

Supervisory Practices

Week One: January 9–13, 2012

Week Two: February 6–10, 2012

Week Three: March 5–9, 2012

TRAINING SYLLABUS



William Penn Mott Jr. Training Center



State of California

Memorandum

Date: January 4, 2012
To: Supervisor
From: David Saxby, Acting Department Training Officer
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.

Attachment

cc: Participant

TABLE OF CONTENTS

Formal Training Guidelines	1
Program Attendance Checklist.....	4
Pre-Training Assignment.....	5
Post-Training Assignment	6
Agenda.....	7
Program Outline	13
Learning Goals	14

***Mission Statement
Training Section***

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

TRAINING SECTION STAFF

David SaxbyActing Department Training Officer
Joanne Danielson Acting Academy Director
Juventino Ortiz Academy Coordinator
Pat Bost Office Manager
Matt Cardinet.....Cadet Training Officer
Dan Kraft.....Cadet Training Officer
Nicole Shannon.....Cadet Training Officer
Daniel Raducanu.....Cadet Training Officer
Chuck Combs..... Training Specialist
Sara M. Skinner Training Specialist
Dave Galanti Training Specialist
Karyn Lombard..... Training Specialist
Pamela YaegerAssistant Program Coordinator
Edith Alhambra.....Assistant Program Coordinator
Ellen DewsnupAssistant Program Coordinator
Socorro Wallace..... Program Assistant
Joanne Ciccone Program Assistant
Rogers Williams Program Assistant

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

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 main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center, and most recently California National Guard Camp San Luis Obispo. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and 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 in formal training itself 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:** 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.
3. **TRAVEL:** Arrange your travel to and from the training site 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.

4. **LOCATION AND HOUSING:** This training is being offered at the Stanford Gallery, on the first floor of the Big Four Building located immediately west of the Railroad Museum in Old Sacramento. Housing in a local lodging facility will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 10:00 a.m. on the date of departure. Specific details regarding lodging and specific class location will be forwarded to you via email at a later date. The Department provides your room and board expenses at the designated lodging facility only. No per diem allowance will be authorized for living at an alternative site. This does not preclude living elsewhere at your own expense. Overnight guests are not allowed.
5. **HOUSING CANCELLATION POLICY:** If you do not need lodging or must change or cancel your reservation, you must contact Dave Galanti at dgalanti@parks.ca.gov at least seven (7) days prior to your date of arrival. Lodging, registration and associated fees will be charged to the employee's District or Office if a training cancellation is received with less than seven day's notice.

The Training Section is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. **MEALS:** Breakfast will be provided by the Training Section at the lodging facility; details will be provided upon arrival. Lunch and dinner are to be arranged (and paid for) individually and will be reimbursed for each day the course is in session. No per diem allowance will be authorized for eating breakfast at an alternative site. This does not preclude dining elsewhere at your own expense. Instructions on how to file the required training office Travel Expense Claims will be given prior to the last day of training.
7. **CLOTHING AND CONDUCT:** Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, are **NOT** required for this program. All participants shall wear professional business attire. No shorts or T-shirts, please.

We are on the State Park grounds with members of the public. As such, the image we project as State Park employees is important not only during working hours but off duty hours as well.

8. **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.
9. **TRAINING SECTION STAFF:** David Galanti is your Training Specialist and has been assigned the responsibility for your training group. You may be asked to assist Training Section Staff in the logistics of your training program, please work with Training Section Staff to help make your training experience pleasant and meaningful.

10. 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.
11. TRAINING MATERIALS: May be made available to you at both your unit and at the training site. 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. Please bring your own pens and pencils.
12. 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.
13. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies.
14. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor.

PROGRAM ATTENDANCE CHECKLIST

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

- Be sure you have read and understand the Supervisory Practices Group 14 Program Syllabus prior to the first scheduled session.
- Arrange your travel through your District/Section Office.
- Bring the following with you to training:
 - Supervisory Practices Group 14 Program Syllabus
 - Professional business attire (**uniforms are not required for this program**)
 - Your DiSC® profile self-assessment (details on how to take this assessment will be forwarded to you separately via email)
 - Pens and pencils
 - Coffee cup and/or drinking container

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

Phone: (916) 752-6463
Email: dgalanti@parks.ca.gov

PRE-TRAINING ASSIGNMENTS

Information on pre-training assignments (a DiSC® behavioral self-assessment and a pre-course preferences questionnaire) will be sent to you separately via email.

POST-TRAINING ASSIGNMENT

Prior to 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).

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 Section in providing a return on the investment the Department has on training.

SUPERVISORY PRACTICES GROUP 14 - AGENDA
WEEK ONE: JANUARY 9–13, 2012

Sunday

January 8

1500– **CHECK-IN:** Check in at the SpringHill Suites Sacramento Airport Natomas (out-of-town Sunday arrivals only)

Monday

January 9

0800–1200 **NO MORNING CLASS!** Travel Time!
 Class begins at 1300!

1200–1300 LUNCH (ON YOUR OWN)

1300–1500 **WELCOME TO SUPERVISORY PRACTICES** Facilitators

1500–1700 **THE SUPERVISOR’S ROLE AT DPR** Galanti/
 Treanor

Tuesday

January 10

0800–0900 **RIVER CITY SUPERVISOR:
 MEET YOUR NEW TEAM** Treanor/
 Tavares

0900–1200 **THE SUPERVISORY BASICS I:
 MOTIVATION AND INFLUENCE** Galanti/
 Treanor

1200–1300 LUNCH (ON YOUR OWN)

1300–1430 **SUPERVISORY BASICS II:
 PERCEPTION** Galanti

1430–1700 **SUPERVISORY BASICS III:
 UNDERSTANDING BEHAVIORAL DIFFERENCES** Galanti

Wednesday

January 11

0800–0900 **UNDERSTANDING BEHAVIOR (continued)** Galanti

SUPERVISORY PRACTICES GROUP 14 - AGENDA
WEEK ONE: JANUARY 9–13, 2012

Wednesday

January 11 (continued)

0900–1200	SUPERVISORY BASICS IV: SITUATIONAL LEADERSHIP® II	Treanor
1200–1300	LUNCH (ON YOUR OWN)	
1300–1700	SITUATIONAL LEADERSHIP® II (continued)	Treanor

Thursday

January 12

0800–0930	SUPERVISORY BASICS V: POWER	Galanti
0930–1200	ONE VIEW OF LEADERSHIP: <i>THE DEVIL WEARS PRADA</i>	
1200–1300	LUNCH (ON YOUR OWN)	
1300–1500	<i>THE DEVIL WEARS PRADA</i> DISSECTED	Galanti/ Treanor
1500–1700	SUPERVISORY BASICS VI: CREDIBILITY AND ETHICS	Treanor

Friday

January 13

0800–0900	TEAM PRESENTATION SET-UP	Tavares
0900–1130	SUPERVISORY BASICS VII: EFFECTIVE FEEDBACK AND EVALUATION	Treanor/ Galanti
1130–1200	RIVER CITY SUPERVISOR: JONES' TRAFFIC STOP	Treanor
1200–	DEPART WEEK ONE	

SUPERVISORY PRACTICES GROUP 14 - AGENDA
WEEK TWO: FEBRUARY 6–10, 2012

Sunday

February 5

1500–
CHECK-IN: Check in at the SpringHill Suites Sacramento Airport Natomas (out-of-town Sunday arrivals only)

Monday

February 6

0800–1200 **NO EARLY CLASS!** Travel Time!
 Class begins at 1300!

1200–1300 LUNCH (ON YOUR OWN)

1300–1500 **INTRODUCTION TO PROGRESSIVE DISCIPLINE** Williams/
 Goodwin-
 Boyd

1500–1700 **THE RULES OF SUPERVISION I:
 LIABILITY** Lynch

Tuesday

February 7

0800–1200 **SUPERVISORY BASICS VIII:
 MANAGING CONFLICT AND COUNSELING
 SESSIONS** Treanor/
 Galanti

1200–1300 LUNCH (ON YOUR OWN)

1300–1400 **CONFLICT AND COUNSELING SESSIONS
 (continued)** Galanti/
 Treanor

1400–1500 **THE RULES OF SUPERVISION II:
 PERSONNEL** Goodwin-
 Boyd

1500–1700 **THE RULES OF SUPERVISION III:
 WORKERS' COMPENSATION** Goodwin-
 Boyd

SUPERVISORY PRACTICES GROUP 14 - AGENDA
WEEK TWO: FEBRUARY 6–10, 2012

Wednesday
February 8

0800–1100	GETTING IT DONE WITHOUT KILLING YOURSELF I: DELEGATION AND EMPOWERMENT	Galanti/ Treanor
1100–1200	TEAM PRESENTATIONS #1 AND #2	Tavares
1200–1300	LUNCH (ON YOUR OWN)	
1300–1500	THE RULES OF SUPERVISION IV: CITIZEN’S COMPLAINTS / INTERNAL AFFAIRS	Owens/ Segura
1500–1700	THE RULES OF SUPERVISION V: LABOR RELATIONS	Bonner

Thursday
February 9

0800–0900	TEAM PRESENTATIONS #3 AND #4	Tavares
0900–1100	GETTING IT DONE WITHOUT KILLING YOURSELF III: DECISION MAKING, PLANNING, ORGANIZING, AND TIME MANAGEMENT	Treanor/ Galanti
1100–1200	CREATING YOUR PERSONAL BOARD OF DIRECTORS	Galanti
1200–1300	LUNCH (ON YOUR OWN)	
1300–1700	ONE VIEW OF (SITUATIONAL) LEADERSHIP: <i>TWELVE O’CLOCK HIGH</i>	Galanti/ Treanor

Friday
February 10

0800–1200	DEALING WITH STRESS, CRISIS AND PERSONAL TRAUMA	Treanor
1200–	DEPART WEEK TWO	

SUPERVISORY PRACTICES GROUP 14 - AGENDA
WEEK THREE: MARCH 5–9, 2012

Monday

March 5

1500– **CHECK-IN:** Check in at the SpringHill Suites Sacramento Airport Natomas (out-of-town participants only)

Tuesday

March 6

0800–0900	THE RULES OF SUPERVISION VI: HUMAN RIGHTS	Comas
0900–1200	APPRAISAL AND DEVELOPMENT WORKSHOP	Facilitators
1200–1300	LUNCH (ON YOUR OWN)	
1300–1500	THE RULES OF SUPERVISION VII: THE PROCEDURAL SIDE OF PROGRESSIVE DISCIPLINE	Williams/ Goodwin- Boyd/ Khan
1500– 1700	SEXUAL HARASSMENT PREVENTION	Treanor

Wednesday

March 7

0800–0900	DEALING WITH THE PAIN INSIDE: UNDERSTANDING PERSONAL GRIEF	Galanti/ Treanor
0900–1200	ONE VIEW OF LEADERSHIP: <i>DEAD POETS SOCIETY</i>	
1200–1300	LUNCH (ON YOUR OWN)	
1300–1600	<i>DEAD POETS SOCIETY</i> DISSECTED	Galanti/ Treanor/ Lombard
1600–1700	TEAM PRESENTATIONS #5 AND #6	Tavares

SUPERVISORY PRACTICES GROUP 14 - AGENDA
WEEK THREE: MARCH 5–9, 2012

Thursday

March 8

0800–1200	PRACTICING WHAT YOU’VE LEARNED: ROLE PLAY EXERCISES	All
1200–1300	LUNCH (ON YOUR OWN)	
1300–1400	ROLE PLAY DEBRIEF	Treanor
1400–1500	TEAM PRESENTATIONS #7 AND #8	Tavares
1500–1600	TEAM PRESENTATIONS #9 AND #10	Tavares
1600–1700	PARTNERING FOR PERFORMANCE	Treanor

Friday

March 9

0800–1100	SUPERVISORY BASICS VIII: THE IMPORTANCE OF CREATING A POSITIVE WORK ENVIRONMENT	Galanti/ Treanor
1100–1300	YOUR LEADERSHIP BRAND: CONCLUDING THOUGHTS, COURSE REVIEW, AND EVALUATIONS	Facilitators
1300–	DEPART – END OF COURSE	

TRAINING PROGRAM: SUPERVISORY PRACTICES

PROGRAM OUTLINE

<u>ORIENTATION AND COURSE INTRODUCTION</u>	1
Orientation/Introduction/Objectives/Requirements/Expectations/Norms	
<u>THEORY AND PRACTICE OF SUPERVISION</u>	31
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	
<u>PROGRAM AND PRACTICE</u>	64
Citizen's Complaints.....	
Conflict Management	
Counseling	
Critical Evaluation Skills	
Documenting Employee Performance.....	
Employees Relationships	
Evaluating Employees.....	
Feedback-Giving and Receiving	
Internal Affairs Investigations	
Human Rights	
Labor Relations	
Liability	
Personnel Practices	
Recognizing Employee Performance	
Risk Management	
Stress Management	
Sexual Harassment Prevention.....	
Team Building	
Training Employees.....	
Total Hours.....	96

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 videotaped scenarios.
3. Practice formulating goals, devising an action plan, and setting evaluation criteria for accountability in a performance improvement plan after viewing videotaped 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 videotaped 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 videotaped 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 videotaped 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 videotaped 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 videotaped 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 videotaped 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 videotaped 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 videotaped 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 videotaped 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 videotaped 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 subjected 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 videotaped 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.