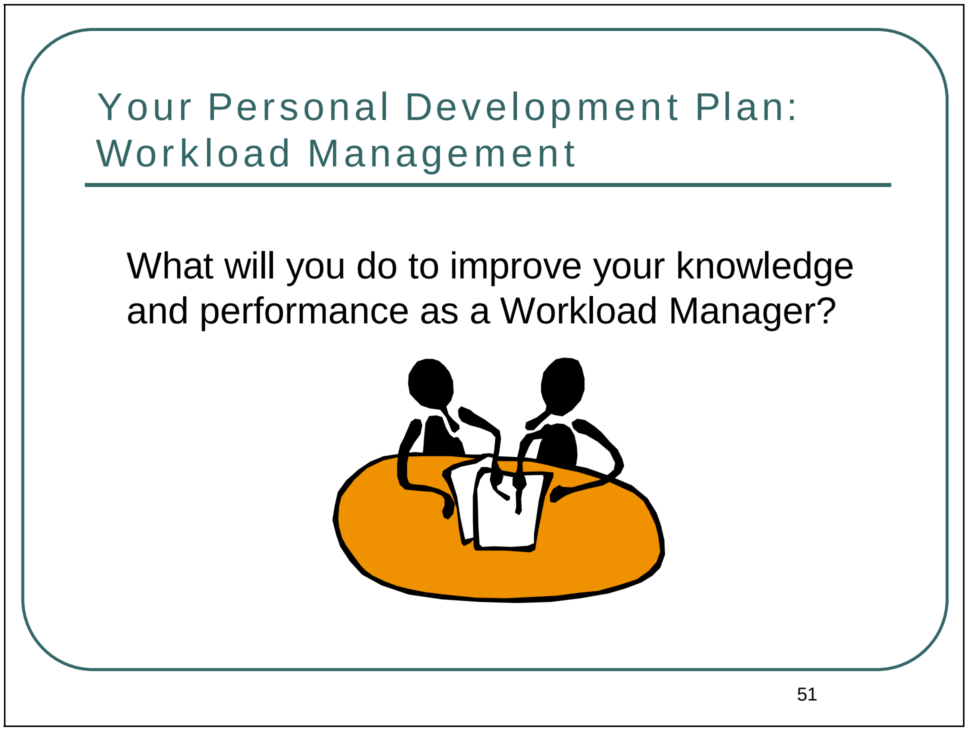
Activities

- Finalizing Personal Development Plans (0:10)
- Workshop 1 Summary (0:10)

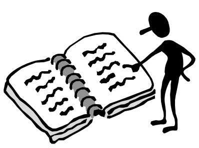
Materials

- Participant Guides (one per participant)
- Flip charts
- Markers
- Overheads or PP file
- Workshop 1 evaluations
- Pre-work for Workshop 2

Finalizing Personal Development Plans



Show OH 51 (Your Personal Development Plan…).



Personal Development Plan

Ask participants to refer to the Workload Management Personal Development Plan (PG, Pg. 29) they have been working on throughout today's workshop.

Ask participants to finalize the plan in their Participant Guides to help improve their knowledge and performance as a Workload Manager.

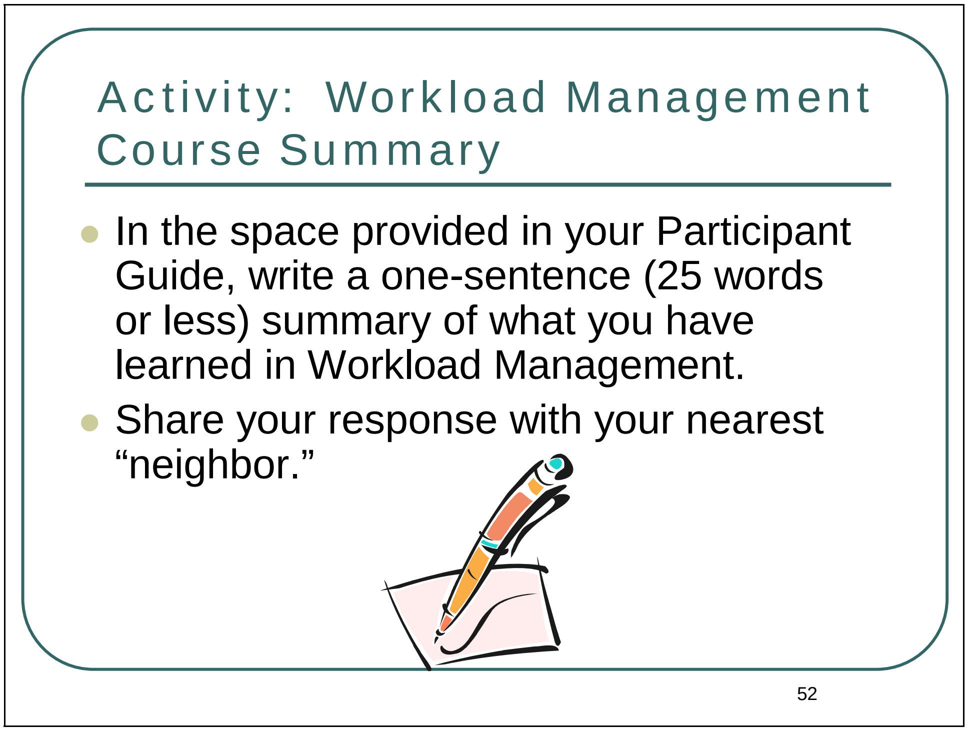
Allow 5 minutes to complete the activity.

Ask a few volunteers to share their plans with the class, time permitting.

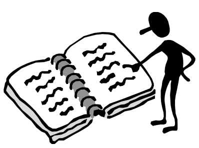
Instruct participants to review and discuss their Personal Development Plans with their Mentor and Manager of Field Operations. Mentors and Managers of Field Operations can help them modify and enhance their plan and locate resources to help them complete specific actions on the plan.

Transition: Next, we wrap up Workshop 1.

Activity: Workload Management Course Summary



Show OH 52 (Activity: Workload Management Course Summary).



Refer participants to the activity worksheet on Page 26 in the Participant Guide.

Facilitate activity according to slide instructions.

Debrief by asking a few participants to share their responses.

Ask participants what questions they have about Workshop 1.

Course evaluations & Pre-work for Workshop 2

Distribute course evaluations and ask participants to complete. Collect all evaluations.

Discuss logistics of Workshop 2 (when participants will come, where they will meet, etc.), if known.

Distribute pre-work for Workshop 2.

Thank participants for coming and dismiss class.

Five Packed Bags

Directions to the Trainer: Copy and cut out these cards for the "Survivor in Georgia" activity. You can paste these on index cards or design a background such as a "suitcase" motif. Ensure each participant receives one card for each of the four packed bags.

Managing Programs	Managing Workload
Managing Personnel	Leadership
Budget and Fiscal Management	

Duty / Responsibility Cards

Directions to the Trainer: Copy and cut out these cards for the "What's My Role?" activity. You can paste these on index cards and laminate them if you prefer. Ensure each participant receives one card for each round of the activity.

Handling building issues	Developing and managing the annual budget
Performance management	Responds to program reviews and audit findings and designs corrective action plans; monitors progress.
Ensures TANF work participation goals are met	Ensures 100% of CPS investigations are initiated timely
Acts as community liaison for DFCS operations and maintains effective relationship with DFCS board	Manages and handles Memorandums of Understanding (MOUs) and contracts with vendors and monitors for compliance

Ensures OCP contact standards are met	Displays a "can do" approach to work
Ensures that 100% of children are placed in a foster home that is in full or temporary approval status	Ensures that benefits and services to all clients complies with civil rights laws and policies
Takes initiative and does things before being asked or forced to	Stays current on all OCP and OFI policies and conducts periodic case record reviews
Handles all equipment servicing issues such as telecommunications, computers, copiers, faxes	Handles direct complaints from other agency workers (i.e., Mental Health, Juvenile Justice) regarding specifics of a case