

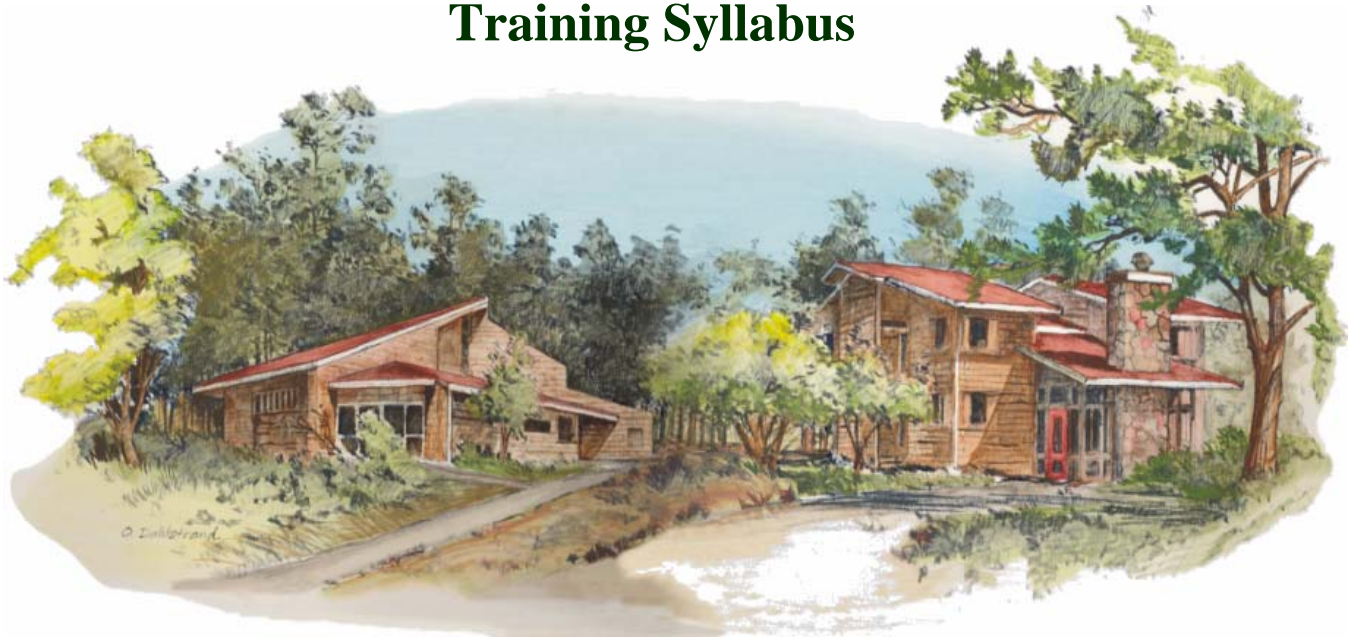
# **SUPERVISORY PRACTICES**

**January 7-12, 2007**

**February 4-9, 2007**

**February 25-March 2, 2007**

## **Training Syllabus**



**William Penn Mott Jr. Training Center**



# Memorandum

**Date:** December 21, 2006

**To:** Supervisor

**From:** Department of Parks and Recreation  
William Penn Mott Jr. Training Center

**Subject:** Employee Attendance at Formal Training

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

### Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

### Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

### Prior to Three Months Following Training

1. Employee after discussion with the supervisor login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.



Michael D. Green  
Acting Department Training Officer

Attachment

cc: Participant

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***Mission Statement  
Training Office***

***The mission of the Training Office is to improve organizational and individual performance and productivity through consulting and collaboration, training and human resources development.***

## TRAINING CENTER STAFF

Michael D. Green ..... Acting Department Training Officer  
Joanne Danielson ..... Academy Coordinator  
Chuck Combs ..... Training Specialist  
Dave Galanti ..... Training Specialist  
Michelle Gardner ..... Cadet Training Officer  
Connie Breakfield..... Cadet Training Officer  
Pat Bost ..... Assistant Program Coordinator  
Pamela Yaeger ..... Assistant Program Coordinator  
Edith Alhambra ..... Assistant Program Coordinator  
Bill Spencer..... Assistant Program Coordinator  
Summer Kincaid ..... Assistant Program Coordinator  
Brian Petersen ..... Assistant Program Coordinator

## THE MISSION

*of the California Department of Parks and Recreation is to provide for the health, inspiration and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.*



## FORMAL TRAINING GUIDELINES

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Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its Training Center. The Department strives to enhance your learning and job performance with formal training of the highest quality. This fact demonstrates the commitment your Department has made to you in your service to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). You should print a copy of the syllabus to bring with you to class. Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)
3. **TRAVEL:** Arrange your travel to and from the training through your District or Office. (No reimbursement for travel expense - including per diem costs - will be approved for travel not specifically authorized in advance by the District Superintendent.) Individuals may claim reimbursement for incidental expenses

incurred as outlined in DAM 0410.6. The Training Center does not have the capability to provide transportation to/from Monterey Airport.

4. **HOUSING:** Housing will be assigned to you on a shared-room basis and will be available from 3 p.m. on the date of arrival to 12 noon on the date of departure. The Department provides your room and board expenses at the Training Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Please advise the Department Training Officer no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in Asilomar housing. In the event of an emergency, staff must know your room assignment, therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the buildings unless registered beforehand at the front desk in Asilomar's Administration Building. Quiet hour for lodge living areas is 10 p.m.

**HOUSING CANCELLATION POLICY: If you do not need lodging or must change or cancel your reservation, you must contact the Training Center at least 72 hours prior to your date of arrival. The Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.**

5. **MEALS:** Meals will be provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:15 a.m. for breakfast, 12 noon for lunch, and 6 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Asilomar Chef at 831-372-8016 no later than one week before your scheduled arrival.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Please contact either Asilomar staff upon check in, or Training Center staff upon your arrival, for instructions on arranging a transport.

6. **OFF-GROUNDS ACCOMMODATIONS:** When authorized to stay off-grounds by the Department Training Officer, the Training Center will pickup the cost of your room and meals at the current DPR Asilomar rate. If you stay off grounds and have meals on grounds, the Training Center will authorize only what the Department pays Asilomar for lodging.
7. **CLOTHING:** Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions unless specified in the Program Attendance Checklist. Non-uniformed employees shall wear professional business attire.

Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

8. **ROOM SAFES:** Two safes have been installed in each of the lodge rooms used by the Training Center (Live Oak, Tree Tops, and Deer Lodge). These safes are a type that allows the user to input their own combination of numbers to facilitate opening and closing. The Training Center has a master key for emergency entry. Safes are to be left in the open position when checking out of your room.
9. **WEAPONS:** Weapons are permitted in rooms under the following conditions. Authorized firearms and magazines stored while at the Training Center shall be in a safe condition and stored in one of the following locations: your room safe in Live Oak, Tree Tops, or Deer Lodge, one of the Training Center's safes in the Whitehead Room or secured in your vehicle.
10. **ALCOHOLIC BEVERAGES:** Participants shall not possess or consume alcoholic beverages in common areas (living room) while on the Asilomar Conference Grounds unless provided and hosted by Concessionaire Delaware North.
11. **SMOKING:** Smoking is not permitted in the Training Center or in any lodge or guest room on the Asilomar Conference Grounds.
12. **TRAINING CENTER:** The Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire, and all lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee, you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.
13. **REGISTRATION:** When you arrive at Asilomar Conference Grounds, go directly to the front desk at the Asilomar Administration Building for your room key and dining room ticket. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.
14. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.

15. **TRAINING CENTER STAFF:** A Training Center staff member has been assigned responsibility for your training group as well as for your training program. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Center staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Center staff will do all within their power to make your training experience pleasant and meaningful.
16. **TRAINING MATERIALS:** May be made available to you at both your unit and the Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.
17. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
18. **COLLEGE CREDIT:** Most training programs are accredited by Monterey Peninsula College for lower division credit. If you successfully complete an accredited program, you will receive either a letter grade or a credit/no-credit designation.
19. **VEHICLES:** All vehicles should be parked in the lots adjacent to the Training Center. Any questions regarding use of a State vehicle while at the Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Training Center.
20. **BICYCLES:** If you bring your bicycle, store it in the bicycle shed next to the Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The Training Center has a limited number of bicycles available for your use. Prior to your use, you are required to complete a safety inspection and sign a waiver which is posted in the bicycle shed.
21. **MAIL:** Mail forwarded to you during your time at the Center should be addressed to you in care of:

Department of Parks and Recreation  
WILLIAM PENN MOTT JR. TRAINING CENTER  
P. O. Box 699, Pacific Grove, CA 93950
22. **CELL PHONES:** As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Please limit those calls to your breaks.

23. FAX: The Training Center's FAX number is (831) 649-2824.
24. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a Department of Parks and Recreations training group.
25. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments. An iron is available for 24-hour checkout from the Training Center front desk.
26. RECREATION: Facilities available on grounds include a heated swimming pool, ping-pong and pool tables, and a volleyball court. The Monterey area offers horseback riding, golf, tennis, racquetball, deep sea fishing, and many historical landmarks and scenic sights to explore.
27. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.
28. COFFEE BREAK REFRESHMENTS: Will be available throughout each session at the Center. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Please bring your own coffee cup.



## PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for the formal training session in Sacramento, the following checklist is provided.

\_\_\_\_\_ Be sure that you have read and understand the Supervisory Practices Group 6 Program Syllabus prior to the first scheduled session.

\_\_\_\_\_ Complete the Pre-Training Assignment found on page 20 of this syllabus and:

- Email, mail or fax the completed worksheet to Dave Galanti at the Two Rivers Training Facility **by Thursday, January 4, 2007**. Contact information is provided below.
- Discuss the program agenda and objectives with your Supervisor or Manager.

\_\_\_\_\_ Arrange your travel through your District/Section Office

\_\_\_\_\_ Bring the following with you to training:

- Supervisory Practices Group 6 Program Syllabus
- Professional Business Attire (uniforms are not required for this program)
- Pens and Pencils

**Please Note:** Weeks I and II of the program will be held at Mott Training Center. Week III will be held at Marconi Conference Center. Details will be discussed in class during Week I.

**If you have questions or need assistance, contact Dave Galanti, Training Specialist:**

**Phone:** 916-319-9659  
**Fax:** 916-319-9656  
**Email:** [dgalanti@parks.ca.gov](mailto:dgalanti@parks.ca.gov)

Dave Galanti, Training Specialist  
Department of Parks and Recreation  
Two Rivers Training Facility  
One Capitol Mall, Suite 350  
Sacramento, CA 95816

## **POST-TRAINING ASSIGNMENT**

Ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed). Once you login to the ETMS, you will need to fill out the evaluation form before you will be able to do anything else.

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Center in providing a return on the investment the Department has on training.

SUPERVISORY PRACTICES CALENDAR (GROUP 6) -- Week I					
	Monday, January 08, 2007 Day 1	Tuesday, January 09, 2007 Day 2	Wednesday, Jan 10, 2007 Day 3	Thursday, January 11, 2007 Day 4	Friday, January 12, 2007 Day 5
8:00	Introduction to Course	Stress Management: Taking Care of Number One (Yourself) (W)	Ethics: More than Rules & Regulations (T)	Team Meeting #2 (S)	Team Meeting #4 (S)
8:30	Participant Introductions Course Objectives Requirements (B)				
9:00					
9:30					
10:00	The Supervisor's Role, Part I (Lynn Rhodes)	DiSC, Part II: Further Explorations (T)	Supervisory Scenarios 5, 6, 7 & 23 (W)	Introduction to Human Rights at DPR (Lauren Ortiz & Tiffany Brown)	Supervisory Scenarios 12-14 (S)
10:30					
11:00	The Supervisor's Role, Part II Changes & Expectations (B)				
11:30		Supervisory Scenario 4 (B)	Situational Leadership Part II: Game Time! (T)		Performance Management from a Quality Perspective: District Performance Contracts (Mary Veliquette, Balenda Gray)
Noon	LUNCH				
12:30	LUNCH				
1:00	Team Meeting Assignments (W)	Supervisory Scenario 4 (cont.) (B)	What Every Supervisory Needs to Know About Personnel Management (Olivia Suber, Tracey Gilkey, Jackie Cheney-Shelton, Michelle Edwards)	Team Meeting #3 (S)	NO CLASS
1:30	Supervisory Scenario 1 (W)	Situational Leadership Part I: The Basics of Leadership Diagnosing Readiness Levels, Learning About Your Primary Leadership Style, Getting Work Done (T)		Planning, Organizing & Delegating Tools for Supervisors (S)	
2:00	DISC, Part I: Learning Your Personality Style (T)			Supervis. Scenarios 8-11 (B)	
2:30					
3:00					
3:30					
4:00	CIM Questionnaire (T)			Critical Incidents, Part I: Dealing with Extreme Times of Danger, Trauma & Stress (B)	
4:30	Supervis. Scenarios 2-3 (W)				
5:00	DINNER				

<b>SUPERVISORY PRACTICES CALENDAR (GROUP 6) -- Week II</b>					
	<b>Monday, February 5, 2007 Day 6</b>	<b>Tuesday, February 6, 2007 Day 7</b>	<b>Wednesday, February 7, 2007 Day 8</b>	<b>Thursday, February 8, 2007 Day 9</b>	<b>Friday, February 9, 2007 Day 10</b>
8:00	<b>Week II Introduction (B)</b>	<b>Team Meeting #6 (W)</b>	<b>Ensuring the Best from Reports &amp; Staff, Part II: Employee Development (W)</b>	<b>Practicing What You've Learned, Part I: Counseling Roleplay (Various Actors)</b>	<b>Mastering Labor Relations (Margie Popoff)</b>
8:30	<b>Supervisory Scenarios 15-16 (W)</b>	<b>Legal Issues for Supervisors (Tara Todd)</b>			
9:00	<b>Performance Management Workshop, Part I (Homework Report Out) (T)</b>				
9:30					
10:00					
10:30					
11:00					
11:30		<b>Ensuring the Best from Reports &amp; Staff, Part III: Progressive Discipline (Doug Purdy)</b>			
11:30					<b>Review and Wrap-up</b>
Noon	<b>LUNCH</b>				
12:30					
1:00	<b>Team Meeting #5 (W)</b>	<b>Team Meeting #7 (W)</b>	<b>Ensuring the Best from Reports &amp; Staff, Part III: Progressive Discipline (continued) (Doug Purdy)</b>	<b>Counseling Session Debrief</b>	<b>NO CLASS</b>
1:30	<b>Performance Management Workshop, Part II (Homework Report Out) (T)</b>	<b>Ensuring the Best from Reports &amp; Staff, Part I: Performance Evaluations &amp; Counseling (P)</b>			
2:00					
2:30	<b>Crimson Tide Movie &amp; Discussion (W)</b>		<b>Ensuring the Best from Reports &amp; Staff, Part IV: Discipline Scenarios (Doug Purdy, Chet Bardo)</b>	<b>Internal Affairs Fundamentals (Kevin Forrester)</b>	
3:00					
3:30					
4:00					
4:30			<b>Supervisory Scenarios 17-19 (P)</b>		
5:00	<b>DINNER</b>				

<b>SUPERVISORY PRACTICES CALENDAR (GROUP 6) -- Week III</b>						
	<b>Monday, February 26, 2007</b> Day 11	<b>Tuesday, February 27, 2007</b> Day 12	<b>Wednesday, February 28, 2007</b> Day 13	<b>Thursday, March 1, 2007</b> Day 14	<b>Friday, March 2, 2007</b> Graduation Day!	
8:00	<b>Week III Introduction (W)</b>	<b>Financial Basics, Part I: Budget Basics</b> (Manuel Lopez)	<b>Critical Incidents, Part II: Problem Solving Exercises</b> (B)	<b>Practicing What You've Learned, Part II: Appraisal &amp; Development Roleplay</b> (Various Actors)	<b>Tool Box Review Leadership Video Final Exam</b>	
8:30	<b>Workplace Safety &amp; Workers' Compensation</b> (Tina Castillo, Renee Velazquez, Carolyn Porter)					<b>Financial Basics, Part II: Fiscal Basics</b> (Dorothy Kroll)
9:00						
9:30						
10:00		<b>Team Meeting #10 (S)</b>				
10:30						
11:00	<b>Team Meeting #9 (W)</b>	<b>Mastering ETMS</b>	<b>Evaluations &amp; Graduation</b>			
11:30						
Noon	<b>LUNCH</b>					
12:30						
1:00	<b>Workplace Safety &amp; Workers' Compensation, continued</b> (Tina Castillo)	<b>CAMP for Supervisors</b> (Steve Ortiz)	<b>Team Meeting #11 (W)</b>	<b>Appraisal &amp; Development Roleplay Debrief (B)</b>	<b>NO CLASS</b>	
1:30			<b>Supervisory Scenario 22 (W)</b>			
2:00	<b>Workplace Violence Video &amp; Discussion</b>	<b>Glory Movie &amp; Discussion (B)</b>	<b>Ensuring the Best from Reports &amp; Staff, Part V: Facilitation &amp; Team Building</b> (S)	<b>Team Meeting #12 (S)</b>		
2:30						
3:00						
3:30	<b>Max &amp; Max Video &amp; Discussion (T)</b>		<b>Media Relations</b> (Roy Stearns)	<b>Ensuring the Best from Reports &amp; Staff, Part VI: Morale &amp; Motivation Video &amp; Discussion (T)</b>		
4:00						
4:30	<b>Appraisal &amp; Development Assignment (W)</b>					
5:00	<b>DINNER</b>					

**TRAINING PROGRAM: SUPERVISORY PRACTICES**

**108 HOURS**

**PROGRAM OUTLINE**

<b><u>ORIENTATION AND COURSE INTRODUCTION</u></b> .....	2
Orientation/Introduction/Objectives/Requirements/Expectations/Norms .....	
<b><u>THEORY AND PRACTICE OF SUPERVISION</u></b> .....	44
Accountability .....	
Communication in a Diverse Workforce .....	
Critical Incident Management.....	
Decision-Making Models .....	
Ethical Decision Making .....	
Leadership Styles and Behaviors.....	
Power and Authority .....	
Role Transition .....	
Team Building .....	
Values .....	
<b><u>PROGRAM AND PRACTICE</u></b> .....	61
Conflict Management .....	
Counseling .....	
Critical Evaluation Skills .....	
Documenting Employee Performance.....	
Employees Relationships .....	
Evaluating Employees.....	
Feedback-Giving and Receiving.....	
Internal Affairs Investigations .....	
Recognizing Employee Performance .....	
Stress Management .....	
Team Building .....	
Training Employees.....	
<b><u>WRAP-UP AND EVALUATION</u></b> .....	1
<b>Total Hours</b> .....	108

## **SUPERVISORY PRACTICES**

### **ACCOUNTABILITY**

Purpose: To understand how individuals are accountable within an organization.

Performance Objectives: By the close of the session the participant will

1. Identify ways supervisors are accountable to peers, subordinates, superiors, community and self. Small groups will report their discussion to the class.
2. Discuss in class ways to hold others accountable after viewing a variety of fictitious employee video taped scenarios.
3. Practice formulating goals, devising an action plan, and setting evaluation criteria for accountability in a performance improvement plan after viewing video taped scenarios and role-playing a counseling session with an actor playing the part of a fictitious employee.

### **COMMUNICATION IN A DIVERSE WORKFORCE**

Purpose: Recognize diversity, understand differences, and communicate effectively with a diverse workforce.

Performance Objectives: By the close of the session the participant will

1. Identify the elements of diversity within the workforce following a large group discussion.
2. Discuss in small groups ways to effectively communicate with employees with diverse backgrounds after viewing a variety of fictitious employee video taped scenarios.
3. Identify legal issues and employee rights relative to harassment and ethnic diversity following a facilitated discussion.
4. Recognize that communication occurs verbally and non-verbally after a role-playing exercise.
5. Determine their personal style of communication and how best to communicate with other styles after the DiSC® Personal Inventory.

## **CONFLICT MANAGEMENT**

Purpose: To develop conflict resolution skills and recognize the importance of applying them.

Performance Objectives: By the close of the session the participant will

1. Discuss in class the conflict management issues portrayed after viewing a feature film.
2. Assess and discuss the nature of conflict and ways to manage it after viewing a variety of fictitious employee video taped scenarios.
3. Prepare for and counsel an actor portraying the role of a fictitious employee. Participants will
  - Identify the conflict.
  - Identify the issues and level of seriousness.
  - Develop a plan to address the conflict.
  - Apply mediation skills.
  - Document when appropriate.

## **COUNSELING**

Purpose: To provide appropriate counseling relative to an employee's performance.

Performance Objectives: By the close of the session the participant will

1. Discuss in class counseling techniques after viewing a variety of fictitious employee video taped scenarios
2. Counsel an actor portraying the role of a fictitious employee during a specific conflict scenario. The participant will prepare appropriate documentation including a re-statement of employee expectations and identify the need for follow-up.
3. After completing an employee performance evaluation on a fictitious employee, practice delivering the evaluation to another student and receive feedback.

## **CRITICAL EVALUATION SKILLS**

Purpose: Develop skills in supervising employees at the scenes of critical incidents.

Performance Objectives: By the close of the session the participant will



1. Given a series of case studies, correctly identify strategies to reduce stress of employees involved in critical incidents and promote employee wellness.

## **CRITICAL INCIDENT MANAGEMENT**

Purpose: To develop strategies in the supervision of a variety of critical incidents.

Performance Objectives: By the close of the session the participant will

1. Given several case studies of critical incidents, discuss them in small groups and develop strategies for handling the incidents.
2. Given a case study of a critical incident, identify employee behaviors that require supervisory attention and appropriate referral resources for behaviors that are beyond the abilities of a supervisor.

## **DECISION MAKING MODELS**

Purpose: Become familiar and work with several decision-making models.

Performance Objectives: By the close of the session the participant will

1. Become familiar with several decision-making models and use the appropriate model in developing the strategy for and handling a variety of critical incidents.
2. Given a series of video taped scenarios, decide which scenarios require immediate action and which require more study.

## **DOCUMENTING EMPLOYEE PERFORMANCE**

Purpose: Understanding the importance and methods of identifying and documenting employee performance.

Performance Objectives: By the close of the session the participant will

1. After a facilitated discussion, identify legal issues and employee rights relative to employee performance.
2. After viewing a variety of fictitious employee video taped scenarios, correctly identify and document performance data on each employee. Based on the data, the participant will prepare a performance evaluation and performance improvement plan on a selected fictitious employee.

## **EMPLOYEES' RELATIONSHIPS**

Purpose: Developing employee relationships to improve performance and enhance professional growth.

Performance Objectives: By the close of the session the participant will

1. After viewing a variety of fictitious employee video taped scenarios, in small groups discuss appropriate relationships with employees.
2. Through case studies, identify ways a supervisor's behavior can impact individuals and the organization.
3. After viewing a variety of fictitious employee videotaped scenarios and case studies, in small groups identify a supervisor's behavior that will positively or negatively affect employee behavior.

## **ETHICAL DECISION MAKING**

Purpose: Understand and apply key ethical concepts as they relate to decisions involving individuals and groups.

Performance Objectives: By the close of the session the participant will

1. After a facilitated discussion, be able to apply an ethical decision-making model to a series of case studies and apply it to several situations depicted in a feature film.

## **EVALUATING EMPLOYEES**

Purpose: Developing the ability to establish and communicate goals and standards and evaluate employee performance.

Performance Objectives: By the close of the session the participant will

1. Given eight fictitious employees, identify and evaluate standard performance expectations for each employee in a variety of situations.
2. Given eight fictitious employees, accumulate data to write an employee performance evaluation and performance improvement plan on one of the employees.
3. Given a role-playing exercise, meet with and discuss an employee performance evaluation and performance improvement plan with the employee and receive feedback.

## **FEEDBACK: GIVING AND RECEIVING**

Purpose: Develop skills in providing positive reinforcement, eliciting feedback from others, and validating understanding in communications.

Performance Objectives: By the close of the session the participant will

1. After viewing a variety of fictitious employee video taped scenarios, discuss where feedback is appropriate and applicable.
2. Given a role-playing exercise, use questioning techniques to elicit feedback and use active listening skills to check for understanding.
3. Given a role-playing exercise, recognize the verbal and non-verbal types of communications used in giving and receiving feedback.
4. Given the DiSC® Personal Inventory, determine how they respond to different types of giving/receiving feedback and how best to communicate with other styles.

## **INTERNAL AFFAIRS INVESTIGATIONS**

Purpose: Understand statutory and case laws relative to administrative internal affairs investigations.

Performance Objectives: By the close of the session the participant will

1. Given a reference guide and a series of scenarios, become aware of and be able to refer to laws covered in 3300 of the Government Code and case laws relative to administrative investigations.

## **LEADERSHIP STYLES AND BEHAVIORS**

Purpose: Understand behaviors required for effective leadership.

Performance Objectives: By the close of the session the participant will

1. Through role-playing exercises, case studies, and in a variety of group discussions, identify behaviors required for effective leadership, including high-risk behaviors, and consequences of different behaviors.
2. Given a facilitated discussion on Situational Leadership®, know the four readiness levels of employees and the four supervisory responses that achieve success.

3. After viewing a variety of fictitious employee video taped scenarios, identify personal leadership strengths and weaknesses and their impact on the role of a supervisor.

### **POWER AND AUTHORITY**

Purpose: Understand sources and appropriate use of power and authority in the role of the supervisor.

Performance Objectives: By the close of the session the participant will

1. Through analysis and discussion of a feature film and case studies, define the differences between power and authority and identify the sources of each.
2. Given a self-assessment exercise, identify his/her sources of power and authority.
3. After viewing a variety of fictitious employee video taped scenarios, identify issues of power and authority and how they relate to organizational and personal objectives.

### **RECOGNIZING EMPLOYEE PERFORMANCE**

Purpose: Identify standard and above average performance for individuals, affirming standard behavior, and praising above average performance.

Performance Objectives: By the close of the session the participant will

1. After viewing a variety of fictitious employee video taped scenarios, determine how to recognize employee performance.

### **ROLE TRANSITION**

Purpose: Recognize new roles as supervisors and the impact of these roles on the organization and the individual.

Performance Objectives: By the close of the session the participant will

1. Given a small group exercise, list the new supervisory roles.

### **STRESS MANAGEMENT**

Purpose: Identify behaviors indicative of stress after employees have been subject to a critical incident and taking appropriate action.

Performance Objectives: By the close of the session the participant will

1. Given a variety of critical incident case studies, identify stressful behaviors in employees and how to react to them or seek referrals for them.
2. After viewing a feature film, discuss the impact of stress on various characters and how these behaviors would impact an organization.

## **TEAM BUILDING**

Purpose: Understand the techniques that encourage people to work together as a team and how to apply those techniques to subordinate, peer, and supervisory relationships.

Performance Objectives: By the close of the session the participant will

1. Given a facilitated discussion, learn stages of team development.
2. After viewing a variety of fictitious employee video taped scenarios, identify behaviors that contribute to building teams.

## **TRAINING EMPLOYEES**

Purpose: Understanding the responsibility of the supervisor as a trainer.

Performance Objectives: By the close of the session the participant will

1. Given a fictitious team of employees, identify the training needs of one fictitious employee and prepare a training plan to enhance the employee's performance.
2. Given the DiSC® Personal Inventory, determine their personal style of learning and how best to train individuals with other styles.
3. Through analysis of one of the course topics, conduct (in pairs) a briefing of other students regarding the topic.

## **VALUES**

Purpose: Understand and apply organizational and individual core values.

Performance Objectives: By the close of the session the participant will

1. Through analysis and discussion of a feature film, a training film, and case studies, determine how to resolve conflict with individuals that have different values or individuals working within organizations that have different values.

2. Given case studies, apply organizational values to supervisory decision-making.

Assignment No. 1

**DUE DATE: Thursday, January 4, 2007**

Participation in DPR's Supervisory Practices course gives recently promoted supervisors a golden opportunity to get specific answers to their DPR-related questions. Although course instructors try to cover the most commonly asked questions in their primary presentations, they welcome the opportunity to answer more unique questions as well.

Take advantage of this special opportunity! Prior to the first day of class, discuss the program agenda and objectives with your Supervisor/Manager. Then, develop a list of questions that you would like addressed by Supervisory Practices course instructors. Email these questions to Training Specialist Dave Galanti (email: [dgalanti@parks.ca.gov](mailto:dgalanti@parks.ca.gov)) by Thursday, January 4, 2007. Your questions will be provided to course leaders to assist them in conducting their presentations.

Some areas in which you may have questions:

- Personnel processes (such as the “ins and outs” of examination processes, personnel files, Form 81s, etc.)
- Issues relating to equal opportunity, sexual harassment prevention, diversity preservation, etc.
- DPR's performance management and quality processes
- Legal matters such as POBOR, vicarious liability, staff counseling and/or release of staff information
- Labor relations, Workers Compensation and/or progressive discipline
- Dealing with difficult or underachieving employees
- Recognizing and **rewarding high achievement**

**Assignment No. 2**

**DUE DATE: Bring completed assignment to first day of class**

Department supervisors play a key role in DPR's formal personnel appraisal and development program. In order to succeed in this role, supervisors must:

- (1) be comfortable with Department policies relating to staff appraisal and development, and
- (2) understand the Form 911 process, both from the perspective of a supervisor and a reporting staff member.

Prior to the first day of class, please locate a blank copy of a DPR 911 form (available on the DPR network share drive at N:\FORMS\DPR 900s) and fill out the following sections:

- Front Page: Section IA (Performance Outcomes)
- Back Page: Sections IIA and IIB (Performance Objectives and Performance Plan) and all of Section III (Career Development)

You should fill out Form 911 as if you were preparing the document for review by your current supervisor. If you have recently completed a Form 911 for yourself, feel free to either bring a copy along or copy the required material onto a new form (omitting, if you wish, sections relating to supervisory comments and/or evaluations).

Bring the completed assignment with you to the first day of class. You will use it periodically as a learning tool as the class progresses.

QUESTIONS? Call Training Specialist Dave Galanti at (916) 319-9659 or email him at [dgalanti@parks.ca.gov](mailto:dgalanti@parks.ca.gov).



location map for  
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