

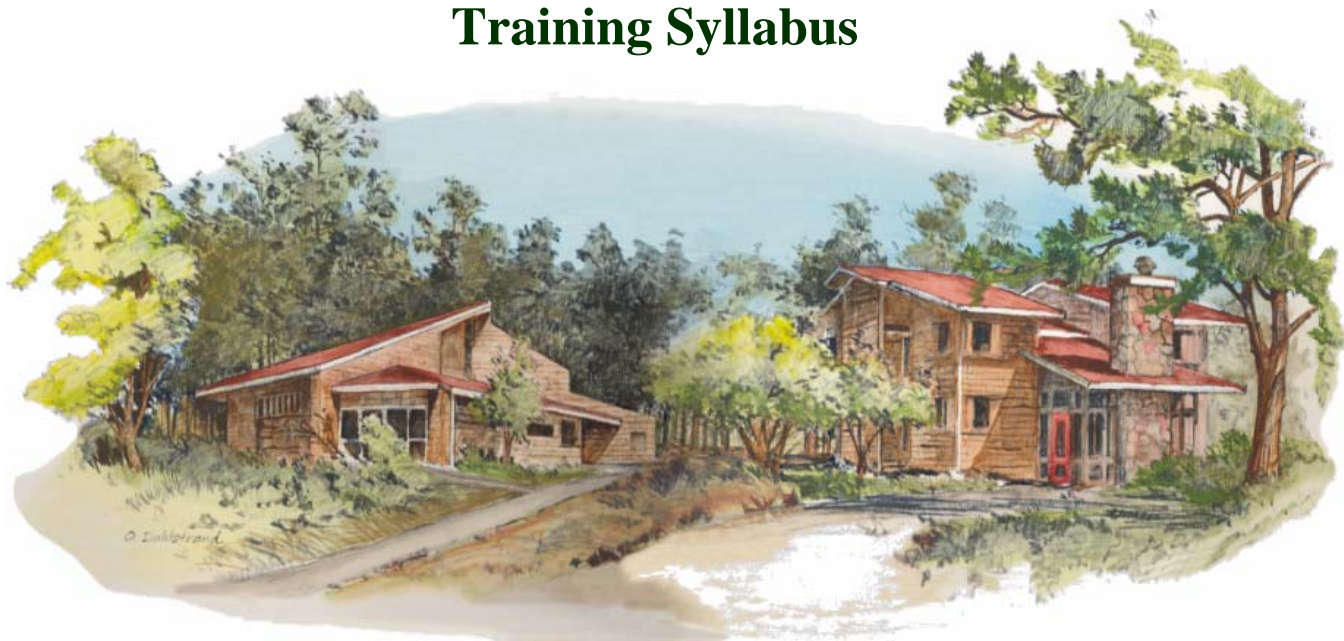
# **SUPERVISORY COURSE**

**September 24-29, 2006**

**October 22-27, 2006**

**November 26-December 1, 2006**

## **Training Syllabus**



**William Penn Mott Jr. Training Center**



# Memorandum

**Date:** August 14, 2006

**To:** Supervisor

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

**Subject:** Employee Attendance at Formal Training

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

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

### Prior to Training

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

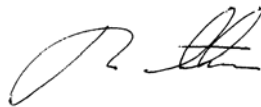
### Immediately Following Attendance

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

### Prior to Three Months Following Training

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

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



Broc E. Stenman  
Department Training Officer

Attachment

cc: Participant

## TABLE OF CONTENTS

Formal Training Guidelines .....	1
Attendance Checklist.....	5
Post-Training Assignment .....	6
Agenda.....	7
Program Outline .....	10
Learning Goals .....	11
Pre-Training Assignment.....	19

***Mission Statement  
Training Office***

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

## TRAINING CENTER STAFF

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

## THE MISSION

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



## FORMAL TRAINING GUIDELINES

---

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 three Training Centers. The Department strives to enhance your learning and job performance with formal training of the highest quality. This fact demonstrates the commitment your Department has made to you in your service to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation and post training follow-through.

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

1. **SYLLABUS:** Your copy of this syllabus is an important part of your training experience and should be brought with you to Training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources.
3. **TRAVEL:** Those who reside outside of the Sacramento area should 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 Training Center does not have the capability to provide transportation to or from the Sacramento International Airport.

4. **HOUSING:** The Training Center has reserved rooms at the Hawthorn Suites (two-bedroom, two bathroom suites) for individuals who reside outside of the Sacramento region only. You will need to call Hawthorn Suites at 1-800-767-1777 before September 3, 2006 to secure your lodging. Please state that you are with the Department of Parks and Recreation Supervisory Course Group 5 and confirm lodging for the following evenings: Session I, Sunday, September 24 through Thursday, September 28, 2006 (checking out Friday morning); Session II, Sunday, October 22 through Thursday, October 27, 2006 (checking out Friday morning), and Session III, Sunday, November 26 through Thursday, December 1, 2006 (checking out Friday morning).

Your accommodations will be paid for by the Training Office. This does not preclude living in another facility; however, securing lodging at another location will be at the participant's own expense. Housing will be available from 3:00 p.m. on the date of arrival until 12:00 noon on the date of departure. If you need to cancel or change your reservation, you must contact the Hawthorn Suites directly. When you arrive at the Hawthorn Suites, go directly to the front desk for your room key.

5. **MEALS:** Meals are arranged at the discretion of the participant. The Training Office will reimburse the cost of your meals at the current per diem rate. Send a Travel Expense Claim (Std. 262a) to the Training Center for approval and processing. (The Training Center will reimburse meals starting with dinner on the first day and ending with lunch on the last day.)
6. **TRAINING LOCATION:** Most of the training for this program will occur at the Stanford Gallery of the California State Railroad Museum in Old Sacramento. The Stanford Gallery is located on the ground floor inside the Big Four Building, which is the building to the immediate west of the Museum of Railroad History. The museum's street address is 111 "I" Street, Sacramento, CA 95814 (at the corner of Second and "I" Streets). Phone: 916-445-7387. Detailed directions to the site may be found by visiting the following website: <http://www.csrnf.org/doc.asp?id=351>

Portions of the training will be conducted at the historic Heilbron House in downtown Sacramento. Directions to the Heilbron House will be distributed to participants during the first week of training.

7. **PARKING:** On-street, metered parking in Old Sacramento is for short durations only (90 minutes maximum) and the limited amount of spaces generally fill up early. Longer-term public parking (for a fee) is located near the Railroad Museum at the north ("I" Street) entrance to Old Sacramento. Additional long term parking (also for a fee) is located at the southern end of the historic district.
8. **FOOD:** The Silver Palace Restaurant, located in the Central Pacific Railroad Passenger Station, offers good food at reasonable prices. The restaurant is just

one block southwest of the main entrance to the Railroad Museum. Many other dining establishments are located throughout Old Sacramento.

9. CLOTHING: Field Uniforms are not required. Professional business attire may be worn.

Because we are on the museum 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.

10. 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 may 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.
11. TRAINING OFFICE STAFF: Dave Galanti (916-651-8264) is your Training Specialist and has been assigned the responsibility for your training group. You may be asked to assist Training Staff in the logistics of your training program; please work with Training Staff to help make your training experience pleasant and meaningful.
12. 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 or designee may modify this requirement based upon participant knowledge level and/or the portion of the course missed.
13. TRAINING MATERIALS: May be made available to you at both your unit and at the training facility. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Please bring your own pens and pencils.
14. 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.
15. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call 916-651-6725.

16. COLLEGE CREDIT: Most Training Office 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.
17. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor.

## PROGRAM ATTENDANCE CHECKLIST

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

- \_\_\_\_\_ **Call the Hawthorn Suites at 1-800-767-1777 before September 3, 2006 to secure your lodging (two-bedroom, two-bathroom suites). State that you are with the Department of Parks and Recreation Supervisory Course Group 5 and confirm lodging for the following evenings: Session I, Sunday, September 24 through Thursday, September 28, 2006 (checking out Friday morning); Session II, Sunday, October 22 through Thursday, October 27, 2006 (checking out Friday morning), and Session III, Sunday, November 26 through Thursday, December 1, 2006 (checking out Friday morning). Securing lodging at another facility will be at the participant's own expense.**
  
- \_\_\_\_\_ Be sure that you have read and understand the Supervisory Course Group 5 Program Syllabus prior to the first scheduled session.
  
- \_\_\_\_\_ Complete the Pre-Training Assignment found on page 19 of this syllabus and:
  - Email, mail or fax the completed worksheet to Dave Galanti at the Headquarters Training Unit **by Friday, September 15, 2006**. Contact information is provided below.
  
  - Discuss the program agenda and objectives with your Supervisor or Manager.
  
- \_\_\_\_\_ Arrange your travel through your District/Section Office
  
- \_\_\_\_\_ Bring the following with you to training:
  - Supervisory Course Group 5 Program Syllabus
  
  - Professional Business Attire (uniforms are not required for this program)
  
  - Pens and Pencils

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

**Phone:** 916-651-8264  
**Fax:** 916-654-6021  
**Email:** dgalanti@parks.ca.gov



## **POST-TRAINING ASSIGNMENT**

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

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

## SUPERVISORY COURSE GROUP 5

<u>September 25, 2006</u> Day 1	<u>September 26, 2006</u> Day 2	<u>September 27, 2006</u> Day 3	<u>September 28, 2006</u> Day 4	<u>September 29, 2006</u> Day 5
<b>8:00 AM</b> Program Intro and Course Logistics, MPC Forms	<b>8:00 AM</b> "Crimson Tide" and Discussion	<b>8:00 AM</b> Team 1 Meeting	<b>8:00 AM</b> Team 2 Meeting	<b>8:00 AM</b> Team 4 Meeting
<b>8:30 AM</b> Participant Introductions, Course Objectives, Requirements, Expectations and Norms. Leadership Video		<b>9:00 AM</b> Ethics	<b>8:30 AM</b> Labor Relations	<b>8:30 AM</b> SFT 12-14
<b>9:45 AM</b> Project Introduction, Student Conducted Meetings, and SFT 1	<b>10:30 AM</b> DiSC® Discussion			<b>10:30 AM</b> Situational Leadership® Game
<b>10:45 AM</b> Role of the Supervisor			<b>11:50 AM</b> Homework: Project Template; Performance Management	
<b>11:45 AM Lunch</b>	<b>11:45 AM Lunch</b>	<b>11:45 AM Lunch</b>	<b>11:45 AM Lunch</b>	<b>12:00 PM Depart</b>
<b>1:00 PM</b> DiSC Administration	<b>1:00 PM</b> SFT 4	<b>1:00 PM</b> SFT 5-7 and 23	<b>1:00 PM</b> Team 3 Meeting	
<b>2:00 PM</b> Stress Management - Setting the Stage for the Next Three Weeks	<b>1:30 PM</b> Situational Leadership®, Leadership Style Tool, Perception of Self Discussion and Exercises, Power Perception Profile, (LEAD) Administration	<b>1:30 PM</b> Personnel Management, Exams, 81's, Personnel Files, FMLA, EAP, Probation	<b>1:30 PM</b> Critical Incident Command and Counseling: Programs and Support	
<b>4:00 PM</b> Distribute the CIM Questionnaire			<b>3:30 PM</b> Planning, Organizing, Delegating	
<b>4:30 PM</b> SFT 2-3 Student Conducted Meeting Assignments			<b>4:30 PM</b> SFT 8-11	
<b>5:15 PM Adjourn</b>	<b>5:15 PM Adjourn</b>	<b>5:15 PM Adjourn</b>	<b>5:15 PM Adjourn</b>	

## SUPERVISORY COURSE GROUP 5

<u>October 23, 2006</u> Day 6	<u>October 24, 2006</u> Day 7	<u>October 25, 2006</u> Day 8	<u>October 26, 2006</u> Day 9	<u>October 27, 2006</u> Day 10
<b>8:00 AM</b> Review Week and Expectations, Capture "Moments", Inclusion Activity	<b>8:00 AM</b> Team 6 Meeting	<b>8:00:00 AM</b> Employee Development	<b>8:00 AM</b> Counseling Session Exercise with Actors	<b>8:00 AM</b> Human Rights Office
<b>9:00 AM</b> SFT 15-16	<b>8:30 AM</b> Legal Issues and Updates for Supervisors POBOR, Vicarious Liability, Ramifications of Counseling, Counseling Case Law, Release of Information, Tort Claim	<b>9:30 AM</b> Progressive Discipline		
<b>9:45 AM</b> Worksite Performance Management Project Performance Template Workshop - Report Out				<b>11:30 AM</b> Wrap-up
<b>11:45 AM Lunch</b>	<b>11:45 AM Lunch</b>	<b>11:45 AM Lunch</b>	<b>11:45 AM Lunch</b>	<b>12:00 PM Depart</b>
<b>1:00 PM</b> Performance Management, <i>continued</i>	<b>1:00 PM</b> Team 7 Meeting	<b>1:00 PM</b> Progressive Discipline, <i>continued</i>	<b>1:00 PM</b> Debrief Counseling Sessions	
<b>2:00 PM</b> Team 5 Meeting	<b>1:30 PM</b> Counseling and Performance Appraisal. Counseling Practice	<b>3:00 PM</b> Work on Discipline Scenarios (from binder) in Small Groups	<b>2:00 PM</b> Team 8 Meeting	
<b>2:30 PM</b> Problem Solving Exercises - Critical Incident Challenge [5 groups]		<b>3:30 PM</b> Report Out (5 minutes each) Debrief (3 minutes each) with <b>Doug's</b> assistance	<b>2:30 PM</b> Facilitation and Team Building	
		<b>4:30 PM</b> SFT 17-19		
<b>5:15 PM Adjourn</b>	<b>5:15 PM Adjourn</b>	<b>5:15 PM Adjourn</b>	<b>5:15 PM Adjourn</b>	

## SUPERVISORY COURSE GROUP 5

<u>November 27, 2006</u> Day 11	<u>November 28, 2006</u> Day 12	<u>November 29, 2006</u> Day 13	<u>November 30, 2006</u> Day 14	<u>December 1, 2006</u> Day 15
<b>8:00 AM</b> Review Week and Expectations, Capture "Moments", Inclusion Activity	<b>8:00 AM</b> Fiscal	<b>8:00 AM</b> Workers Comp/Safety	<b>8:00 AM</b> Performance Appraisal Sessions with Actors	<b>8:00 AM</b> Tool Box Review <b>Final Exam</b>
<b>8:30 AM</b> Internal Affairs				Leadership Video
<b>10:30 AM</b> SFT 20-21				Evaluations
<b>11:00 AM</b> Team 9 Meeting	<b>11:15 AM</b> Team 11 Meeting			
<b>11:45 AM Lunch</b>	<b>11:45 AM Lunch</b>	<b>11:45 AM Lunch</b>	<b>11:45 AM Lunch</b>	<b>12:00 PM Depart</b>
<b>1:00 PM</b> Team 10 Meeting	<b>1:00 PM</b> CAMP	<b>1:00 PM</b> Workplace Safety	<b>1:00 PM</b> Debrief Evaluation Exercise	
<b>1:30 PM</b> Work Place Violence Video and Discussion		<b>2:15 PM</b> SFT 22	<b>2:00 PM</b> Team 12 Meeting	
<b>3:30 PM</b> "Max and Max"	<b>2:15 PM</b> "Glory" and Discussion	<b>3:30 PM</b> Dealing with the Media 409 PC - Representing the Department	<b>2:30 PM</b> Morale and Motivation (including National Geographic tape)	
<b>4:45 PM</b> Performance Appraisal Exercise Assignments (Handout DPR911)				
<b>5:15 PM Adjourn</b>	<b>5:15 PM Adjourn</b>	<b>5:15 PM Adjourn</b>	<b>5:15 PM Adjourn</b>	

**TRAINING PROGRAM: SUPERVISORY COURSE**

**108 HOURS**

**PROGRAM OUTLINE**

**ORIENTATION AND COURSE INTRODUCTION** ..... 2  
Orientation/Introduction/Objectives/Requirements/Expectations/Norms .....

**THEORY AND PRACTICE OF SUPERVISION** ..... 44  
Accountability .....  
Communication in a Diverse Workforce .....  
Critical Incident Management.....  
Decision-Making Models .....  
Ethical Decision Making .....  
Leadership Styles and Behaviors.....  
Power and Authority .....  
Role Transition .....  
Team Building .....  
Values .....

**PROGRAM AND PRACTICE**..... 61  
Conflict Management .....  
Counseling .....  
Critical Evaluation Skills .....  
Documenting Employee Performance.....  
Employees Relationships .....  
Evaluating Employees.....  
Feedback-Giving and Receiving.....  
Internal Affairs Investigations .....  
Recognizing Employee Performance .....  
Stress Management .....  
Team Building .....  
Training Employees.....

**WRAP-UP AND EVALUATION** ..... 1

**Total Hours** ..... 108

## **SUPERVISORY COURSE**

### **ACCOUNTABILITY**

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

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

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

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

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

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

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

## **CONFLICT MANAGEMENT**

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

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

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

## **COUNSELING**

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

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

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

## **CRITICAL EVALUATION SKILLS**

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

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

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

### **CRITICAL INCIDENT MANAGEMENT**

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

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

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

### **DECISION MAKING MODELS**

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

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

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

### **DOCUMENTING EMPLOYEE PERFORMANCE**

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

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

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



## **EMPLOYEES' RELATIONSHIPS**

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

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

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

## **ETHICAL DECISION MAKING**

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

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

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

## **EVALUATING EMPLOYEES**

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

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

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

## **FEEDBACK: GIVING AND RECEIVING**

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

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

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

## **INTERNAL AFFAIRS INVESTIGATIONS**

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

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

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

## **LEADERSHIP STYLES AND BEHAVIORS**

Purpose: Understand behaviors required for effective leadership.

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

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

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

### **POWER AND AUTHORITY**

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

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

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

### **RECOGNIZING EMPLOYEE PERFORMANCE**

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

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

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

### **ROLE TRANSITION**

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

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

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

### **STRESS MANAGEMENT**

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

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

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

## **TEAM BUILDING**

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

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

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

## **TRAINING EMPLOYEES**

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

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

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

## **VALUES**

Purpose: Understand and apply organizational and individual core values.

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

1. Through analysis and discussion of a feature film, a training film, and case studies, determine how to resolve conflict with individuals that have different values or individuals working within organizations that have different values.
2. Given case studies, apply organizational values to supervisory decision-making.

**SUPERVISORY COURSE GROUP 5**

**PRE-TRAINING ASSIGNMENT**  
**DUE DATE: September 15, 2006**

Discuss the program agenda and objectives with your Supervisor/Manager. Develop a list of program expectations that identify your need for training in specific subjects within the Supervisory Course Training Program. Email, mail or fax it to Dave Galanti at the Headquarters Training Unit (email: [dgalanti@parks.ca.gov](mailto:dgalanti@parks.ca.gov) - fax: 916-654-6021) **by Friday, September 15, 2006**. Your expectations will be provided to course leaders to assist them in preparing for the program.

Topic	Specific Need or Interest

Participant: \_\_\_\_\_  
(please print your name)

Participant's Signature: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

District/Section: \_\_\_\_\_