Leading Effective Change

Participant Manual

Developed & Facilitated by
Peter Dahlin, MS

DahlinPM@gmail.com

Ph 510.507.3056
Fx 530.891.5478

For the State of Washington
Department of Children, Youth & Families
8/21/18

Executive Summary

The Greek philosopher Heraclitus foresaw that "The only thing constant in life is change." Oftentimes, during times of organizational change, the most essential component of successful change efforts is often overlooked-- individual people's <u>reactions</u> to the transitions.

Internal and external stakeholders regard change as an opportunity, or a threat; impending chaos, or possible creativity; crystal clear—or clear as mud! In other words, CHANGE means something different to different people, which means that as leaders we try to prepare for everything!

Before leaders at any level move forward to orchestrate or support organizational change, it's important for them to assess their own reactions and responses to change. Then, regard the blueprint for human nature (and organizational nature) for approaching change, and put the resources in place to support the anticipated reactions for the ultimate goal of providing good services to clients and reaching outcomes.

This highly interactive session will provide leaders with an equation for reaching organizational performance and review a blueprint for how people respond to change, and give an opportunity for filling in the gaps for supporting staff to get to that level of performance.

Learning Objectives

As a result of this training, participants will:

- ✓ Review the 3 components of the performance equation

- ✓ Understand the difference between change and transition

- ✓ Self-assess change skills and readiness levels

- ✓ Identify the 5 ingredients of successful change, and understand what happens if something is missing

- ✓ Create an individual leadership plan for next steps

Treasure Hunt

Instructions: Circle the statements below which are true for you.

_____ 1. I know the difference between "change" and "transition."

_____ 2. I have attended a training on *Organizational Change.*

_____ 3. Some of my staff have asked me how the changes of CYFD will impact them.

_____ 4. I <u>frequently have the ability to "sniff out" change that is imminent</u> in the workplace.

_____ 5. Sometimes I discuss a new policy in unit meetings—and my staff doesn't like the new policy.

_____ 6. I can think of one policy change that occurred—and **I** didn't know why it had changed!

_____ 7. I know a lot about what the "other" parts/staff of the new CYFD—do in their daily jobs.

_____ 8. I read the book "Who Moved My Cheese."

_____ 9. I like "changing things up" because sometimes I get bored of "same old… same old."

_____ 10. I don't understand why people volunteer to "pilot" new processes.

_____ 11. I'd rather have someone else "work out all the kinks" before I'm responsible for implementing the new thing.

_____ 12. I enjoy feeling competent in doing my job.

_____ 13. I know people that sometimes HEM and HAW about new changes.

_____ 14. My staff usually expects me to have all the answers.

_____ 15. I am at least 80% clear about what is expected of me (& my staff) in the new CYFD.

_____ 16. I am willing to learn some new things today—and bring these things back to my staff.

PERFORMANCE =

CLARITY +

ABILITY +

MOTIVATION

CHANGE vs TRANSITION[1]

- Change is <u>situational</u>
  - New site
  - New boss
  - New policy, roles, procedures
  - **External**

- Transition is psychological process people go thru to deal with new situation
  - "letting go of something"
  - Receptivity
  - Willingness
  - Motivation
  - **Internal**

---

[1] Bridges, W. (1991). Managing transitions: Making the most of change. NY: Addison-Wesley.

Seven Dynamics of Change[2]

Whatever the kinds of change that people encounter, there are certain patterns of response that occur and re-occur. It is important that change leaders understand some of these patterns, since they are normal outcomes of the change process. Understanding them allows leaders to avoid over-reacting to the behaviors of people who, at times, seem to be reacting in mysterious, non-adaptive ways.

1. People will feel awkward, ill-at-ease and self-conscious

Whenever you ask people to do things differently, you disrupt their habitual ways of doing things. This tends to make people feel awkward or uncomfortable as they struggle to eliminate the old responses and learn the new.   Think back to your own experience and you will discover this theme. Whether it be learning to use a computer, the first time picking up your infant, or dealing with a new reporting relationship, recall the self-consciousness that you probably felt. People want to get it right, and fear that they will appear inadequate.

2. People initially focus on what they have to give up

Even for positive changes such as promotions, or those that result in more autonomy or authority, people will concentrate on what they will be losing. As a change leader you need to acknowledge the loss of the old ways, and not get frustrated at what may seem to be an irrational or tentative response to change.

3. People will feel alone even if everyone else is going through the same change

Everyone feels (or wants to feel) that their situation is unique and special. Unfortunately, this tends to increase the sense of isolation for people undergoing change. It is important for the change leader to be proactive and gentle in showing that the employee's situation is understood. If employees see YOU as emotionally and practically supportive during the tough times your position will be enhanced and the change will be easier.

4. People can handle only so much change

On a personal level, people who undergo too much change within too short a time will become dysfunctional, and in some cases may become physically sick. While some changes are beyond our control, it is important not to pile change upon change upon change. While changes bring opportunity to do other positive things, the timing of additional changes is important. If you are contemplating introducing changes (that are under your control), it may be a good idea to bounce your ideas off employees. A good question to ask is "How would you feel if....."

---

[2] Blanchard, K. (1992). The Inside Guide. Downloaded from http://work911.com/articles/change7.htm

5. People are at different levels of readiness for change

Some people thrive and change. It's exciting to them. Others don't. It's threatening to them. Understand that any change will have supporters and people who have difficulty adapting. In time many people who resist initially will come onside. Consider that those people who are more ready for the change can influence others who are less ready.   Open discussion allows this influence process to occur.

6. People will be concerned that they don't have enough resources

People perceive that change takes time and effort, even if it has the long-term effect of reducing workload. They are correct that there is a learning time for most change, and that this may affect their work. It is important for change leaders to acknowledge that this may occur, and to offer practical support if possible.

7. If you take the pressure off, people will revert to their old behavior

If people perceive that you are not serious about doing things the new way, they will go back to the old way. Sometimes this will be in the open, and sometimes this will be covert. The leader must remind people that there is a new course, and that the new course will remain. Coaching towards the new ways is also important.

Conclusion

It is important for leaders to anticipate and respond to employee concerns and feelings, whether they are expressed in terms of practical issues, or emotional responses. When planning for, and anticipating change, include a detailed reaction analysis. Try to identify the kinds of reactions and questions that employees will have, and prepare your responses. Remember that the success of any change rests with the ability of the leaders to address both the emotional and practical issues, in that order.

The Tenets of Successful Change[3]

Change Happens
Anticipate Change
Monitor Change
Adapt to Change Quickly
Change
Enjoy Change
Be Ready to Quickly Change & Enjoy it Again and Again

---

[3] Johnson, S. (2000). Who moved my cheese? New York: Putnam.

Change Readiness Assessment

Instructions:
1. Rate your overall change readiness by reviewing each of the 6 factors below in the center column by circling the descriptor on the LEFT or RIGHT which most describes you for each factor.
2. Count the number of circled factors in each column to identify yourself as more of a HEM (left column) or HAW (right column).

Description	FACTOR	Description
You may take a conservative stance, resisting opportunities. It's difficult accepting, adapting, and adjusting to change	**Flexibility**	You may accept changes are able to adapt easily when change occurs. You might be accommodating and flexible when presented with opportunities
You see that you have little control over what happens to you in work. You might believe in fate and feel a lack of control	**Perceived Control**	You feel like you have control over what happens to you. You might believe that you can choose opportunities and manage changes in your life
You might yearn for stability. When change occurs, you might seek safety and security. Anxiety, fear or tension might arise when you face change.	**Steadiness**	Your steadiness is your ability to change as your situation does. The situations may not be steady—but your adaptive response is steady. When change occurs, you probably feel confident, calm and have a steady nature.
You probably have a cautious outlook toward change and the future in general. Change might surface your pessimism	**Optimism**	You're probably generally very optimistic and have a positive outlook about change, and the future in general.
You might see change as a threat or a bother. You prefer stable and predictable situations. You probably don't seek out changes. You like things the way they are or were.	**Change Seeking**	You see change as an opportunity. You seek it out. You like variety. You might even look for change for the sake of changing.
You probably believe that if something is comfortable and familiar, there is no reason to change it.	**Change Comfort**	You probably believe change is desirable and value it—over stability. You might get bored if things don't change
Hem: *Less prepared to accept, initiate, and manage change*		**Haw:** *More prepared to accept, initiate, and manage change*

Change Skills Assessment

1. Rate your change anticipation and your change energy levels, using the charts below by circling one descriptor of each of pairs in each row
2. In which columns did you circle the most: for anticipation (Sniff); for energy (Scurry).

Sniff = Change Anticipation

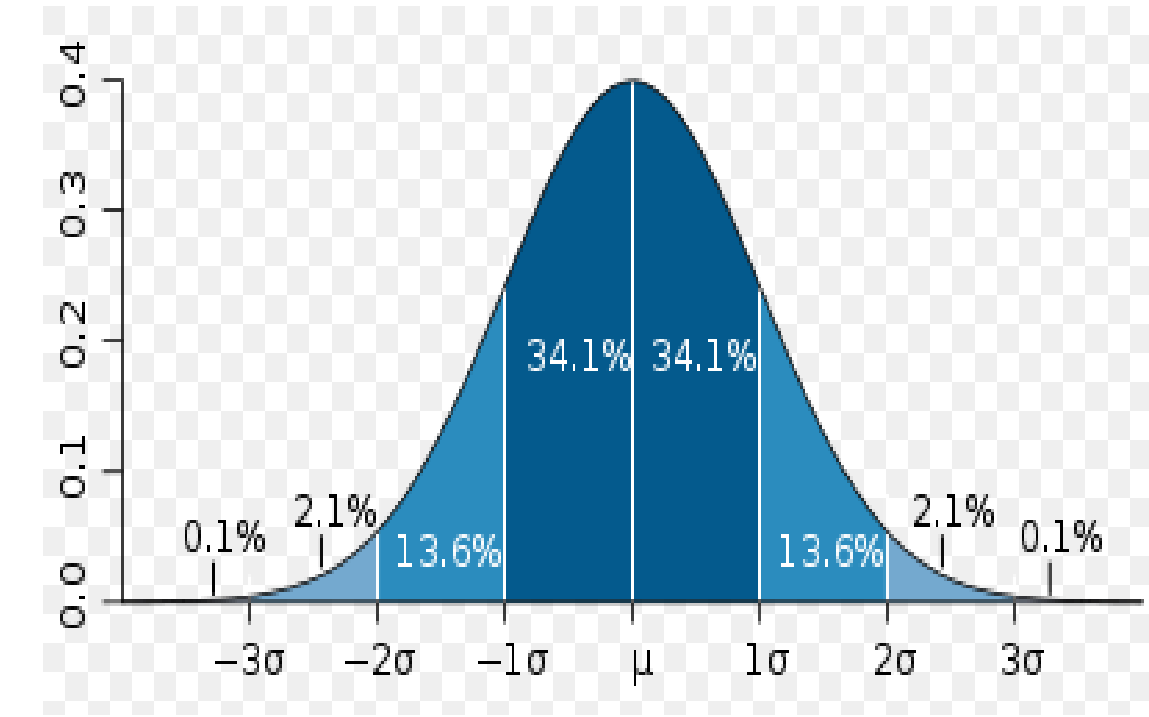| Lower	Higher
• less able to notice early changes in work environment	• radar is always on, you usually predict or notice potential change
• you don't usually initiate conversations about ways to improve a situation	• you frequently look for signs of change and prepare
• you are more present-oriented	• you focus on tomorrow's possibilities more than today's needs
You rely on others to think about what needs to be done to prepare for the future	• you view change as an improvement and don't understand others who don't see change that way
You are less likely to see and appreciate opportunities for future change	• you create enthusiasm for the benefit of change

Circle your final assessment: Lower or Higher **Sniff**

Scurry = Change Energy

Lower	Higher
• you're not as likely to initiate change	• you're able to react and initiate change quickly
• you prefer a slow and methodical approach when faced with change	• you prefer to take action quickly when dealing with change
You avoid taking new action in unfamiliar ways	• you might appear to be impulsive if you aren't focused on only the few important changes that are needed
• you're likely to see if others are changing and see what happens with them first—before you make any changes yourself	• you're frequently setting the pace for change, if you aren't careful you could initiate too many changes for people to absorb
You usually don't react as quickly as you need to in changing situations	• your approach to change has enthusiasm and energy which actually helps the process

Circle Your final assessment: Lower or Higher **Scurry**

Discussion

IMPLEMENTATION SCIENCE:

| Innovators:	Early Majority:
• Venturesome • Risk-tolerant • Novelty • "Leave the village" to learn • Locally....perhaps a bit disconnected	• Perspective is local • Learn from people they know well • Rely more on RELATIONSHIP than science & theory • Risk averse • Focus: why change is valuable locally vs good idea generally
Early Adopters: • Leaders of opinions • Locally well-connected • Don't search/stray as widely as innovators • Connect with innovators • Self-conscious experimenters • Watched	**Late Majority:** • Similar or the same to the early majority, just later in joining the party **Traditionalists:** • Appreciate the way things are done now • Very risk averse • Experience change as disruptive and unnecessary • Often hold the history of an organization and the wisdom • Prefer to work alone and be left alone

Individual Responses to Organizational Change

The major changes at work can resemble other major changes, such as bereavement or marriage, in their effect on individuals. The time taken to accept major changes fully can be as much as say, 18 months or even longer. However, an <u>understanding of what is happening</u> can often reduce the time needed to come to terms with change, and to fully adopt new ways of behaving. A leader's support and concern through the stages will also be critical for the individual team member faced with major change. Understanding of the process will also help the leader to deal with the individual in a way appropriate to the stage they are at.
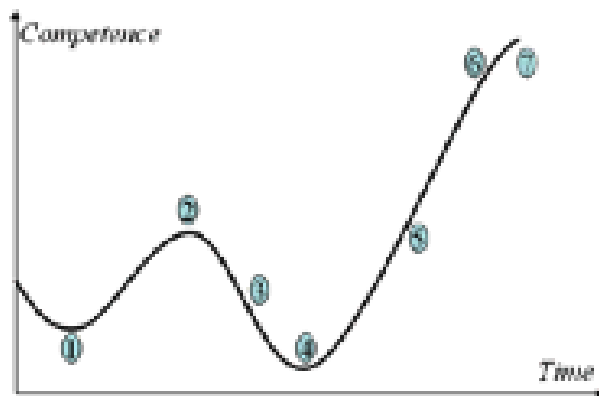
This above curve shows how competence varies with time and it reflects the likely changes of mood and morale, as well as the development of competence, in progress.

  1. **Immobilization:** Shock, Overwhelmed, Mismatch between high expectations and reality.
  2. **Denial of change:** Temporary retreat, False competence.
  3. **Incompetence:** Awareness that change is necessary, Frustration phase, How to deal with change?
  4. **Acceptance of reality:** Letting go of past comfortable attitudes and behaviors.
  5. **Testing New behaviors:** New approaches, Tendency here to stereotype, i.e. the way things should be done, Lots of energy, Begins to deal with new reality, Lots of anger and frustration.
  6. **Search for meaning**: Internalization, Seeking understanding of why things are different, Not until people get out of activity do they understand their lives better.
  7. **Integration:** incorporate meanings into new behaviors.
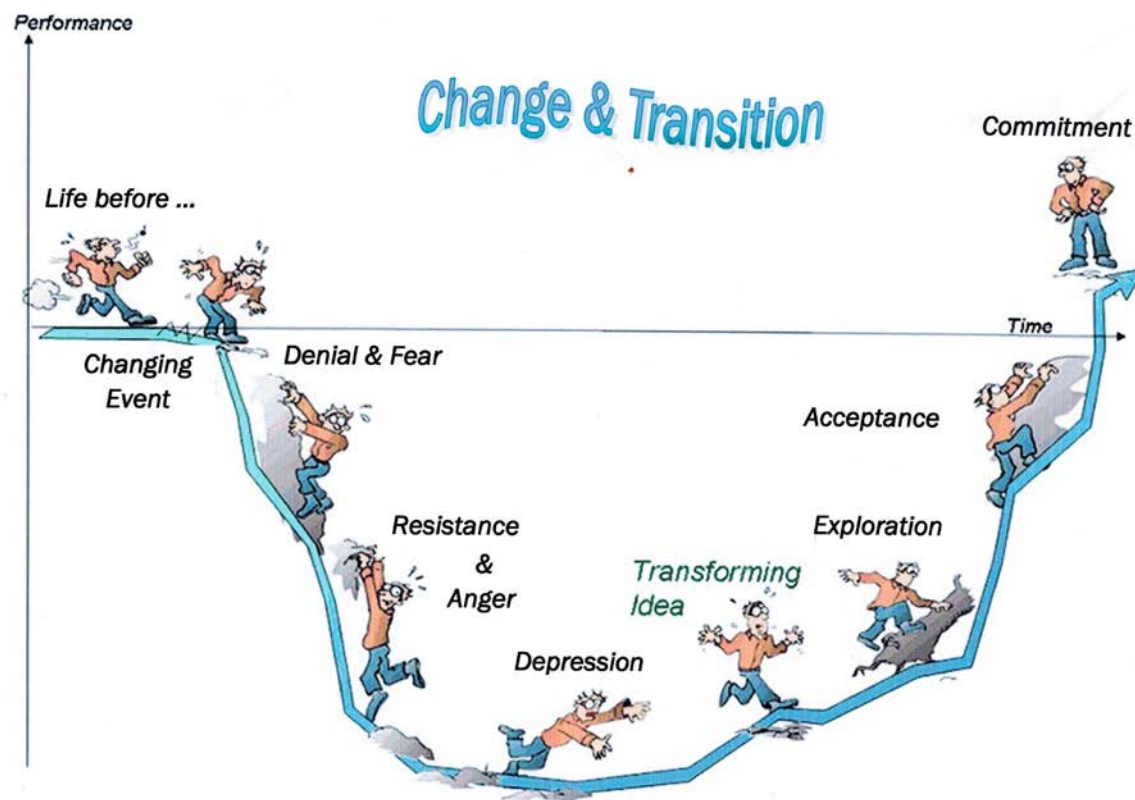
Reasons for *resisting* change

- Change is out of control
- Don't understand why change necessary
- Old way produced results
- Feel incapable of changing
- Perceived price outweighs the benefits

Managing Complex Change

$$a^2 + b^2 = c^2$$
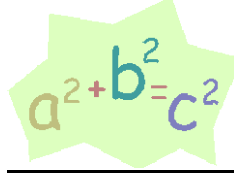
Vision + Skills + Incentives + Resources + Action Plan = Effective Change

BUT….

Without Vision → *Confusion*
• What are the expected outcomes?
• What steps do we need to take to promote this vision for change?

Without Skills → *Anxiety*
• What skills do we need in order to better manage and lead this change?
• What skills are needed by others involved in (or impacted by) the proposed change?
• Who is missing from this process?

Without Incentives → *Gradual Change*
• What are the most critical driving forces (internal/external) for the change?
• What are the restraining forces (systemic or person barriers) to the change?
• What are the benefits or incentives for changing? What are the costs?

Without Resources → *Frustration*
• What information do others need in order to support the change effort?
Through what means will this be communicated?
• What internal and external resources are available to support the change?
• Where will support come from in managing and leading this change?
Who are the sponsors? Agents? Champions?

Without Action Plan → *False Starts*
• What are the major milestones that will indicate effective
movement in the direction of the envisioned change?
What are specific dates?
• What are the goals and key steps for each goal?

Steps to Help Staff "Let Go" of the Old Way(s)[4]

1. Identify who's losing what
2. Accept the reality & importance of the "subjective" losses
3. Don't be surprised at "Over-Reaction" (more than our own reactions)
4. Acknowledge the losses openly & sympathetically (and sincerely!)
5. Expect & accept the signs of grieving
   a. Anger
   b. Bargaining
   c. Anxiety
   d. Sadness
   e. Disorientation
   f. Depression
6. Give people information, and do it again and again
7. Define what's "over" and what isn't!
8. Mark the endings
9. Treat the past with respect
10. Let people take a piece of the old way—with them
    a. Minimizes "blame" for the old way
11. Show how endings ensure continuity of what really matters

Leadership Assessment: How Ready Am I to Ready My Staff?
1----2----3----4---5
OOPS!   OK   All Set!

	1	2	3	4	5
1. I've studied the change carefully & identified who is likely to lose what – including what I myself am likely to lose					
2. I understand the subjective realities of losses to staff—even though I might think they're overreacting					
3. I've acknowledged these losses with sincere empathy					
4. I allow staff to grieve & I've expressed my own sense of loss(es)					
5. I've identified ways to compensate staff for their loss(es)					
6. I provide staff with accurate information & updates… and do it again & again					
7. I am clarifying what's "over" and what remains the same					
8. I've identified ways to mark the "end" or "transition" or "change"					
9. I'm careful not to denigrate the past, but rather honor it					
10. I've clarified how the change protects continuity of services					

---

[4] Bridges, W. (1991). Managing transitions: Making the most of change. NY: Addison-Wesley.

Finally… A Word from Santa Claus[5]

- ✓ Acknowledge history & investment
- ✓ Introduce the specific change
- ✓ Ask if anyone reads the data differently
- ✓ Discuss benefits gained with the change
- ✓ Ask for commitment
- ✓ Provide resources
- ✓ Be patient
- ✓ Show understanding

---

[5] Harvey, E. Cottrell, D. & Lucia, A. (2003). The leadership secrets of Santa Claus. Dallas, TX: Walk the Talk.

SMART Individual Learning Plan (ILP)

Name_____ Date_____

Specific: Write a very specific behavioral statement about how you might assist staff (or yourself!) in undergoing organizational change. *(For example, what skill or ability could be seen on a videotape?)*

Measurement: Identify how you will measure the progress. *(How will you know when you have achieved this? Will something look differently? Will you receive certain types of feedback?)*

Attainable: Is this goal within your reach (or that of your staff)? Describe why this learning IS reach-able!

Realistic: Identify favorable factors in your environment/organization (and/or personal strengths), that will support your progress.

Timely: I will accomplish this learning objective by_____.

WIIFM- Benefits: Identify benefits that you will accrue as a result of this learning.

_____ _____/_____
Signature   Learning Partner Signature /Phone

Putting the Pieces Together:
The Change Formula Profile

Instructions:
1. From your "readiness" assessment, select whether you are in the HEM or the HAW column.
2. _Within_ ONLY that HEM or HAW column, circle the box that best represents your SNIFF and SCURRY skills based on your "skills" assessment.
3. Identify the change profile name from your self-ratings
2. Review the guidelines and suggestions for your particular profile on the next pages

HEM	HAW
HIGHER SNIFF Lower scurry = analyzer	HIGHER SNIFF Lower scurry = thinker
HIGHER SNIFF HIGHER SCURRY = dreamer	HIGHER SNIFF HIGHER SCURRY = entrepreneur
Lower sniff Lower scurry = traditionalist	Lower sniff Lower scurry = receptor
Lower sniff HIGHER SCURRY = repeater	Lower sniff HIGHER SCURRY = experimenter

Change Profiles:
Strategies for Attaining Successful Changes

Change Profile	How to increase success with change	How to motivate them to change	Recommendations for Successful Change
Analyzer	See how you can gain something better by taking smaller, practical steps in the beginning to approach change. As you succeed, make bigger steps!	Help them translate ideas into palatable action steps that begin with low-risk behaviors	• Ask , "What would I do if I weren't afraid?" • Visualize yourself gaining something as a result of change. Make it real, by checking in with all 5 senses. • Quickly identify the perceived dangers and risks associated with NOT changing • Develop relationships with folks who turn good ideas into new actions • Choose one of your new ideas, and ask for support and encouragement in activating it •Focus on the value you can add to your organization by behaving in new ways • Quickly change what you're doing if you're not getting good results from your present actions
Traditionalist	Look for opportunities & benefits for improving the current situation. Recognize the dangers of staying the same during changing times	Help them translate their ideas into action steps that begin with low-risk behaviors. Coach them on how their pessimism limits their potential rewards. Help them to see that you value their stability, but that stability can hurt them in change— and they may be left behind! Share the vision of gaining something together	• Ask , "What would I do if I weren't afraid?" • Visualize yourself gaining something as a result of change. Make it real, by checking in with all 5 senses. • Recognize those times when you blame others for your circumstances • Admit that your future is dependent on what you choose to do now • Embrace your fear of change by giving yourself permission to feel insecure and awkward as a natural first step to change •Push yourself to identify where change could help you and your organization • Develop a self-contract AND someone at work to behave differently to change and gain something better

Change Profile	How to increase success with change	How to motivate them to change	Recommendations for Successful Change

Change Profile	How to increase success with change	How to motivate them to change	Recommendations for Successful Change
Dreamer	Focus on 1 or 2 of your ideas and organize a process for practical application and implementation. Recognize your tendencies to want to start new things before you complete the current ones!	Help them organize a plan for exactly how they can turn their ideas into results. Assist them in calculating the risks and barriers involved in moving forward with their new ideas	• Ask , "What would I do if I weren't afraid?" • Seek out people in your organization that are great implementers, and ask them for their help in implementing your ideas • Personally find someone who could coach you on how to activate your ideas • Commit publicly to follow through with one of your ideas • Create a tangible, measurable list of deliverables, and establish a timeline • Challenge yourself every time you use an excuse for not really changing • Monitor your frequency of jumping on a new idea before you have finished what you already committed to doing • AS your new ideas emerge, take time t briefly review the opportunities before impulsively acting
Repeater	Take new actions to take advantage of the changes that are going on around you	Help them see the difference between activity and productivity. Point out the ways in which they need to see the signals of change—and change their behavior	• Ask , "What would I do if I weren't afraid?" • Visualize yourself gaining something as a result of change. Make it real, by checking in with all 5 senses. • Spend time talking and being with people to see what types of changes they really want • Limit yourself from starting a new project until you've completed your present one • Change your restlessness and boredom into activities & tactics that push you forward to achieving your current commitments • Seek out people that can be your sounding board for your newest idea before you take action. Ask them to hold you accountable • Push yourself to determine the reason for change—and set realistic timeframes
Thinker	Recognize that you can miss opportunities by taking a lot of time analyzing before taking actions. Take new actions sooner than you are used to, after you have evaluated the results and made final tweaks—by taking further new actions—until you get the results you need,	Enlist their ideas and brainstorm effective ways to implement change. Encourage them to take new action steps after reviewing an adequate number of facts	• Ask , "What would I do if I weren't afraid?" • Visualize yourself gaining something as a result of change. Make it real, by checking in with all 5 senses. • Remind yourself that results are what counts—take actions & set timelines for results. • Seek out colleagues who are good at managing projects and meeting schedules • Become aware of the obstacles you

	and enjoy it		encounter that might slow up your actions • Realize the consequences for delaying the implementation of your ideas • Ask for feedback from people you trust. Ask them what you could do to turn your idea into getting tangible results

Change Profile	How to increase success with change	How to motivate them to change	Recommendations for Successful Change
Entrepreneur	Trust yourself & go with your instincts. Realize that you are more change-ready, decisive, and quicker to act than most. BALANCE these strengths by thinking things through and ensuring change is actually needed—rather than changing for change's sake. Then, pursue your vision promptly	Ask them to propose changes that could make the situation better; have them specify what role they want to play, what results they'd expect, and by when? Then, get out of their way and watch them work.	• Ask , "What would I do if I weren't afraid?" • Visualize yourself gaining something as a result of change. Make it real, by checking in with all 5 senses. • Ask "is this change for me—or for the organization?" • Monitor your own level of boredom, so you don't become distracter from details that you need to pay attention to. • Surround yourself with teammates that enjoy structured tasks • When changing to out-of-the-box thinking, remember the importance of in-the-box thinking. • Request feedback from others on how much change the organization can absorb at a given time, before introducing more change
Receptor	Your strength is your willingness to change. Look for opportunities to change and explore new ways of doing things on your own initiative	Assist them in how to look for early signals of change and be more aware of the changes going on around them. Give them clear goals and practical guidelines for what new actions that they need to take. Encourage them to show more initiative and explore new ways of doing things on their own	• Ask , "What would I do if I weren't afraid?" • Visualize yourself gaining something as a result of change. Make it real, by checking in with all 5 senses. • Watch for trends that suggest changes may be forthcoming • Stretch yourself to venture out in new areas in which you may have been hesitant or cautious • Ask people around you what changes they see happening in your life, department, organization • Volunteer for new assignments that require exploring new possibilities for products and services to better serve your clients
Experimenter	You get sufficient data and facts to warrant the change and measure its impact, but you need to get more info about the changes that are taking place before you scurry into action. The more time you sniff out what is going on before going into action, the more	Provide experimenters with an increased awareness of opportunities and situations in which change could improve the situation. Help them develop their ability to	• Ask , "What would I do if I weren't afraid?" • Visualize yourself gaining something as a result of change. Make it real, by checking in with all 5 senses. • Test your new ideas with facts before you act • Ask for contrary evidence before you spend too many resources, time, energy • Invite a colleague to help you gather information & facts to support your idea • When your ideas don't pan out, be willing

	successful you will be.	anticipate change by encouraging them to read about trends in child welfare, supervision, social work, etc	to change direction quickly • Get in the habit of asking a few questions to acknowledge people around you regarding your hunches

<u>Considerations for Application</u>

- *What does your profile indicate about <u>your ability</u> to undergo change?*

- *What type of impact does your <u>cultural identity</u> have on your profile?*

- *With which profile might be challenging for you to work (especially if it's your staff!)?*

- *How might you better work with this profile?*

- *What are 2-3 steps <u>you can take</u> to work better with "them"?*

About the Trainer...

Peter Dahlin, MS, is a private consultant, based out of Northern California, providing organizational development, training, coaching and curriculum development services to a variety of organizations throughout the country. He is passionate about integrating creativity and fun in solving organizational challenges. He has created & taught courses for social workers, supervisors, managers, executives, mentors & trainers throughout the country. He is a regularly-invited presenter to regional & national conferences.

His clients include:

• *the States of Washington, New Mexico, Texas, Alaska, Oregon, Florida, Arizona, California, Batshaw Youth & Family Centres of Quebec and several Native American Tribes in the Northwest*

• *the California Counties of San Francisco, Los Angeles, Ventura, Alameda, Tulare, Orange, San Luis Obispo, Merced, Fresno, Imperial, Santa Barbara, San Bernardino, Riverside, San Francisco & San Diego*

• *the University of Washington, UCLA, New Mexico State University, Cal Berkeley & several campuses of the California State University system*

• *San Francisco Municipal Railway, East Bay Municipal Utilities District, Alameda County Superior Court, Turner Construction, the Port of Oakland, Turner Construction, Frontiers Health System, the American Cancer Society, Chadwick Center for Children & Families, California Association of Marriage & Family Therapists, and the California Democratic Party*

• *Casey Family Programs, National CASA, and the National Child Welfare Resource Center on Adoption.*

Peter has developed & implemented employee mentoring programs in the States of Washington & Oregon and the County of Los Angeles, as well as for the National Child Welfare Resource Center on Adoption. He has also created training programs for new employees, supervisors and managers, including respective trainer development programs to support these series. As a consultant with Casey Family Programs, he was one of the original co-authors of "Knowing Who You Are" and then created the 3-level certification process for this cultural diversity program.

Peter has facilitated strategic planning processes with several organizations throughout the and maintains a practice for individual leadership coaching. His style is energetic & engaging and he infuses

appropriate issues of cultural diversity and strong "transfer of learning" opportunities throughout all of his programs.

Peter is the former Director of a twelve-county regional training Academy providing training, consultation, and organizational development services in the San Francisco Bay Area. Prior to that, he worked for San Francisco County for ten years as a social worker, supervisor and manager. In his last County position, he managed $25 million of contracts with community providers. He is the former Chair for the Annual West Coast Child Welfare Trainer's Conference, and has 30 years of direct service, supervision, training and management experience in human services.

Within his own community, Peter served on the Board of Directors (as treasurer and then as President) for the Pacific Center for Human Growth for six years, and regularly volunteers for several local organizations to coordinate community events to raising money for local services and programs.

His family has hosted international high-school exchange students for several years, and became certified as a Foster family two years ago, caring for two teen brothers—one of whom will be adopted soon!

His interests include gardening, bicycling, swimming and spending time with his dogs &cats… and chickens & honeybees—all of which are mutually excusive activities!