

SUPERVISORY PRACTICES

Week One: December 9–14, 2012

Week Two: January 6–10, 2013

Week Three: February 3–8, 2013

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: November 15, 2012

To: Supervisor

From: Joanne Danielson, Acting Department Training Officer
William Penn Mott Jr. Training Center
Department of Parks and Recreation

Subject: Employee Attendance at Formal Training

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work. You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

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

Immediately Following Attendance

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

Prior to Three Months Following Training

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

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

Attachment

cc: Participant

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***Mission Statement
Training Section***

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

TRAINING SECTION STAFF

Joanne Danielson Acting Department Training Officer
Juventino Ortiz..... Acting Academy Coordinator
Pat Bost Office Manager
Chuck Combs Training Specialist
Sara M. Skinner Training Specialist
Dave Galanti Training Specialist
Karyn Lombard Training Specialist
Matt Cardinet Cadet Training Officer
Dan Kraft..... Cadet Training Officer
Nicole Shannon Cadet Training Officer
Dan Raducanu..... Cadet Training Officer
Pamela Yaeger Assistant Program Coordinator
Edith Alhambra Assistant Program Coordinator
Ellen Dewsnap..... Assistant Program Coordinator
Socorro Wallace Program Assistant
Joanne Ciccone Program Assistant
Ginger Henry Program Assistant
Rogers Williams..... 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.
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 cost of your travel (air fare, mileage, rental car, etc.) is paid by your District or Office **to** and **from** the location of the training.

4. **LOCATION AND HOUSING:** This training is being offered at the San Diego Coast District Office. Housing in a local lodging facility will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 10:00 a.m. on the date of departure. Specific details regarding lodging and specific class location will be forwarded to you via email at a later date. The Department provides your room and board expenses at the designated lodging facility only. No per diem allowance will be authorized for living at an alternative site. This does not preclude living elsewhere at your own expense. Overnight guests are not allowed.

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

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

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

6. **OFF-GROUNDS ACCOMMODATIONS:** When authorized to stay off-grounds by the Department Training Officer, the Training Section will pickup the cost of your room and lunch (only) at the current state-authorized rate.
7. **MEALS:** Breakfast and dinner will be provided by the Training Section at the lodging facility; details will be provided upon arrival. Lunch is to be arranged (and paid for) individually and will be reimbursed for each day the course is in session. No per diem allowance will be authorized for eating breakfast and/or dinner at an alternative site. This does not preclude dining elsewhere at your own expense. Instructions on how to file the required training office Travel Expense Claims will be given prior to the last day of training..
8. **CLOTHING AND CONDUCT:** Uniforms are **NOT** required for this program. All participants shall wear professional business attire. No shorts or T-shirts, please.

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

9. **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.
10. **TRAINING SECTION STAFF:** David Galanti is your Training Specialist and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section Staff will do all within their power to make your training experience pleasant and meaningful.
11. **TRAINING MATERIALS:** May be made available to you at both your unit and the training location. 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. Bring your own pens and pencils.
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 may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist..
13. **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.
14. **TELEPHONE:** Limit phone calls during classroom hours to urgent business or emergencies.
15. **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 formal training session at the San Diego Coast District Office, the following list is provided:

_____1. Arrange travel through your District Office.

_____2. **Pre-Training Assignments**

- Instructions on how to access and complete a DiSC® behavioral styles self-assessment will be emailed to you. Please complete this assessment by the deadline stated in the email.
 - Instructions on how to access and complete a pre-training interests questionnaire will be emailed to you. Please complete this questionnaire by the deadline stated in the email.

_____3. Remember to bring the following with you to training:

- Program syllabus.
- Your DiSC® profile self-assessment (see above)
- Reusable water bottle, coffee cup, pencils, pens, etc..

If you have any questions or need assistance, contact Training Specialist Dave Galanti, dgalanti@parks.ca.gov. (Email is generally fastest and most-efficient). If you have trouble checking in to the lodging site, please contact Dave Galanti via cell at (916) 752-6463.

PRE-TRAINING ASSIGNMENTS

There will be pre-training assignments for each of the three weeks of the course. **Information on these assignments will be sent to you separately via email.**

Please note that many of these assessments will require you to locate documents (such as current duty statements and appraisal and development forms) and perform basic analyses prior to the first day of class. We will use these documents and analyses as a basis for class discussion; there will be no time in class to do this work. **As such, please complete all pre-training assignments prior to the first morning of the designated week of class.**

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

SUPERVISORY PRACTICES GROUP 15 AGENDA
WEEK ONE: DECEMBER 9–14, 2012

Sunday
December 9

1500- **CHECK-IN:** Check in at the Best Western Hacienda Hotel Old Town San Diego (out-of-town participants only)

Monday
December 10

0800–1000	WELCOME TO SUPERVISORY PRACTICES	Facilitators
1000–1200	THE SUPERVISOR’S ROLE AT DPR	Galanti/ Treanor
1200–1300	LUNCH	
1300–1400	RIVER CITY SUPERVISOR: MEET YOUR NEW TEAM	Treanor
1400–1700	SOCIALIZATION, POWER AND INFLUENCE	Galanti/ Treanor

Tuesday
December 11

0800–1000	PERCEPTION	Galanti
1000–1200	DiSC®	Galanti
1200–1300	LUNCH	
1300–1430	DiSC (continued)	Galanti
1430–1700	COMMUNICATION AND FEEDBACK	Galanti/ Treanor

Wednesday
December 12

0800–0900	TEAM PRESENTATION SIGNUP	Vasquez
0900–1200	SITUATIONAL LEADERSHIP® II	Treanor
1200–1300	LUNCH	

SUPERVISORY PRACTICES GROUP 15 AGENDA
WEEK ONE: DECEMBER 9–14, 2012

Wednesday

December 12 (continued)

1300–1700 **SITUATIONAL LEADERSHIP® II (continued)** Treanor

Thursday

December 13

0800–0930 **TRUST AND CREDIBILITY** Treanor

0930–1200 **ONE VIEW OF LEADERSHIP: THE DEVIL WEARS PRADA** Galanti

1200–1300 **LUNCH**

1300–1530 **THE DEVIL WEARS PRADA DISSECTED: SL® II/STRESS MANAGEMENT** Galanti/
Treanor

1530–1700 **BUDGET BASICS** Vasquez

Friday

December 14

0800–0830 **RIVER CITY: BREAKROOM VIDEO** Treanor

0830–1000 **HUMAN RIGHTS** Comas

1000–1200 **SEXUAL HARASSMENT PREVENTION** Comas

1200– **DEPART WEEK ONE**

SUPERVISORY PRACTICES GROUP 15 AGENDA
WEEK TWO: JANUARY 6-10, 2013

Sunday

January 6

1500–

CHECK-IN: Check in at the Best Western Hacienda Hotel Old Town San Diego (out-of-town participants only)

Monday

January 7

0800–1100

PROGRESSIVE DISCIPLINE

TBA

1100–1200

MANAGING CONFLICT

Galanti

1200–1300

LUNCH

1300–1630

CONFLICT AND COUNSELING SESSIONS

Treanor/
Galanti

1630–1700

RIVER CITY: LATE TO BRIEFING

Treanor

Tuesday

January 8

0800–0830

RIVER CITY: DA REJECT

Treanor

0830–1200

PERSONNEL PROCESSES AT DPR

TBA

1200–1300

LUNCH

1300–1430

PERSONNEL PROCESSES, continued

TBA

1430–1700

RISK MANAGEMENT PROCESSES AT DPR

TBA

Wednesday

January 9

0800–1000

TIME MANAGEMENT

Treanor

1000–1200

SUPERVISORY LIABILITY

Lynch

1200–1300

LUNCH

1300–1400

SUPERVISORY LIABILITY, continued

Lynch

SUPERVISORY PRACTICES GROUP 15 AGENDA
WEEK TWO: JANUARY 6-10, 2013

Wednesday

December 12 (continued)

1400–1700 **LEGAL ISSUES FOR LAW ENFORCEMENT** TBA

Thursday

January 10

0800–1200 **CRITICAL INCIDENT – HUMAN SIDE** Treanor

1200–1300 LUNCH

1300–1500 **MEDIA COMMUNICATIONS** Stearns

1500–1700 **TBA** TBA

1700– DEPART WEEK TWO

SUPERVISORY PRACTICES GROUP 15 AGENDA
WEEK THREE: FEBRUARY 3-8, 2013

Sunday

February 3

1500-

CHECK-IN: Check in at the Best Western Hacienda Hotel Old Town San Diego (out-of-town participants only) All

Monday

February 4

0800–0930

APPRAISAL AND DEVELOPMENT

Galanti

0930–1200

DELEGATION AND EMPOWERMENT

Galanti

1200–1300

LUNCH

1300–1630

LABOR RELATIONS

Bonner

1630–1700

RIVER CITY: SHOW ME THE MONEY!

Treanor

Tuesday

February 5

0800–0830

RIVER CITY: THE CAR STOP/CITIZEN CONCERN

Treanor

0830–1200

ETHICS AND LEADERSHIP

Treanor

1200–1300

LUNCH

1300–1430

GENERATIONAL DIFFERENCES

Galanti

1430–1700

PROBLEM SOLVING AND DECISION MAKING

Galanti

Wednesday

February 6

0800–1000

TEAM BUILDING

Vasquez/
Treanor

1000–1200

PERSONAL CHANGE MANAGEMENT

Galanti

1200–1300

LUNCH

1300–1530

DEAD POETS SOCIETY

Galanti

SUPERVISORY PRACTICES GROUP 15 AGENDA
WEEK THREE: FEBRUARY 3 - 8, 2013

Wednesday

February 6 (continued)

1530–1700	OVERCOMING BARRIERS TO TEAMWORK AND CHANGE	Galanti/ Treanor
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Thursday

February 7

0800–1200	LIVE COUNSELING SESSIONS	All
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1200–1300	LUNCH	
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1300–1400	COUNSELING SESSIONS DEBRIEF	All
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1400–1700	TEAM PRESENTATIONS	Vasquez
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Friday

February 8

0800–1100	CONCLUDING THOUGHTS/FOLLOWERSHIP	Galanti/ Treanor
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1100–1200	EVALUATIONS AND WRAP-UP	All
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1200–1300	DEPART – END OF COURSE	
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TRAINING PROGRAM: SUPERVISORY PRACTICES

PROGRAM OUTLINE

<u>ORIENTATION AND COURSE INTRODUCTION</u>	1
Orientation/Introduction/Objectives/Requirements/Expectations/Norms	
<u>THEORY AND PRACTICE OF SUPERVISION</u>	35
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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	
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Critical Evaluation Skills	
Documenting Employee Performance	
Employees Relationships	
Evaluating Employees	
Feedback-Giving and Receiving	
Human Rights	
Labor Relations	
Liability	
Media Training	
Personnel Practices	
Recognizing Employee Performance	
Risk Management	
Stress Management	
Sexual Harassment Prevention	
Team Building	
Training Employees	
Total Hours	104

SUPERVISORY PRACTICES

ACCOUNTABILITY

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

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

1. Identify ways supervisors are accountable to peers, subordinates, superiors, community, and self. Small groups will report their discussion to the class.
2. Discuss in class ways to hold others accountable after viewing a variety of fictitious employee 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.

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, 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, determine how to recognize employee performance.

ROLE TRANSITION

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

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

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

STRESS MANAGEMENT

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

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

1. Given a variety of critical incident case studies, identify stressful behaviors in employees and how to react to them or seek referrals for them.

2. After viewing a feature film, discuss the impact of stress on various characters and how these behaviors would impact an organization.

TEAM BUILDING

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

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

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

TRAINING EMPLOYEES

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

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

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

VALUES

Purpose: Understand and apply organizational and individual core values.

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

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