

Basic Interpretation for Guides and Interpreters

January 6-11, 2013

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: December 12, 2012
To: Supervisor
From: Joanne Danielson, 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 Specialist.
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.



Joanne Danielson
Department Training Officer

Attachment

cc: Participant

TABLE OF CONTENTS

Formal Training Guidelines	1
Program Attendance Checklist	4
Post-Training Assignment	5
Agenda.....	6
Program Outline	7
Objectives	8

***Mission Statement
Training Section***

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

TRAINING SECTION STAFF

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

THE MISSION

of the California State Parks 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. 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:** The syllabus is now accessible on the Employee Training Management System (ETMS). 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 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.

The cost of your travel (air fair, mileage, rental car, etc.) is paid by your District or Office **to** and **from** the location of training.

4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 4:00 p.m. on the date of arrival to 12:00 noon on the date of departure. The Department provides your room and board expenses at the Best Western Plus Cavalier Oceanfront Resort 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 Training Specialist no later than one week before your scheduled arrival if you plan to live off-grounds. 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 the Best Western Plus.

Please note: You may be assigned a room at a motel while attending training. If so you may be asked to present a valid credit or debit card while checking in to your room. Many motels require a credit card to cover charges incurred such as telephone calls, damages to rooms and/or furnishings, fees to clean rooms that have been smoked in that are not designated as smoking rooms, etc. Please be prepared to handle this appropriately.

5. **ENROLLMENT OR HOUSING CANCELLATION POLICY:** To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging you must cancel your reservation for lodging, you must contact the Mott Training Center or Training Specialist assigned to the course at least 72 hours prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee's District or Section/Office if a training cancellation is received with less than 72 hours notice.

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

6. 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 otherwise specified in the Program Attendance Checklist.** Non-uniformed employees shall wear apparel normally worn on the job. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

Because we are on 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.

7. **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.
8. **TRAINING SECTION STAFF:** Sara M. Skinner is your Training Specialist and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section Staff will do all within their power to make your training experience pleasant and meaningful.
9. **TRAINING MATERIALS:** May be made available to you at both your unit and the Mott 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.
10. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
11. **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.
12. **TELEPHONE:** Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call (831) 649-2954.
13. **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.

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training session at BEST WESTERN PLUS Cavalier Oceanfront Resort, San Simeon, California, the following checklist is provided:

- _____ 1. Reading recommendation: read and bring with you one book or article that you would recommend to other interpreters that relates to interpretation in general, or to any specific aspect of the resource you interpret.

- _____ 2. Your unit's mission statement: read your park unit's mission statement. Bring a copy of it with you to the training class on Tuesday, January 8.

- _____ 3. Arrange travel through your District Office/Unit.

- _____ 4. The training will be held at the:
BEST WESTERN PLUS Cavalier Oceanfront Resort
9415 Hearst Drive
San Simeon, California, 93452-9724, US
Phone: (805) 927-4688
Website: <http://goo.gl/zwWll>
The BEST WESTERN PLUS Cavalier Oceanfront Resort is located three miles south of Hearst Castle on Highway 1.

- _____ 5. Remember to bring the following with you to training:
 - Program syllabus.

 - Foul weather gear (due to the possibility of rain during this time of year).

 - Participants should wear professional office attire. Shorts, short pants, flip-flops, sandals, or tank tops are not appropriate attire (**uniforms are not required for this program**).

 - Coffee cup, pencils, pens, and alarm clock.

 - Your park unit's mission statement and your reading recommendation.

If you have any questions or need assistance, contact:
Course Facilitators (for course material questions):
Ty Smith at (805) 927-2157 or tysmith@parks.ca.gov
Michael Green at (831) 649-7136 or michael@parks.ca.gov
Training Specialist (for logistics, lodging, travel, etc.):
Sara M. Skinner at (831) 649-2961 or sskinner@parks.ca.gov

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.

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS GROUP 6
January 6-11, 2013

Sunday

January 6

1500- REGISTRATION: *Check-in at the BEST WESTERN PLUS Cavalier Oceanfront Resort.* All

Monday

January 7

0800-0815 Introduction to Training Skinner
 0815-0930 The BIGI Picture Smith/Green
 0930-1030 Shared Interpretive Experiences All
 1030-1200 Tilden's Six (Especially #1) (BILS Module 1) Smith
 1200-1300 Lunch
 1300-1500 Field Training Excursion Staff
 1500-1530 Discussion of Field Training Excursion All
 1530-1700 Aiming for Excellence (BILS Modules 3 and 12) Skinner

Tuesday

January 8

0800-1000 Program Planning / Theme! (BILS Module 5) Green
 1000-1200 Theme! (continued) Green
 1200-1300 Lunch
 1300-1500 Partnerships with Special Constituents Smith
 1500-1700 Working with Volunteers and Co-ops TBA

Wednesday

January 9

0800-1200 Effective Speaking / Storytelling Green
 1200-1300 Lunch
 1300-1500 Partnership with Public Education von Herrmann
 1500-1700 Technology in Interpretation (BILS Module 11) Smith/Stolfi/
 Bohey

Thursday

January 10

0800-0900 A Question of Accuracy Cartter
 0900-1200 Interpreting Controversial Topics Smith/Carter
 1200-1300 Lunch
 1300-1700 Interpreting Museum Collections Kastner

Friday

January 11

0800-1000 Living History and Interpretation (BILS Module 6) Cartter/Smith/
 Green
 1000-1130 All Visitors Welcome (ADA) (BILS Module 6) Green/Steck
 1130-1200 Wrap-up and Discussion All

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS

HOURS

PROGRAM OUTLINE

<u>PROGRAM ADMINISTRATION</u>	1.5
Introduction to BIGI	
The “BIGI” Picture	
<u>PROGRAM PLANNING</u>	7.5
A Question of Accuracy.....	
ADA	
Shared Experiences / Expectations.....	
Theme	
<u>INTERPRETIVE TRAINING</u>	15.5
Tilden’s Six (Especially #1)	
Interpreting Museum Collections	
Interpreting Controversial Topics	
Living History and Interpretation.....	
Effective Speaking / Storytelling.....	
Technology in Interpretation.....	
<u>MECHANICS OF THE GUIDED TOUR</u>	4
Field Training Excursion.....	
Field Training Excursion Discussion.....	
<u>COMMUNITY OUTREACH</u>	5.5
Working with Volunteers and Cooperating Associations	
Partnership with Public Education.....	
Partnership with Special Constituents	
<u>EVALUATION</u>	2
Aiming for Excellence.....	
Wrap-up	
TOTAL HOURS	36

BASIC INTERPRETATION FOR GUIDES AND INTERPRETERS

OVERALL PURPOSE OF THE COURSE

Purpose: To provide Guides, Interpreters, or other interpretive classifications with a basic, solid foundation for planning, developing and conducting guided tours, talks, walks, and impromptu interpretation. The Basic Interpretation Learning System (BILS) will be used as a major training resource. Participants in the class will observe and discuss interpretive techniques presented by experienced field interpreters and trainers.

Program Objectives: By the close of the training session participants will

1. Incorporate a basic set of skills, knowledge, and ideas for planning and conducting interpretive presentations into daily work assignments.
2. Practice interpretive methods and discuss their use in a wide variety of situations.
3. Implement the proper mechanics and crowd-control techniques when guiding groups.
4. Practice RAPPORT evaluation methods and be able to use them in the field.
5. Articulate ways to strengthen partnerships with public education and volunteers.
6. Read selected sections of Modules 1, 3, 5, 6, 7, 10, and 12 in BILS.

INTRODUCTION TO BIGI AND SHARED EXPERIENCES

Purpose: Participants will meet one another and the program facilitators. The group will share expectations for the training program and introduce themselves by sharing interpretive experiences—either as participant or as presenter.

Performance Objectives: By the close of the training session participants will

1. Share and record expectations with group members.
2. Review program content, procedures, and evaluation processes and discuss BILS.
3. Adhere to all Training Center Guidelines.
4. Share and discuss interpretive experiences with the group.

THE “BIGI” PICTURE

Purpose: To provide participants with an overview of interpretation in the Department and how it fits into the larger Mission Statement. Participants will understand the definition of interpretation, identify who does it and understand its value as a resource management tool.

Performance Objectives: By the close of the training session participants will

1. Participate in a discussion on the role of interpretation in managing state parks and in the Department’s Mission Statement.
2. Create a definition of interpretation.
3. Discuss where, how, and by whom interpretation is practiced.

TILDEN’S SIX (Especially #1)

Purpose: To present an overview of Freeman Tilden’s Six Principles of Interpretation and emphasize his first principle—that which pertains to relevance. Tilden’s impact on the profession of interpretation—past and present—will be discussed. Participants will understand that relating to the visitor’s experience facilitates the connection between the park resources and potential supporters.

Performance Objectives: By the close of the training session participants will

1. List and discuss Tilden’s six principles.
2. Illustrate why relevance to the visitor’s experience maximizes effective communication.
3. Discuss interpretive methods that relate to visitors and facilitate connections to park resources.

FIELD TRAINING EXCURSION AND FOLLOW UP DISCUSSION

Purpose: To provide an example tour of a cultural and natural resource in order for participants to experience the place from a visitor’s point of view. The tour will provide a benchmark for subsequent classroom discussions on tour techniques.

Performance Objectives: By the close of the training session participants will

1. Take a tour of a park resource with a skilled field interpreter.

2. Review and discuss the tour using RAPPORT guidelines.
3. Evaluate tour techniques with the Guide and trainers after the tour.

AIMING FOR EXCELLENCE

Purpose: To familiarize participants with the Department's chief evaluation tool and highlight examples of the essential qualities and principles of interpretation using the evaluation forms.

Performance Objectives: By the close of the training session participants will

1. Review the tour.
2. Define why evaluation is used in interpretation and discuss the importance of using Aiming for Excellence in the evaluation process.
3. Practice using the standard RAPPORT evaluation form (DPR 461).

THEME!

Purpose: To provide participants with theory behind thematic interpretation and demystify the process of creating themes and using themes that connects the audience to the resource.

Performance Objectives: By the close of the training session participants will

1. Identify themes and differentiate them from topics.
2. Play a theme identifying game.
3. Practice writing themes that pertain to their park unit.

INTERPRETING MUSEUM COLLECTIONS

Purpose: To give participants an introduction to interpreting museum collections including: identifying California's great collectors, their influences and motives; placing collectors and their collections in the context of their time and social conditions; discovering the story behind objects in a collection, and why we collect objects and create museums for them.

Performance Objectives: By the close of the training session participants will

1. Discuss how collecting is a natural and universal human activity.
2. Discuss what motivates and influences collector's choices.
3. View examples of museum pieces; and discuss their importance. Consider how their stories can be shared with visitors.

INTERPRETING CONTROVERSIAL TOPICS

Purpose: To take into account the fact that historical subjects, places, and artifacts all contain elements of controversy and may be approached from many perspectives. Trainers will discuss the value of taking a sensitive and multi-perspectival approach when planning and presenting programs.

Performance Objectives: By the close of the training session participants will

1. Discuss ways to articulate many of the broad patterns of California history and the controversies that are inherent to most park units.
2. Discuss how every interpreter approaches their topic and audience with a set of assumptions and that working toward balance is an ongoing challenge.
3. Engage in an activity during which resources are presented to the group and teams are asked to interpret one of several quintessential symbols of California in a way that embraces potential controversy.
4. Practice articulating edgy or difficult issues associated with park resources in a way that is thought provoking rather than alienating visitors.
5. Practice effective ways of evaluating sources of information.

PARTNERSHIP WITH PUBLIC EDUCATION

Purpose: To provide participants with a basic understanding of our commitment to education in California. To discuss how partnerships with our education system using both traditional and technologically advanced methods of communication are creating an exciting future for parks.

Performance Objectives: By the close of the training session participants will

1. Discuss California's education system as it relates to State Parks.
2. Discuss how to find out what is important to schools, administrators, and teachers in both traditional and technologically advanced venues.

3. Discuss how to plan interpretive content that meets academic content standards.

A QUESTION OF ACCURACY

Purpose: To provide participants with an understanding that as museum and park professionals we have a duty and obligation to be accurate and balanced, but to also acknowledge that there are obstacles that impinge on accuracy. This session will explore where we sometimes go wrong, the causes of inaccuracy, and effective methods to manage these problems.

Performance Objectives: By the close of this training session participants will

1. Identify at least 10 factors that contribute to inaccuracies.
2. Identify three strategies to help limit inaccuracies at your site.
3. Discuss ways to handle misinformation during Interpretation programs

PARTNERSHIP WITH SPECIAL CONSTITUENTS

Purpose: To highlight the special relationships that parks have to distinct historical communities based on race, ethnicity, class, and nationality and to develop practical solutions to involve these special constituents in the creating richer, more nuanced and more authentic interpretation programming. This section will pay particular attention to California Indian groups. Each of the 278 California State Parks resides on the ancestral homelands of the numerous California Indian tribes. Since time immemorial, California's first people have occupied these lands and evidence of their existence can be seen in archeological remains, built structures, and even the landscapes located within California state parks. While we tend to refer to California Indians and their associations with California State Parks in the past tense, these California Indians still exist. Often parks represent important and even sacred spaces to modern California Indians. At the same time, park interpreters often incorporate tribal stories, or cultural traditions into their programs, without consulting such groups as to the appropriateness of such activities. This is also true for other distinct groups who have historical associations with various parks. The purpose of this section is to reinforce the importance of partnering with these groups.

Performance objectives: By the close of this training session participants will

1. Review ways to verbalize the Department's expectations regarding consultation with local California Indian groups and other special constituents.
2. Create a list of ideas on how to create stronger partnerships with various groups.

3. Discuss the value of partnerships with California Indians and other special constituents.

ALL VISITORS WELCOME (ADA)

Purpose: Instruct participants on State Parks' desire and obligation to provide interpretive programs that are accessible and meaningful to all visitors regardless of disabilities.

Performance objectives: By the close of this training session participants will

1. Discuss the Americans with Disabilities Act of 1990 and its mandates.
2. Adhere to California State Parks expectations regarding persons with disabilities' access to facilities and programs.
3. Access and utilize California State Parks DAM and DOM chapters regarding persons with disabilities' access.
4. Access and utilize the Departments' publication All Visitors Welcome: Accessibility in State Park Interpretive Programs and Facilities.
5. Participate in activities that will increase their sensitivities toward persons with disabilities.

TECHNOLOGY IN INTERPRETATION

Purpose: Inform participants of how computers, internet, and breakthroughs in holograms and film enhance the field of interpretation.

Performance Objectives: By the close of this training session participants will

1. Discuss how technology is applied in various interpretive settings.
2. Verbalize how technology is changing the field of interpretation.
3. View and discuss examples of technology in interpretation.

LIVING HISTORY AND INTERPRETATION

Purpose: To learn how living history interpretation can bring history to life and connect people to their past. This presentation will focus on issues within living history such as

delivery methods, authenticity, and accuracy, staying “in character,” and involving audiences.

Performance Objectives: By the close of this training session participants will

1. List the different types of living history activities.
2. Discuss the relative value of utilizing living history as an interpretive tool.
3. Evaluate the best living history modes to use (or to avoid) for various applications.

WORKING WITH VOLUNTEERS AND COOPERATING ASSOCIATIONS

Purpose: To help participants understand the valuable role played by volunteers and cooperating associations in Parks, learn basic Department policy regarding volunteers; learn about how volunteers interact with staff through volunteer coordinators and how they are a vital part of an overall community outreach effort.

Performance Objectives: By the close of this training session participants will

1. Define the roles of volunteers and co-ops.
2. Discuss the role of volunteers in Parks, historically and currently.
3. Review various programs and opportunities available for volunteers.
4. Identify how volunteers are recognized for their efforts.
5. Discuss the role of cooperating associations.

EFFECTIVE SPEAKING / STORYTELLING

Purpose: To provide participants with a variety of methods and techniques for effective storytelling in interpretation and determine the connection between effective public speaking and storytelling.

Performance Objectives: By the close of this training session participants will

1. Receive a resource list for storytelling techniques as well as sources for stories.
2. Practice public speaking techniques.
3. Discuss the origin and use of stories in our society and history.
4. Give a short presentation using techniques described in class.