

REGIONAL INTERPRETATION TRAINING

Group 1 - March 16, 2010 - Rancho Cordova

Group 2 - March 18, 2010 - Pacific Grove

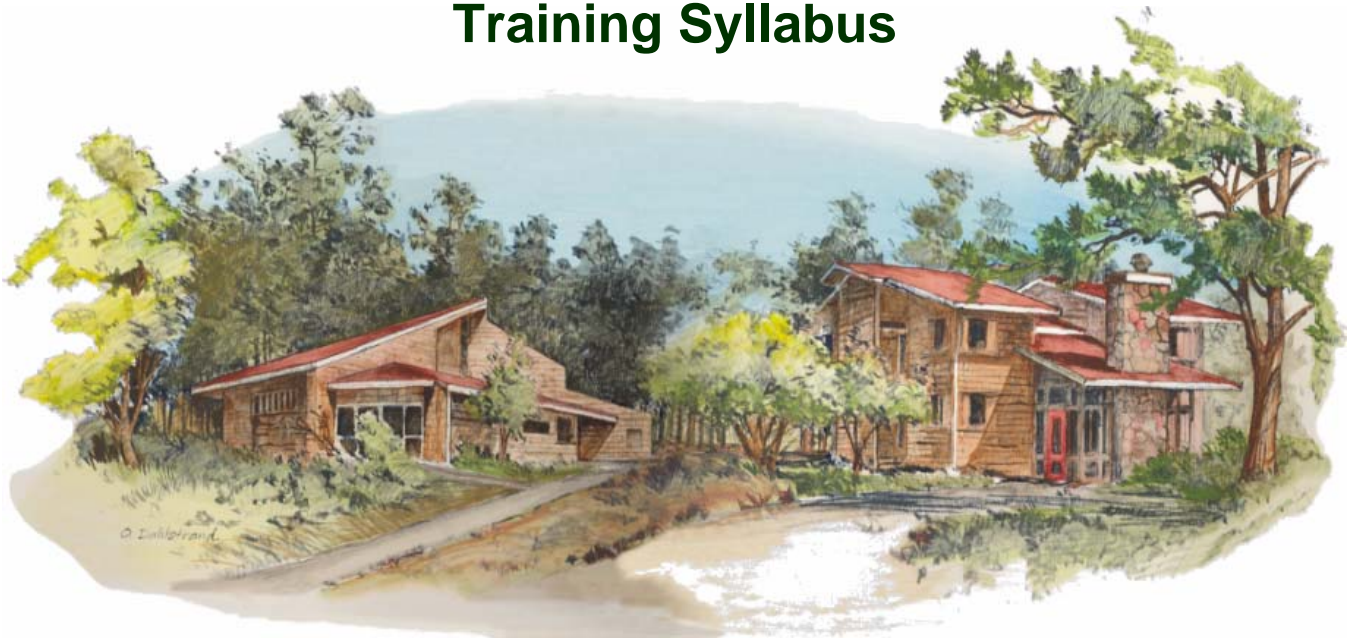
Group 3 - March 23, 2010 - Calabasas

Group 4 - March 24, 2010 - San Diego

Group 5 - March 26, 2010 - Petaluma

Group 6 – May 12, 2010- Eureka

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: February 24, 2010
To: Supervisor
From: **Department of Parks and Recreation**
William Penn Mott Jr. Training Center
Subject: Regional Interpretation Training Groups 1-6

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.



Tina L. Williams
Department Training Officer

Attachment

cc: Participant

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***Mission Statement
Training Section***

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

TRAINING SECTION STAFF

Tina L. Williams Department Training Officer

Pat Bost Office Manager

Joanne Danielson Academy Coordinator

Chuck Combs Training Specialist

Sara M. Skinner Training Specialist

Dave Galanti Training Specialist

Karyn Lombard Training Specialist

Matt Cardinet 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.....Program Assistant

THE MISSION

of 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). 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 "Program Attendance Checklist" 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.
4. 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.
5. 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.
6. 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. Bring your own pens and pencils.
7. 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.
8. 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.
9. 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 the following list is provided:

- _____ 1. Read and understand the program syllabus prior to your arrival at the training site.
- _____ 2. Complete the Pre-Training Assignments before the class begins:
- _____ 3. Your reporting location will be responsible for travel, lodging or costs for the entire training; please arrange travel through your unit or office.
- _____ 4. Bring a reusable coffee mug and reusable water bottle.
- _____ 5. Bring the Regional Interpretation Training Groups 1-6 syllabus with you to the course.
- _____ 6. Lunch will differ per training site; the Training Site Coordinator will contact you regarding details.

PRE-TRAINING ASSIGNMENTS

Complete the Pre-Training Assignments before the class begins:

- ❑ Read the blog <http://onlinelegacy.org/2010/01/gadgets/>
- ❑ Sample the following technologies. As you experience each type, jot down thoughts about advantages and challenges to using this technology in the parks you work in, and what you liked or didn't like about how they were done.
 - **Cell phone tours:**

Pick two of the following samples; listen to at least two tour stops of each. You may use any kind of phone to access these; it does not need to be a cell phone.

 - OnCell sample tour stops: Description of tour stops at <http://www.oncellsystems.com/demo/samples> Sampler phone number is **(585) 419-9744**. Press **1 through 104**.
 - Guide by Cell sample tour stops: Sampler phone number is (408) 794-7877. Press 1 through 20 followed by the # key.
 - **Podcasts:**

Listen to and watch one of the podcasts about individual state parks on the California State Parks Foundation website: <http://calparks.org/podcasts/>. The state park podcasts are near the bottom of the page. You will be able to watch and listen to these on your computer.
 - **Podcast (also known as mp3 player) tours:**

Listen to the introduction and at least three stops of one of the following. You will be able to listen to either of them on your computer:

 - Civil War battlefield tours (provided by National Park Service partner) <http://www.civilwartraveler.com/audio/index.html>
 - Australia National Parks "Victoria's High Country Heritage" Audio Discovery Tour <http://www.parkweb.vic.gov.au/3hch-audio.cfm>

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.

REGIONAL INTERPRETATION TRAINING GROUPS 1-6
March 16, 18, 23, 24, 26, or May 12, 2010

March 16, 18, 23, 24, 26, or May 12, 2010

- 0900-0910 Welcome and Introductions
- 0910-1000 Using Technology in Interpretation
Introduction to Types of Social Media/Technology
- 1000-1030 Cell Phone Audio Tours Overview- Demonstration
- 1030-1045 Break
- 1045-1230 Developing Cell Phone Audio Tours in Your District
- 1230-1245 Break and Organize for Lunch Session
- 1245-1315 (Working Lunch) Presentation on Audio Tour Ideas
- 1315-1415 Cost Effective Methods for Summer Interpretive Programming
(Cheap Summer Nights)
- 1415-1430 Break
- 1430-1545 Cost Effective Methods for Summer Interpretive Programming Continued
- 1545-1600 Evaluation and Adjourn

REGIONAL INTERPRETATION TRAINING

7 HOURS

PROGRAM OUTLINE

<u>INTRODUCTION AND EVALUATION</u>25
Introductions.....	
Evaluations.....	
<u>USING TECHNOLOGY IN INTERPRETATION</u>	4.0
Overview	
Cell Phone Audio Tours	
Developing Cell Phone Audio Tours in Your District	
Presentation on Audio Tour Ideas.....	
<u>COST EFFECTIVE METHODS FOR SUMMER INTERPRETIVE PROGRAMMING (CHEAP SUMMER NIGHTS)</u>	<u>2.75</u>
TOTAL HOURS.....	7.0

REGIONAL INTERPRETATION TRAINING

USING TECHNOLOGY IN INTERPRETATION

Purpose: To familiarize participants with new technology being used to provide interpretive experiences in museums and parks.

Learning Objectives: By the close of the class the participant will

1. Identify at least three new technologies being used in interpretation and how they are being used.
2. Describe the disadvantages and advantages of different new technologies and how they may impact use in California State Parks.
3. Identify the unit/office in the Department that will be issuing a policy on social networking, and recognize the need for Departmental social networking sites to adhere to the policy.
4. Demonstrate a satisfied comfort level with creating a basic cell phone tour.

COST EFFECTIVE METHODS FOR SUMMER INTERPRETIVE PROGRAMMING (CHEAP SUMMER NIGHTS)

Purpose: To equip field staff with tools, techniques, and ideas for providing high quality, traditional interpretive programs such as campfire programs, Junior Rangers, little rangers, and guided walks.

Learning Objectives: By the close of the class the participant will

1. Describe a summer interpretive training program for district staff and volunteers.
2. Define ways to develop partnerships to expand summer interpretive opportunities.
3. Identify potential alternative funding sources for hiring seasonal interpretive staff.