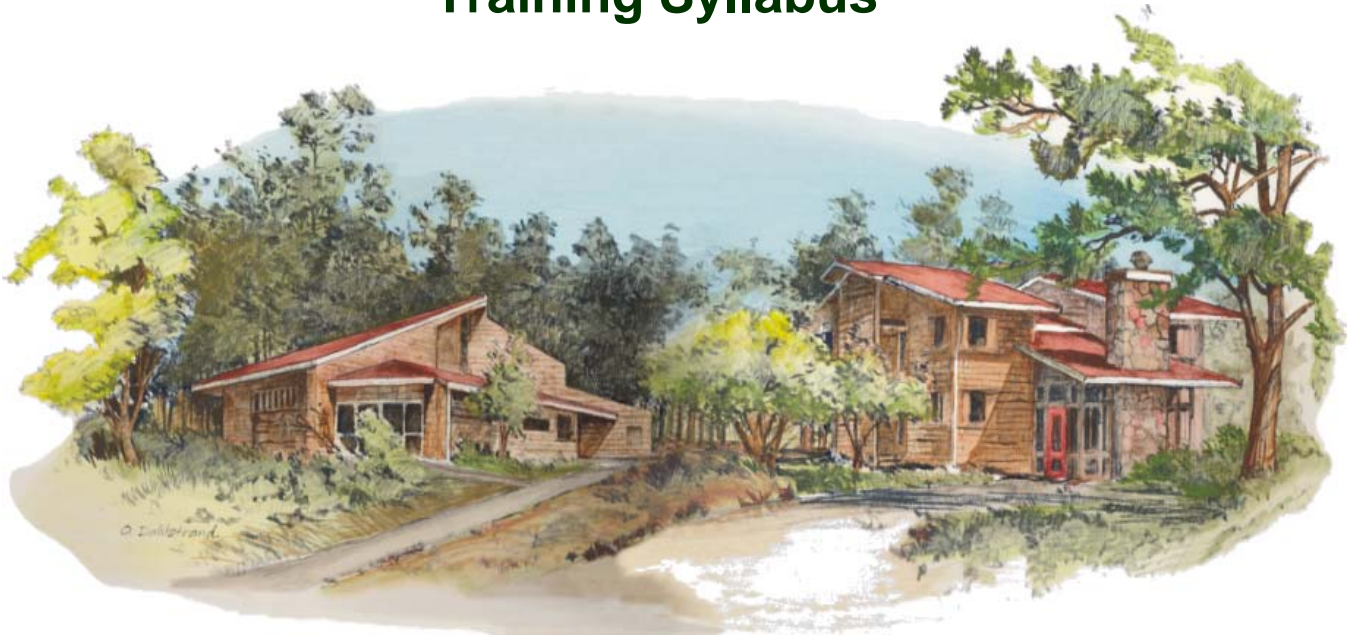


COOPERATING ASSOCIATION LIAISON SKILL BUILDING

December 2-7, 2007

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: October 25, 2007
To: Supervisor
From: **Department of Parks and Recreation**
William Penn Mott Jr. Training Center
Subject: Employee Attendance at Formal Training
Cooperating Association Liaison Skill Building Group 2

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 supervisor, must 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 logs in 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
Department Training Officer (Acting)

Attachment

cc: Participant

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***Mission Statement
Training Office***

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

TRAINING CENTER STAFF

Michael Green..... Department Training Officer (Acting)

Pat Bost Office Manager

Joanne Danielson Training Specialist

Chuck Combs..... Training Specialist

Dave Galanti Training Specialist

Sara Skinner Training Specialist

Summer Kincaid..... Training Specialist

Michelle Gardner..... Cadet Training Officer

Connie Breakfield..... Cadet Training Officer

Pamela Yaeger Assistant Program Coordinator

Bill Spencer Assistant Program Coordinator

Edith Alhambra..... Assistant Program Coordinator

Eric Marks 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

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, the Two Rivers Training Facility in Sacramento. 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). 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 3:00 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 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 10:00 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, 12:00 noon for lunch, and 6:00 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 otherwise 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. **MPC STUDENT ID:** If you have filled out an MPC application before, you have already been issued a student ID number to use in lieu of your SSN on future applications. You can obtain your MPC ID number by going to their secure website and providing your SSN number (no name required) and birthdate.

<https://autobahn.mpc.edu/scripts/autobahn.exe/Execute?Application=WebReq&Program=REPORT-SR-FIND-SSN>

Newcomers to training will still need to provide their SSN on the first MPC application only, after which a student ID number will be assigned and available at the web address above within a few weeks of the program's conclusion. You can store your MPC ID numbers in your ETMS Profile for future reference.

20. 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.
21. 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.
22. 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
23. 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.
24. FAX: The Training Center's FAX number is (831) 649-2824.
25. 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 5:00 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. **Please Note: There are no longer pay telephones outside of the Training Center. There are pay telephones located at the Asilomar Administration Building.**
26. 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.
27. 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.
28. 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.
29. 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 formal training session at the William Penn Mott Jr. Training Center, the following list is provided:

- _____1. Read and understand the program syllabus prior to your arrival at the Training Center.

- _____2. Complete the following pre-training assignments:
 - Read and be aware of main points in *21 Partnership Success Factors* by Brian O'Neill.

 - Complete and return Accomplishments and Challenges by November 26, 2007. The assignment may be returned via mail, fax or email to:

John D. Mott, Cooperating Associations Program Manager
Interpretation and Education Division
California State Parks
1416 9th Street, Room 1449-1
Sacramento, CA 95814
TEL (916) 654-5397
FAX (916) 654-9048
Email: jmott@parks.ca.gov

 - Complete What Does Your Relationship Look Like? by December 3, 2007 and bring to class.

 - Please bring any mission/vision statements and/or strategic plans you may have with your association for class discussion.

 - Alarm clock, coffee cup, pens, pencils, etc.

- _____3. Arrange your travel through your Unit/Office.

Accomplishments and Challenges

Pre-training Assignment

Due November 26, 2007

Cooperating Association Name:

Accomplishments

Accomplishments normally consist of the association and the park working together to create quality facilities, programs, and/or publications. Describe how the association and the park have worked together and some of the results of this effort:

Opportunities/Challenges

Any relationship has opportunities and challenges. What opportunities or challenges are facing the association/park relationship during the next 12 months?

Assistance

Successful people get help. Is training or other assistance needed for the association/park to meet the opportunities and challenges indicated above? ____ If so, what?

By November 26, 2007 return to :
John D. Mott, CA State Parks, Interpretation and Education Division
PO Box 942896, Sacramento, CA 94296-0001
FAX (916) 654-9048

CAL : _____

Pre-training Assignment: Read before December 3, 2007

BRIAN O'NEILL'S 21 PARTNERSHIP SUCCESS FACTORS

As the Superintendent of Golden Gate National Parks, Brian O'Neill and his staff earned a reputation as a model partnership park where partnerships are a way of thinking about how best to accomplish the park's mission and build a community of stewardship. Recently, the park determined that 18.5% of the park services were being delivered by NPS staff and the other 81.5% by a host of park partners. These figures underscore the breadth and value of park partnerships.

One success factor is that Brian and his staff are always honing their edge by being on the lookout for and gathering innovative partnership ideas and best practices from other practitioners around the nation and in other countries. The following 21 partnership success factors reflect two decades at Golden Gate National Parks as a learning laboratory and a synthesis of best practices from many sources.

- 1. FOCUS ON IMPORTANT NEEDS** – Partnerships take time to establish and nurture in order to have successful outcomes. The decision to establish a partnership should begin with the belief that an important need can best be fulfilled through a partnership. Potential partners will always be knocking at your door suggesting partnering arrangements. Often we find ourselves in reactive rather than proactive situations -- responding to an idea from an outside party. It is more productive to be proactive. First determine that a partnership is the best way to accomplish an important body of work. Then seek out the partner or partners who might best be able to help. In some cases you may need to create the right partner.
- 2. MAKE THE PARTNERSHIP A WIN-WIN** – Successful partnerships begin and thrive with a clear understanding that mutual benefits will accrue to the partners involved. Each partner may not benefit equally, but each must realize a value-added benefit. Each partner must constantly assess the needs of their respective partners and ensure that individual and collective actions are responsive to those needs. It is important to tie the partnership and its outcomes to the missions of each partner. Partnership initiatives should not only be a great thing to do but also a benefit to each partner. Sharing resources, benefits and recognition for successes keeps the partnership from becoming lopsided, or dominated by any one player. Each partner needs to see their contribution alongside the benefit gained.
- 3. ADOPT A SHARED VISION** – Development and continuing refinement of a shared vision of the work to be accomplished is key to the success of any partnership. The shared vision should evolve from the full engagement of all partners in the relationship. The vision should reflect both the broad body of work and each project or initiative to be undertaken.

Too often, one entity in a partnership independently develops the vision without full engagement of the other partner(s). This violates the underlying premise of a

partnership and often results in insufficient ownership or emotional buy-in. Successful partnerships demonstrate a culture of full engagement from the very beginning that leads to collective enthusiasm and achieving results.

4. NEGOTIATE A FORMAL AGREEMENT – Good intentions and a handshake are not enough. Partnerships need formal written agreements and work plans that define mutual interests and expectations, the roles and responsibilities of each partner, and clear accountability for the work to be performed. The formal agreement serves as a mutually binding contract to ensure that each partner acknowledges and fulfills their responsibility. Most people are overextended with work, and tasks can fall through the cracks. If a given partnership is important, provide structure for the partnership through a formal agreement and specific work plans that lay out what tasks need to be performed for each initiative, by whom, and when. In a busy world, clearly written intent, roles, process, schedules, and accountability procedures guide performance and follow through. If differences arise or performance lags, the formal written agreement provides a touchstone for accountability, revisiting intent and commitments, reconciliation, and getting back on track. When needed, the agreement should be updated or amended to keep it current.

5. ENSURE GOOD COMMUNICATION – The success of every partnership is dependant upon the structure, frequency, and quality of communication between the partners. The most successful partnerships incorporate regularly scheduled meetings or conference calls to review how the relationship is working and progress on individual initiatives or work elements. The work schedule/calendar should reflect the importance of the work. Even the best partnerships do not carry their own momentum for long without a structure for touching base to stay on task and on schedule. The chief executive of each partner entity in a relationship must demonstrate leadership and stay involved to the extent that executive level interest is re-enforced and policy direction is provided on a sustained basis. The executives also are responsible for ensuring that good communication processes are in place within and between each partner entity to maintain the excitement of the collaboration, resolve issues, and advance the work. No partnership can reach its full potential without good communication practices as a core element of the relationship. Partnerships, like any human relationship, are about communication, communication, and communication.

6. ENSURE THE PARTNERSHIP IS OWNED BY YOUR WHOLE ORGANIZATION – To succeed, partnerships need to be truly understood and embraced by the entire staff of the partner organizations. Partnerships often originate as a dream or vision of the CEO or an individual(s) within an organization and the compelling reasons and excitement for the potential outcomes are not shared throughout the organization. This incomplete organizational buy-in inevitably limits or undermines full success when the rationales and commitments are not understood and shared by staff who have responsibilities for implementing the partnership. It is crucial for the leader to invest time and energy to build ownership of the partnership throughout supervisory and staff levels. If the partnership is not understood or accepted as being important, it is difficult to sustain over time, especially when the key individuals responsible for its creation take

other jobs or retire. Build a sense of team and a partnership culture so everyone understands the importance and value added by working collaboratively. You need to instill the importance of continually acknowledging the contributions of each party to the overall effort. In essence, individualism needs to be transformed into shared stewardship and responsibility that is re-enforced by actions as well as words.

7. MAINTAIN AN ENVIRONMENT OF TRUST – Trust is an essential ingredient for successful partnerships and enables collaboration and contribution. Trust must be demonstrated and earned day by day. A single betrayal can be costly and make it hard to regain the same level of trust between the partners. Trust eroding behaviors include: independent action by one partner that has not been shared with the other partner(s); grandstanding at the expense of another partner; not honoring one’s word, commitment or confidentiality; creating suspicion in terms of one’s motives; or acting in any way contrary to the best interests of the overall partnership. You build trust through the consistency and integrity of your actions over time. And you have to trust your partners in order to be trusted.

8. LEAVE YOUR EGO AND CONTROL AT THE DOOR – The most insidious impediment to good partnerships is the unwillingness or inability of a partner to share power and control. This can be the “Achilles heel” of partnerships. At their very basic definition, partnerships are about shared power, shared vision, and shared responsibility. While one entity may possess a superior position, larger budget, more staff, etc. in a relationship, the execution of the work and credit for accomplishments should not reflect this. This is not about a landlord-tenant relationship. This is about two or more entities working in unity to accomplish important work. A “boss - servant” mentality will lead only to frustration and unfulfilled promise. Partnerships are about “we” not “I.” They are about creating an equality of importance - an environment where individual personal egos are subservient to the interests of the whole.

This being said, it is important to help your organization understand that partnering does not mean giving up control or influence, nor does it mean that organizations give up their autonomy. Good partnerships represent a delicate balance between maintaining one’s own identity and adding value to a collective effort.

9. UNDERSTAND EACH PARTNER’S MISSION AND ORGANIZATIONAL CULTURE Every organization has its own culture that is built over time, based on its mission, its practices, its people, its governing values, its traditions, and its institutional history. In any partnership situation, it is important to acknowledge and understand these different organizational cultures, to respect them, and to find ways that these realities can contribute to strengthen the mutual endeavor. The most successful partnerships recognize and value their differences and find ways to integrate them into a workable overarching partnership culture.

10. UTILIZE STRENGTHS OF EACH PARTNER – Each entity in a partnership brings special capabilities, unique authorities, and different flexibilities to further the work of the partnership. As specific needs and tasks are addressed, consider the particular

strengths of each partner in determining the most cost-effective approach and who best to accomplish a specific task. Successful partnerships are characterized by a flexible approach to how needs and responsibilities are matched given each partner's funding, policies, political connections, and other considerations.

11. FIND WAYS THROUGH THE RED TAPE – Partnerships regularly face “red tape” barriers in trying to work across organization lines, especially with public sector partners, which tend to have more regulations. Getting through these barriers and complications takes creativity and persistence. This can lead to heightened frustrations and complications in moving desired work forward in a timely manner. The more entities in a relationship, the more likely that legal, policy, attitudinal, and cultural challenges will be part of doing business. Successful partnerships acknowledge and address these realities up front and take satisfaction in resolving them. Convert your stumbling blocks to stepping stones. Successful partnerships map out the red tape barriers and mobilize whatever it takes to overcome them. It is too easy to point fingers or use these impediments as excuses for derailments and not achieving success. How partners overcome adversity and the institutional complexities of individual partner members will determine, in large measure, the success of the partnership.

12. BUILD STEP BY STEP – It is natural for the partners to want early successes. There is a tendency to look at similar partnership arrangements and their results without appreciating all the steps taken that led to the result. You have to invest to get results and process is important to achieve successful outcomes. Every situation presents a different set of opportunities based on the unique social, economic and political realities in which a partnership must operate. Much can and should be learned from the experience of others. Good partnerships take a steady investment of time and energy to build and develop. Successful partnerships are built incrementally by starting at the beginning, and growing gradually and tackling more complex initiatives based on the competencies gained from the previous efforts.

Successful partners understand the value of due process and earned vs. instant gratification. They recognize that investment in building the infrastructure necessary to achieve future success is important and are willing to forgo premature success in order to achieve larger, more important long-term gains. “Go Slow to Go Fast.” Partners will grow as far in the partnership as the other partner(s) are willing to help or let them. Challenge yourself and your partners to collectively raise the bar of expectations and advance the partnership step-by-step.

13. STRIVE FOR EXCELLENCE – A partnership ultimately gains stature and a reputation based on the quality of the work it accomplishes. The most successful partnerships understand the importance of doing everything well. Build an early reputation for excellence and sustain that reputation. This will be an important factor in how others view your partnership and what doors will be opened to you. People, and potential funders, want to associate with important work and a reputation for excellence. Step back and analyze what you want people to say about your partnership's work and

organizations. This standard then should underscore your strategy, behaviors, and actions to ensure your desired reputation is achieved.

14. DIVERSIFY YOUR FUNDING SOURCES – The ultimate success of any partnership depends on the human and financial resources it is able to garner. Successful partnerships develop multiple and steady sources of support, particularly for covering basic operational costs and launching new initiatives. There are many examples where partnerships become too dependent on one or too few sources of financial support. When these sources are reduced or disappear, sustainability of the partnership is jeopardized. Building a more diverse funding base is the best hedge against the vagaries of over reliance on fund sources that may be problematic or undependable from year to year. Develop and periodically update a comprehensive business plan that addresses both near and longer term public and private funding sources, and earned as well as contributed funds that will give your partnership staying power and adaptability.

15. CONSTANTLY SEEK OUT AND ADOPT BEST PRACTICES – The best practitioners are those who are a sponge for new ideas and always on the lookout for innovation and creativity that can be adapted to their partnership. Too often, we hear statements such as “We don’t do things that way. We’ve always done it this way.” “It won’t work.” “This is too risky.” “You have to tell them what they need to know.” “Don’t let them set the agenda.” While such cautionary thoughts need to be considered, successful partnerships are open to new ideas and better ways to accomplish their goals. They can readily grasp and adapt best practices. Overcoming resistance to change is one of the major challenges to partnership success.

Partner entities need to seek ways to build in greater flexibility and adaptability in their structure and work in order to take advantage of “partnering moments.” Establish a work environment in which reasoned risk taking and creativity are encouraged and rewarded and people are willing to risk possible failures in order to succeed. Leaders should act as “champions” with the courage to support experimentation and risk taking and run interference when necessary.

Resourcefulness also characterizes successful partnerships. Work together to identify and engage the abundant human talent residing in most communities to participate in and assist your partnership.

16. ALWAYS BE COURTEOUS AND DIPLOMATIC – Sustaining successful partnerships involves hard work, practiced effectively and consistently over time. It is essential that strong ground rules be established by the partner entities that will govern how the organizations and individuals will interact and treat each other. There is no room for disrespectful behavior. It serves only to tarnish how partners interact and work together. Honesty, respect, courtesy, tact, and diplomacy, should govern partner relationships.

A useful partnering technique is for the partners to define all behaviors that accountability measures are in place to re-enforce their ongoing practice. Successful partnerships work constantly on developing effective relationships built on trust and a shared commitment to each other's interests and success.

17. HONOR YOUR COMMITMENTS – Partnership work entails perseverance and follow through by each participating organization and individual. Partnerships require a shared commitment to each other's success. Sustaining any partnership requires that exciting ideas of interest to the participants actually get executed. Progress depends on each person in the partnership honoring their commitment and following up their words with deeds. When work does not get accomplished, it suggests that the work was not really that important to the individual or organization. This, in turn, builds frustration in the other participants and eats at the mutual trust factor so essential to effective partnering. Successful partnerships address these realities by putting in place reliable accountability measures and regular executive base-touching processes to stay on top of commitments and actions.

18. CELEBRATE SUCCESS – It is a mistake to not take time to formally and frequently celebrate successes. Successful partnerships look for every opportunity to celebrate individual project successes or key benchmarks in the evolution of the partnership. Such celebrations allow the partners to recognize good work being done that re-enforces the goals of the partnership; to gain some outside recognition of the partnership; and/or to demonstrate possibilities for the partnership to grow. People often are reluctant to take the time to celebrate but invariably are pleased when it does occur. Recognizing and celebrating accomplishments helps motivate and spur people on to new challenges. It is a lost opportunity when it does not occur. If one's goal is to build greater community awareness of the partnership, then the partners need to take every opportunity to legitimately "toot their horns" and market their work and successes. Besides many people who pitch in on partnership do so because they believe in the cause and because it is enjoyable. Celebrating success milestones ensures everybody's "fun-quotient" stays high. Especially when results are going to take time, it is important to have some early successes and milestones to enjoy and celebrate to build a sense of accomplishment and momentum.

19. RESPECT THE RIGHT TO DISAGREE; ACT ON A CONSENSUS BASIS – There are times and circumstances in partnerships where honest differences will surface and where reluctance to take action on a proposal is deeply held and where compelling reasons are presented on why an action cannot be supported. It is important that partners respect these positions with adequate dialogue and understand the basis of the concerns. In successful partnerships, ground rules are established to give each partner a veto power over proposed actions. Partnership work means reaching consensus among the partners. Homework well done should eliminate most of these differences before they become contentious. There simply is too much good work where commonality of support can be achieved for these situations to erode the core working relationship.

20. NETWORK AND BUILD RELATIONSHIPS – A core competency in partnership work is the ability to network and build relationships. People sell ideas to others. People lend support because people ask them to. Partnerships are by definition about people working together and reaching out to others to gain their emotional engagement. Successful partnerships establish formal systems to identify people who can add value and support. They strategically build new relationships and expand networks to accomplish their priorities. Their relationship building work is deliberate and proactive rather than reactive or coincidental. It is based on a clear strategy of engaging the specific organizations and individuals within the broader community who can advance the work of the partnership. Systematically match your needs with potential sources of support and resources to ensure that effective connections occur.

21. PUT MECHANISMS IN PLACE TO RE-ENFORCE THE PARTNERSHIP – To realize its full potential, a partnership needs: a clear vision, dedicated and skilled people, a rewards and recognition program, incentives that stimulate desired partnership activity, sustained management support and involvement, operational funds, and a clear understanding among supervisors and staff of the potential benefits that result from the partnership arrangements. These are complex, but essential, elements to put in place. The seriousness with which they are addressed will determine your degree of success.

It all boils down to how deliberate and strategic you and your partners are in building a “partnership culture” that incorporates these success factors and the commitments you are willing to make. Understand and adapt success behaviors, develop competencies for these behaviors to be regularly practiced, and align your partnership to succeed.

What Does Your Relationship Look Like?

Pre-training Assignment

Due: December 3, 2007

CAL Name: _____

There are many activities that occur under the auspices of the Cooperating Associations Program (CAP). Some are more appropriate than others. The following checklist is designed to highlight the most common legally-based relationships in the CAP. Activities that are not on this list need evaluation and decision making based on analysis of legal authority and risks before they are approved.

Directions:

Check the appropriate boxes and add comments as necessary to describe your relationship with your association. Use the "Other" sections to mention something that is not listed or to describe the scope of the project or program. Use additional sheets or attachments, if needed. This list will be for your use in class exercises.

Note: "fund" means *to donate money toward*
"support" means *to donate time, goods, and services and may include in-kind donations.*
In-kind donations are donations of goods and services (not cash) from an entity that have value. For example, a lumber store donating lumber, cement, and glass to build an exhibit shelter is an in-kind donation.

The association provides the following benefits to the park interpretive program:

1. Provides interpretive materials for sale that enhance the visitor experience
2. Apply for or secure grants for interpretive and educational programs and projects
3. Solicit donations for interpretive and educational programs and projects
4. Raise funds via special events
5. Raise funds via membership or donor programs
6. Grants to State Park contingent fund for:
 - Hiring State Park seasonal or PI staff
 - Historic building reconstruction/restoration/salvage
 - Visitor center construction/rehabilitation/development or remodeling
 - Other:
7. Supports State Park interpretive programs and projects, by:
 - Acquiring cultural or historic artifacts and natural history specimens
 - Acquiring consumable objects for public programs
 - Coordinating publicity
 - Coordinating, funding interpretive special events
 - Other:
8. Funds docent program and/or supports State Park docent/volunteer

- Program needs – supplies, equipment, props, costumes
- Training supplies, food and refreshments Newsletters
- Other:

9. Funds or supports new or existing:

- a. publications, including:
 - maps books pamphlets park newsletters Other:
- b. AV programs/equipment, including:
 - Monitors Digital cameras/camcorders Projectors Computers
 - Other:
- c. Exhibit development, maintenance or updating.
- d. Living history program
 - costumes
 - training for presenters and demonstrators
 - Other:

10. Funds or supports new or existing:

- a. Historic props, tools, and equipment
- b. Environmental Studies programs
- c. Environmental Living programs
- d. Park archives development and curatorial work
- e. Research studies in the natural, cultural or historic values of the park
- f. Habitat restoration and exotic plant removal
- g. Park branding and marketing programs
- h. Parks Online Resources for Teachers and Students (PORTS) distance learning programs
- i. Other funding or support activity, describe:

11. Assists other associations with nonprofit operations and partnership issues:

- Support/attend CALPA Conference Support/attend APPL Conference
- Support/attend DPR Training Other:

12. Help organize and deliver advocacy and community support activities:

- Participate in Park Advocacy Day
- Hold meetings with elected representatives and local groups
- Other:

Comments or additional detail on any of the above categories:

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

COOPERATING ASSOCIATION LIAISON SKILL BUILDING GROUP 2 - AGENDA
December 3-7, 2007

Monday

December 3

1300-1330	Program Orientation/MPC Registration	Skinner
1330-1430	Class Introductions/Overview/Expectations	Mott
1430-1530	Your Role in Furthering Interpretation	Pozzi
1530-1630	Coop Assn Program Authority and Relationships	Mott
1630-1700	Course Objective Review	Mott
1700-	Registration: <i>Check in at the Asilomar Administration Building</i>	All

Tuesday

December 4

0800-1000	Coop Assn Program Authority and Relationships	Mott
1000-1130	Publications and Intellectual Property	Saunders
1130-1200	Funding Interpretation-PID, IEP, VEP	Saunders
1200-1300	Lunch	
1300-1400	Realizing the Potential of Cooperating Associations	Coleman
1400-1600	CAL Conundrums	Clark-Gray/ Lingenfelter/Serpa
1600-1700	Coop Assn Program Components	Mott

Wednesday

December 5

0800-0815	Course Objectives Review	Mott
0815-0900	Volunteers In Parks Program Overview	Cowan
0900-1200	Building Resilience into the Relationship, the CAL's role	Mott/Baker
1200-1300	Lunch	
1300-1500	Program Law and Policy	Mott/Purdy/Pozzi
1500-1700	Structuring Effective Relationships	Gibson/Luscutoff/ Kramer

Thursday

December 6

0800-0815	Course Objectives Review	Mott
0815-1000	Raising Money	Kramer/Mott
1000-1200	Spending Money	Kramer/Mott
1200-1300	Lunch	
1300-1400	Annual Report Preparation and Analysis	Mott
1400-1500	Interpreting Insurance Certificates	Mott
1500-1600	Contract Q & A	Mott
1600-1700	Helpful Resources	Mott

COOPERATING ASSOCIATION LIAISON SKILL BUILDING GROUP 2 - AGENDA
December 3-7, 2007

Friday

December 7

0800-0815	Course Objectives Review	Mott
0815-0900	Nonprofit Organization Building Blocks	Kegebein/Mott
0900-1100	Working with Associations	Fitzgerald Reichert/ Kegebein/Williams
1100-1130	Removing Barriers/Building Commitment	Skinner
1130-1200	Evaluation and Adjournment	Skinner

COOPERATING ASSOCIATION LIAISON SKILL BUILDING

32 HOURS

PROGRAM OUTLINE

Hours

Orientation.....	.5
Class Introductions/Overview/Expectations	1
Your Role in Furthering Interpretation	1
“Why Can’t We All Just Get Along?”.....	1.5
Cooperating Association Program Authority and Components	3
DPR VIP Program	1
CAL Conundrums.....	2
Publications and Intellectual Property	1.5
Course Objectives Review5
Building Resilience Into the Relationship, the CAL’s Role.....	4
Program Law and Policy	2
Structuring Effective Relationships.....	2
Raising Money	2
Spending Money	2
Nonprofit Organization Building Blocks5
Working with Associations.....	2
Helpful Resources	1.5
Annual Report Preparation and Analysis.....	1
Interpreting Insurance Certificates	1
What to do When Things Go Wrong.....	1
Removing Barriers/Building Commitment.....	.5
Program Evaluation and Closing5

TOTAL HOURS 32.0

COOPERATING ASSOCIATION LIAISON SKILL BUILDING

OVERALL COURSE OBJECTIVES

Purpose: Describe the organization of, legal authority for, and policy parameters governing the Cooperating Associations Program (CAP) and how this major statewide program relates to their local operations. Identify the human dynamics, interpersonal issues, and theories of effectively working with a cooperating association toward shared accomplishments.

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

1. Describe current laws, policies, and guidelines governing the CAP and how these mandates apply to their local situation.
2. Identify the roles and responsibilities between the paid staff and volunteers of California State Parks (CSP) and a local cooperating association.
3. Demonstrate the skills, traits and interpersonal techniques a cooperating association liaison (CAL) needs to have in order to achieve an effective working relationship with a cooperating association.
4. Identify success factors available to bring resources to an association and increase effectiveness between the cooperating association and CSP.

ORIENTATION/REGISTRATION

Purpose: General orientation and introduction to attendance procedures, meals, lodging, and other details of the Mott Training Center.

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

1. Review program content, procedure, and evaluation processes.
2. Complete Monterey Peninsula College registration materials.
3. Adhere to all Training Center guidelines.

CLASS INTRODUCTIONS/PROGRAM OVERVIEW/INTRODUCTIONS

Purpose: To build trust and teamwork within the class through understanding the contributions that each person brings to the class.

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

1. Describe an overview of the Cooperating Association Liaison Skill Building course.
2. Participate in a team building exercise that can be used at their unit.

YOUR ROLE IN FURTHERING INTERPRETATION

Purpose: To provide an overview of major challenges facing CSP and the ways CALs and cooperating associations assist CSP in meeting these challenges.

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

1. Describe what interpretation is and highlight interpretive trends in CSP.
2. Identify how cooperating associations can best help CSP.
3. List executive staff expectations of CALs.

COOPERATING ASSOCIATIONS PROGRAM AUTHORITY

Purpose: To help participants understand the current nature and structure of the Cooperating Associations Program (CAP).

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

1. Describe the roles of government, the private sector, and the nonprofit sector.
2. Identify legal roles and relationships between volunteers, associations, and CSP.
3. List the major laws, policies, and guidelines governing the CAP.
4. Describe the CAP evolution, history, and authority.
5. State the authority and responsibility of the CAL function.

COOPERATING ASSOCIATION LIAISON CONUNDRUMS

Purpose: To help CALs understand techniques for managing difficult interpersonal and inter-organizational issues.

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

1. Describe the CAL's role in directing/influencing/assisting with: fundraising, board development, governance, advocacy, and correcting unprofessional behavior.
2. Describe how the CAL can be an effective representative of the District and CSP to the association.
3. Identify the techniques for inspiring an association to understand and follow CSP policies and guidelines.
4. Describe characteristics that should be considered when selecting a new CAL.

PUBLICATIONS AND INTELLECTUAL PROPERTY

Purpose: To understand CSP's intellectual property policies and guidelines as they relate to cooperating association relationships.

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

1. Explain what intellectual property is.
2. Define how intellectual property created by CSP or the association can and should be managed.
3. Describe three ways CSP and associations cooperate in creating intellectual property.
4. Identify where to find more information and guidelines on the management of intellectual property.

FUNDING INTERPRETATION

Purpose: To understand the various funding sources for interpretation and how they can be used with cooperating association funds.

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

1. Identify the similarities and differences between VEP, IEP, DMP, funding and how to access these funding sources.
2. List sources of funding for interpretive public works projects and why associations may not directly contract to do public works.
3. Describe CAMP and its relationship to PID and how interpretive projects should be reported in PID and CAMP.

REALIZING THE POTENTIAL OF COOPERATING ASSOCIATIONS

Purpose: To hear the Director's perspectives on the State Park System operations and the Cooperating Associations Program.

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

1. Describe the importance the Director places on the Cooperating Associations Program.
2. Identify the "meta work" role of a CAL.
3. Be able to ask questions of the Director.

COOPERATING ASSOCIATION PROGRAM COMPONENTS

Purpose: To identify the major administrative components of the CAP authorizing activities between a cooperating association and the CSP.

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

1. Describe standard formal and informal written agreements.
2. Identify when a lease is needed in the CAP relationship.
3. Define the role of the annual report in managing the program.
4. Describe key CAP personnel.

DPR VOLUNTEERS IN PARKS PROGRAM OVERVIEW

Purpose: To understand the basic parts of the Volunteers In Parks Program and identify some key issues in the program, especially as they may relate to cooperating associations.

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

1. List the component parts of the Volunteers In Parks Program.
2. Describe why hours spent working for a cooperating association are not counted as hours in the VIPP.
3. Identify resources for more information.

BUILDING RESILIENCE INTO THE RELATIONSHIP

Purpose: To explore the necessary components to maintain a successful ongoing relationship between a cooperating association and a CAL.

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

1. Describe the role of well planned orientations and meaningful communications in producing a great relationship.
2. Identify specific components in building trust and commitment.
3. Describe how to involve the association in decision-making processes.
4. Describe strategic restructuring and how it can make association relationships more effective.

PROGRAM LAW AND POLICY

Purpose: Understand recent laws and policy that form the sideboards of the CAP.

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

1. Identify where to find guidelines and policy for: cash handling, marketing and branding, incompatible activities, and conflicts of interest.
2. Describe legal issues surrounding gifts of state funds and state work being done by non-state employees.

3. Recognize a shared staffing and shared supervision relationship and describe the ways to prevent or authorize such a relationship.

STRUCTURING EFFECTIVE RELATIONSHIPS

Purpose: Understand the importance of proactively designing association relationships and interactions to maximize effectiveness.

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

1. Align association goals/objectives with District and DPR goals and laws.
2. List what parks can do to help professionalize our associations to make them more effective.
3. Describe shared budgeting, shared planning techniques, and other shared management practices and how they are useful in a cooperating association relationship.
4. Identify interpersonal skills and techniques employed to encourage productive relationships.
5. List the major differences and similarities between a cooperating association and a concession.

RAISING AND SPENDING MONEY

Purpose: To understand the policies and sideboards that shape how money may be raised and spent in a cooperating association relationship.

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

1. Identify appropriate and inappropriate ways for raising money in conjunction with a cooperating association.
2. Describe the major differences between the CAP and the Concessions Program.
3. Identify appropriate ways cooperating association money may be spent.

HELPFUL RESOURCES

Purpose: To increase awareness of resources that are available to help cooperating associations and CALs accomplish important work.

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

1. Identify helpful resources on the CSP website.
2. Describe the Association of Partners for Public Lands (APPL) conference and why this conference is important.
3. Describe how to be part of the CSP Nonprofit Partners list-serve.
4. Explain the purpose of and highlight significant ways nonprofit resource centers and/or community foundations can help cooperating associations.
5. Identify how to find the nonprofit resource centers in their local area.

ANNUAL REPORT–PREPARATION AND ANALYSIS

Purpose: Explain the purpose of and highlight significant aspects of the Cooperating Associations Annual Report.

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

1. Describe the function and importance of the Cooperating Association Annual Report (DPR 973) and how to properly complete the report and necessary attachments.
2. Identify the components of a properly prepared annual report.
3. List the requirements for preparing the Calendar Year Financial Summary.
4. Describe the use of annual reports in tracking and evaluating performance.

INTERPRETING INSURANCE CERTIFICATES

Purpose: To explain the purpose of and highlight significant aspects of insurance certificates required of all cooperating associations.

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

1. Describe the function and importance of an insurance certificate and the CSP requirements for these certificates.

2. Identify the components of a properly prepared certificate, including minimal insurance amounts, and the two required endorsements.
3. List the key elements of the ACORD insurance certificate.
4. Describe the difference between an insurance premium notice and an insurance certificate.
5. Describe the difference between product liability and general liability insurance.

NONPROFIT ORGANIZATION BUILDING BLOCKS

Purpose: To understand the similarities and differences between for-profit and nonprofit organizations.

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

1. Identify the component parts of a nonprofit organization (NPO).
2. Describe the differences between a cooperating association and a NPO.
3. Describe the official and unofficial reporting requirements affecting cooperating associations.

WORKING WITH ASSOCIATIONS

Purpose: To understand techniques and methods of working together with associations that produce shared accomplishments.

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

1. Describe several factors necessary to maintain and enhance the relationship with the association.
2. Demonstrate what a CAL can do to help encourage a board to be more effective.
3. Identify how a CAL can inspire the cooperating association to “think bigger” and be more involved in sophisticated fundraising to support interpretive and educational programs.
4. List the positive and negative aspects of a growing cooperating association.
5. Describe how an economy of scale may be gained when two or more associations work on joint projects.

CONTRACT QUESTION AND ANSWER

Purpose: To understand the major elements of the Cooperating Associations Program contract and how this document structures and outlines the overall relationship.

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

1. Describe where to find the standard contract on the DPR website.
2. List the major components of the contract.
3. Describe the difference between GTCs and CCCs.
4. Describe the major “referenced documents” in the contract.
5. Define the important issues regarding association contracting with non-state vendors.
6. Identify the relationship between the contract and MOUs.
7. Describe the major contract themes regarding:
 - Sales Items
 - Publications
 - Property Use
 - Intellectual Property
 - Termination
 - Insurance

NEW COLLABORATIONS: REMOVING BARRIERS/BUILDING COMMITMENT

Purpose: In a safe environment with peers, discuss questions, concerns, and fears over information presented at this training. Effectively process these ideas and feelings.

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

1. Identify CAL concerns.
2. Describe steps to manage these concerns.

location map for
WILLIAM PENN MOTT JR. TRAINING CENTER
837 ASILOMAR BLVD.
PACIFIC GROVE, CALIFORNIA 93950

