

State of California . The Natural Resources Agency . California State Parks

Supervisory Refresher

December 6-7, 2011

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: November 30, 2011

To: Supervisor

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

Subject: Supervisory Refresher Group 29

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 through consulting,
collaboration, training, and development.***

TRAINING SECTION STAFF

Tina L. WilliamsDepartment Training Officer
Pat Bost Office Manager
Matt Cardinet Cadet Training Officer
Dan Kraft Cadet Training Officer
Chuck Combs Training Specialist
Sara M. Skinner Training Specialist
Dave Galanti Training Specialist
Karyn Lombard Training Specialist
Pamela Yaeger Assistant Program Coordinator
Edith Alhambra Assistant Program Coordinator
Rogers Williams Program Assistant

THE MISSION

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



FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

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

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources.
3. **TRAVEL:** Arrange your travel to and from the training site through your District or Office. (No reimbursement for travel expense – including per diem costs – will be

approved for travel not specifically authorized in advance by the District Superintendent). Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6.

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

4. LOCATION AND HOUSING: To minimize the impact upon district personnel, this training is being offered at the Holiday Inn Express San Clemente (North). The address of the hotel is 35 Via Pico Plaza, San Clemente, CA 92672. No lodging is being provided for this course; lodging expenses will not be reimbursed by the training section.
5. MEALS: Meals are “on your own.” Per diem expenses will not be reimbursed by the training section.
6. CLOTHING AND CONDUCT: Field uniforms as found in “Description of Required Field Uniforms”, DOM Chapter 2300, Uniform Handbooks, are **NOT** required for this program. All participants shall wear professional business attire. No shorts or T-shirts, please.

At the lodging site, we will be viewed by and interact 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.

7. COURSE LEADERS: The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.
8. TRAINING SECTION STAFF: David Galanti is your Training Specialist and has been assigned the responsibility for your training group. You may be asked to assist Training Section Staff in the logistics of your training program, please work with Training Section Staff to help make your training experience pleasant and meaningful.
9. 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.

10. TRAINING MATERIALS: May be made available to you at both your unit and at the training site. 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.
11. CELL PHONES: As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Please limit those calls to your breaks.
12. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies.
13. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.

PROGRAM ATTENDANCE CHECKLIST

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

- _____1. Read and understand the Supervisory Refresher Group 29 Program Syllabus prior to the first scheduled session.
- _____2. Complete the online Everything DiSC® Management self-assessment prior to the first day of class. Information on how to access and complete the self-assessment will be emailed to you approximately one-week prior to the first day of class.
- _____3. Arrange your travel through or Unit/Office.
- _____4. Bring the following with you to training:
 - Program syllabus.
 - Proper field uniform (Review DOM 2300 and Formal Training Guideline #8). Note: Non-uniformed participants should wear professional office attire. Shorts and short pants are not appropriate attire (**uniforms are not required for this program**).
 - Your DiSC® profile self-assessment (details on how to take this assessment will be forwarded to you separately via email).
 - Reusable coffee cup, reusable water bottle, alarm clock, pens, and pencils.

If you have any questions or need assistance, contact Training Specialist Dave Galanti at (916) 657-0413 or dgalanti@parks.ca.gov.

PRE-TRAINING ASSIGNMENTS

All participants will be requested to access and complete an online DiSC® behavioral profile self-assessment. **Please complete the assessment prior to the first day of class and bring a copy of your personalized report with you to class.**

For this class, we will be using an updated form of the DiSC® assessment that is tailored specifically to supervisors and managers. As such, we ask each participant to take the assessment, even if they have taken DiSC® assessments in the past.

Instructions on how to access and complete the DiSC® self-assessment will be emailed to each participant approximately one week prior to the first day 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 Training Section in providing a return on the investment the Department has on training.

SUPERVISORY REFRESHER GROUP 29
December 6-7, 2011

Tuesday

December 6

0800–0930	Preparing for the Earthquake	Galanti/Treanor
0930–1030	The Public Perspective: New Times, New Expectations?	Galanti/Treanor
1030–1200	A Quick Introduction to DiSC®	Treanor/Galanti
1200–1300	Lunch (On Your Own)	
1300–1500	Workers' Compensation	Goodwin-Boyd
1500–1700	Sexual Harassment Prevention	Treanor

Wednesday

December 7

0800–1000	Dealing with Uncertainty and Frustration Time and Stress Management	Treanor
1000- 1200	Coping with the Pain Inside: Understanding Grief and the Personal Side of Change	Galanti
1200–1300	Lunch (On Your Own)	
1300- 1600	Supporting the Team in Times of Change: Overcoming Silos and Group Dysfunction	Treanor/Galanti
1600–1700	Creating New Rules of Engagement: A Simple (But Not Simplistic) Action Plan	Treanor/Galanti

SUPERVISORY REFRESHER

HOURS

PROGRAM OUTLINE

ORIENTATION AND COURSE INTRODUCTION.....0.5
Orientation/Introduction/Objectives/Requirements/Expectations/Norms.....

THEORY AND PRACTICE OF SUPERVISION.....5.5
The Role of a Supervisor.....
DiSC® Behavioral Styles Self-Assessment
Time and Stress Management.....
Overcoming Silos and Group Dysfunction.....

ADAPTING TO NEW REALITIES (CHANGE MANAGEMENT).....5.5
Supporting the Team in Times of Change.....
Understanding the Personal Side of Change.....
Action Plan for the Future.....

SEXUAL HARASSMENT PREVENTION.....2.0

WORKERS' COMPENSATION UPDATE.....2.0

CONCLUSION AND COURSE EVALUATION.....0.5

Total Hours.....**16**

SUPERVISORY REFRESHER

SEGMENT OBJECTIVES

PREPARING FOR THE EARTHQUAKE

By the end of the course segment the participant will

1. Recognize expected impacts from current and future reductions in operating budget, both at the departmental and district level.
2. Forecast expected impacts of budget reductions, and create visions that will help them create action plans to cope with these restrictions.

NEW TIMES, NEW EXPECTATIONS?

By the end of the course segment the participant will

1. Identify current expectations from a supervisor's five primary stakeholder groups: department, boss, employees, constituents, and self.
2. Discern how constituent and visitor expectations are changing in light of current economic and political conditions.
3. List the supervisory skills and behaviors that will be required to succeed in today's ever-changing environment.

DEALING WITH UNCERTAINTY AND FRUSTRATION – TIME AND STRESS MANAGEMENT

By the end of the course segment the participant will

1. Analyze their current effectiveness at time management by identifying how they currently spend their time.
2. Analyze their current effectiveness at stress management by identifying current "stressors" in their lives.
3. Identify ways to improve their time management using Stephen Covey's four-quadrant time management system and create a personal action plan.
4. Identify ways to improve their stress management targeted to the stressors they currently experience and create a personal action plan.

AN INTRODUCTION TO DiSC®

By the end of the course segment the participant will

1. Describe the attributes of the four primary DiSC® behavioral and communication styles.
2. Determine their personal primary and secondary DiSC® behavioral styles based upon the data provided in their personal self-assessment.
3. Identify how their DiSC® styles impact their ability to manage time effectively, deal with stress, supervise employees in transition, handle conflict, lead others from afar, and create innovative solutions to common and emerging workplace problems.

COPING WITH THE PAIN INSIDE - UNDERSTANDING THE PERSONAL SIDE OF CHANGE

By the end of the course segment, participants will

1. Identify the psychological processes involved in adapting to significant workplace change, and the stages individuals go through during these transitions.
2. Identify the critical difference between managing organizational change and managing personal responses to that change.
3. Create and implement effective strategies to maintain overall productivity in times of organizational and personal change.

SUPPORTING THE TEAM IN TIMES OF CHANGE - OVERCOMING SILOS AND GROUP DYSFUNCTION

By the end of the course segment the participant will

1. Identify the expectations for a cohesive team, based on Patrick Lencioni's *The Five Dysfunctions of a Team* model.
2. Recognize the warning signs of dysfunctional organizational silos, based on Patrick Lencioni's *Silos, Politics, and Turf Wars* model.
3. Take the first steps towards building trust and understanding conflict styles.
4. Develop an action plan for improving teamwork and reducing intra-silo turf wars.

SEXUAL HARRASSMENT PREVENTION

By the end of the course segment the participant will

1. Recognize sexually harassing behavior.
2. Identify the cost of sexual harassment to the organization.
3. Identify the effects of sexual harassment to the individuals involved.
4. Identify key aspects of sexual harassment law.
5. Respond appropriately to allegations of sexual harassment.
6. Use risk management techniques to reduce the risk of sexual harassing behavior in the workplace.

WORKERS' COMPENSATION UPDATE

By the end of the course segment the participant will

1. Understand departmental policies relating to the reporting and administration of workers' compensation claims and the supervisor's role in workers' compensation policy administration.
2. Recognize the difference between handling injuries that occur within and outside the workplace.
3. Identify key rights of the employee and the department during the pendency of workers' compensation claims.
3. Recognize how to stimulate creative thinking in themselves and the employees they lead.
4. Articulate a personal and group vision for change in a desired problem area, and create an action plan to implement that plan with existing resources.

CREATING NEW RULES OF ENGAGEMENT: A SIMPLE (BUT NOT SIMPLISTIC) ACTION PLAN

By the end of the course segment the participant will

1. Create personal and group action plans built around behaviors and activities they should keep, should start, and should stop in the workplace.