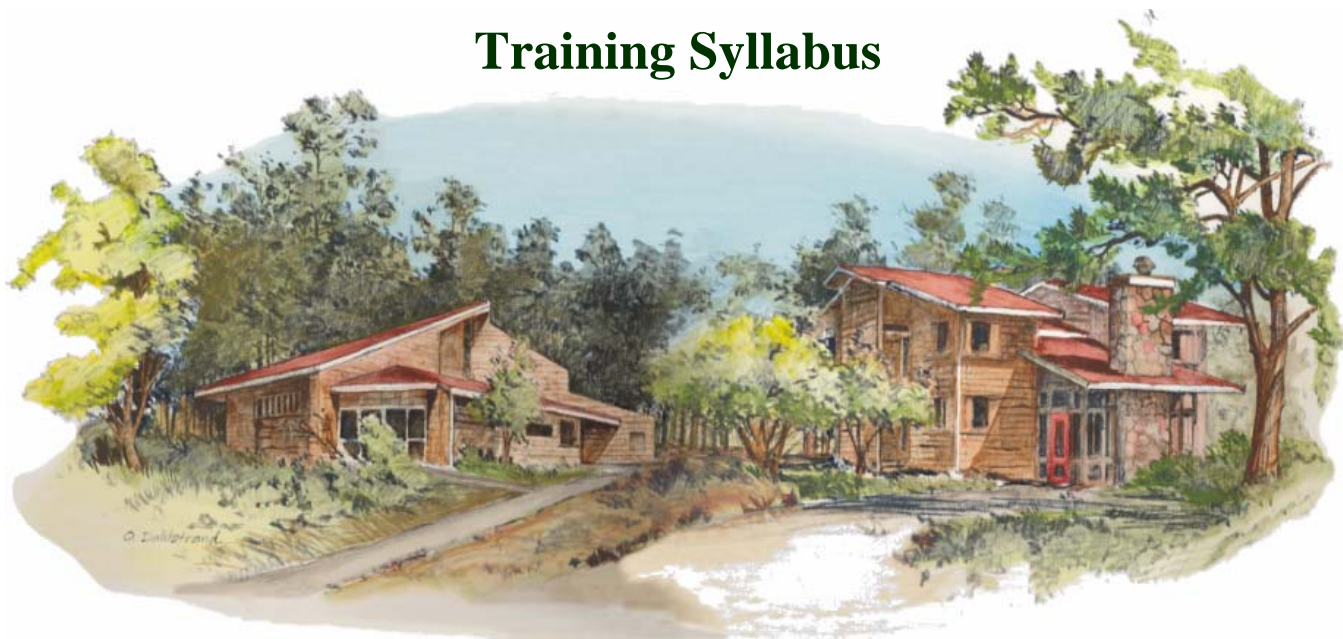


State of California . The Resources Agency . Department of Parks and Recreation

Training for Interpretive Trainers

May 6-11, 2007

Training Syllabus



William Penn Mott Jr. Training Center



State of California

Memorandum

Date: March 27, 2007

To: Supervisor

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

Subject: Employee Attendance at Formal Training
Training for Interpretive Trainers Group 4

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

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

Prior to Training

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

Immediately Following Attendance

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

Prior to Three Months Following Training

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

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



Michael D. Green
Acting Department Training Officer

Attachment

cc: Participant

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***Mission Statement
Training Office***

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

MOTT TRAINING CENTER STAFF

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

Joanne Danielson Training Specialist

Chuck Combs..... Training Specialist

Dave Galanti Training Specialist

Sara Skinner 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

Edith Alhambra..... Assistant Program Coordinator

Summer Kincaid..... Assistant Program Coordinator

THE MISSION

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



FORMAL TRAINING GUIDELINES

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

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

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

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

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). You should print a copy of the syllabus to bring with you to class. Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)

3. TRAVEL: Arrange your travel to and from the training through your District or Office. (No reimbursement for travel expense - including per diem costs - will be approved for travel not specifically authorized in advance by the District Superintendent.) Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6. The Training Center does not have the capability to provide transportation to/from Monterey Airport.
4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 12:00 noon on the date of departure. The Department provides your room and board expenses at the Training Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Please advise the Department Training Officer no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in Asilomar housing. In the event of an emergency, staff must know your room assignment, therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the buildings unless registered beforehand at the front desk in Asilomar's Administration Building. Quiet hour for lodge living areas is 10:00 p.m.

HOUSING CANCELLATION POLICY: If you do not need lodging or must change or cancel your reservation, you must contact the Training Center at least 72 hours prior to your date of arrival. The Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

5. MEALS: Meals will be provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:15 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Asilomar Chef at 831-372-8016 no later than one week before your scheduled arrival.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Please contact either Asilomar staff upon check in, or Training Center staff upon your arrival, for instructions on arranging a transport.

6. OFF-GROUNDS ACCOMMODATIONS: When authorized to stay off-grounds by the Department Training Officer, the Training Center will pickup the cost of your room and meals at the current DPR Asilomar rate. If you stay off grounds and have meals on grounds, the Training Center will authorize only what the Department pays Asilomar for lodging.

7. CLOTHING: Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions **unless otherwise specified in the Program Attendance Checklist**. Non-uniformed employees shall wear professional business attire.

Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

8. ROOM SAFES: Two safes have been installed in each of the lodge rooms used by the Training Center (Live Oak, Tree Tops, and Deer Lodge). These safes are a type that allows the user to input their own combination of numbers to facilitate opening and closing. The Training Center has a master key for emergency entry. Safes are to be left in the open position when checking out of your room.
9. WEAPONS: Weapons are permitted in rooms under the following conditions. Authorized firearms and magazines stored while at the Training Center shall be in a safe condition and stored in one of the following locations: your room safe in Live Oak, Tree Tops, or Deer Lodge, one of the Training Center's safes in the Whitehead Room or secured in your vehicle.
10. ALCOHOLIC BEVERAGES: Participants shall not possess or consume alcoholic beverages in common areas (living room) while on the Asilomar Conference Grounds unless provided and hosted by Concessionaire Delaware North.
11. SMOKING: Smoking is not permitted in the Training Center or in any lodge or guest room on the Asilomar Conference Grounds.
12. TRAINING CENTER: The Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire, and all lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee, you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.
13. REGISTRATION: When you arrive at Asilomar Conference Grounds, go directly to the front desk at the Asilomar Administration Building for your room key and dining room ticket. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.

14. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.
15. **TRAINING CENTER STAFF:** A Training Center staff member has been assigned responsibility for your training group as well as for your training program. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Center staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Center staff will do all within their power to make your training experience pleasant and meaningful.
16. **TRAINING MATERIALS:** May be made available to you at both your unit and the Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.
17. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
18. **COLLEGE CREDIT:** Most training programs are accredited by Monterey Peninsula College for lower division credit. If you successfully complete an accredited program, you will receive either a letter grade or a credit/no-credit designation.
19. **VEHICLES:** All vehicles should be parked in the lots adjacent to the Training Center. Any questions regarding use of a State vehicle while at the Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Training Center.
20. **BICYCLES:** If you bring your bicycle, store it in the bicycle shed next to the Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The Training Center has a limited number of bicycles available for your use. Prior to your use, you are required to complete a safety inspection and sign a waiver which is posted in the bicycle shed.

21. MAIL: Mail forwarded to you during your time at the Center should be addressed to you in care of:

Department of Parks and Recreation
WILLIAM PENN MOTT JR. TRAINING CENTER
P. O. Box 699, Pacific Grove, CA 93950

22. 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.
23. FAX: The Training Center's FAX number is (831) 649-2824.
24. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5:00 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a Department of Parks and Recreations training group.
25. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments. An iron is available for 24-hour checkout from the Training Center front desk.
26. RECREATION: Facilities available on grounds include a heated swimming pool, ping-pong and pool tables, and a volleyball court. The Monterey area offers horseback riding, golf, tennis, racquetball, deep sea fishing, and many historical landmarks and scenic sights to explore.
27. 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.
28. COFFEE BREAK REFRESHMENTS: Will be available throughout each session at the Center. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Please bring your own coffee cup.

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training session at the William Penn Mott Jr. Training Center, the following list is provided:

- _____ 1. Read and understand the program syllabus prior to your arrival at the Training Center.

- _____ 2. Complete the following pre-training assignments:
 - Complete the enclosed survey from Dr. Jon Hooper and send/fax to Sara M. Skinner at the Mott Training Center by **May 1**.

 - Review the Post-Training Assignment page in this syllabus with your supervisor.

- _____ 3. Arrange your travel through your Unit/Office.

- _____ 4. **Remember to bring** the following with you to training:
 - Program syllabus.

 - Proper field uniform (Review DOM 2300). Note: shorts are not appropriate uniform attire.

 - Coffee cup, alarm clock, pens, pencils.

POWERPOINT PRE-WORKSHOP QUESTIONNAIRE

One of the sessions at the upcoming May 7-11 "Training for Interpretive Trainers" workshop at the Mott Training Center will be called "The Power of PowerPoint." It is designed to help you enhance your PowerPoint presentations by avoiding common PowerPoint "pitfalls" as well as by using specific features of the program to enhance the effectiveness of your interpretive presentations.

To help tailor the session to better meet your needs, please take a few minutes to fill out and return this short pre-workshop questionnaire. You can simply email your responses to sskinner@parks.ca.gov or fax to the Mott Training Center, Attn: Sara Skinner at 831-649-2824. Please respond by May 1st. Thanks, in advance!

1. How would you rate your skill level at using PowerPoint? (enter one number below)

Beginner		Intermediate		Expert		
1	2	3	4	5	6	7

Your skill level: _____

2. Approximately how many different PowerPoint shows have you created (either alone or in collaboration with another person)? If you haven't created any, simply enter "None" in the space below:

Number of PowerPoint shows created: _____

3. List any specific PowerPoint features or functions that you'd like to learn about (or learn more about) during our workshop?

4. Based on your experience, what are the top five problems that arise when speakers use PowerPoint to present information (varying from mistakes made when designing individual PowerPoint slides to mistakes made in presenting entire shows)? Please rank in order your listing with the worst problem being ranked #1. (Note: you may list more than five problems if you want)

5. What feature(s) or function(s) do you like the most about PowerPoint?

6. What feature(s) or function(s) does Microsoft need to add to (or enhance within) PowerPoint to make it a better program?

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).

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.

TRAINING FOR INTERPRETIVE TRAINERS GROUP 4 – AGENDA
May 6-11, 2007

Sunday

May 6

1500-	REGISTRATION: <i>Check-in at the Asilomar Administration Building</i>	All
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Monday

May 7

0800-0830	Welcome and Program Orientation	Skinner
0830-0930	Overview of Training for Interpretive Trainers	Hammack
0930-1030	The Art of Welcome	Hammack
1030-1200	Facilitating a Training Course	Hammack
1200-1300	Lunch	
1300-1600	The Role of Interpretation in the 21 st Century Defining Our Message	Pozzi
1600-1700	Tangibles and Intangibles	Hammack

Tuesday

May 8

0800-0930	Interpretive Training Goals, Agendas and Literature	Ham
0930-1100	Considerations for Effective Interpretive Training	Ham
1100-1200	The Essential Qualities of Interpretation - RAPPORT	Ham
1200-1300	Lunch	
1300-1700	The Essential Qualities of Interpretation - RAPPORT	Ham

Wednesday

May 9

0800-1200	Theme Development, Outlines, and Components of Interpretive Programs	Ham
1200-1300	Lunch	
1300-1500	Personalizing Interpretive Programs	Ham
1500-1700	Impromptu Student Presentations	All

Thursday

May 10

0800-1200	“An Entirely Separate Program” Interpreting with Children	Cahill/O’Brien
1200-1300	Lunch	

TRAINING FOR INTERPRETIVE TRAINERS GROUP 4 – AGENDA
May 6-11, 2007

Thursday

May 10

1300-1500	Pre-School Through Third Grade Techniques for Working with Different Ages	Revelas
1500-1700	The Potential of PowerPoint	Hooper

Friday

May 11

0800-0830	Words of Wisdom for Teaching Interpretation	Hooper
0830-0930	A PowerPoint Presentation Anyone Can Create	Hooper
0930-1030	Packaging Your Show for Presentation, Do's and Don'ts	Hooper
1030-1130	Pushing PowerPoint to the Limit – Tips from the Pros	Hooper
1130-1200	Program Summary and Evaluation	Hammack/Skinner
1200-	Lunch and Departure	

TRAINING FOR INTERPRETIVE TRAINERS GROUP 4

<u>PROGRAM OUTLINE</u>	<u>36 HOURS</u>
<u>PROGRAM ADMINISTRATION</u>	1.0
Orientation.....	
Evaluation and Review.....	
<u>TRAINING FOR INTERPRETIVE TRAINERS</u>	3.5
Overview	
The Art of Welcome.....	
Facilitating a Training Course.....	
<u>THE ROLE OF INTERPRETATION IN THE 21ST CENTURY</u>	3.0
<u>INTERPRETIVE TRAINING</u>	17.0
Interpretive Training Goals, Agenda, and Literature.....	
Considerations for Effective Interpretive Training.....	
The Essential Qualities of Interpretation.....	
Theme Development, Outlines, and Components of Interpretive Programs	
Personalizing Interpretative Programs	
Impromptu Student Presentations	
<u>“AN ENTIRELY SEPARATE PROGRAM” INTERPRETING WITH CHILDREN</u>	4.0
Pre-School Through Third Grade	
<u>TECHNIQUES FOR WORKING WITH DIFFERENT AGES</u>	2.0
<u>THE POWER OF POWERPOINT</u>	<u>5.5</u>
TOTAL HOURS	36.0

TRAINING FOR INTERPRETIVE TRAINERS

OVERALL PURPOSE OF THE COURSE

Purpose: To provide interpretive trainers with a solid foundation for developing and conducting an introductory training workshop in interpretive program delivery. The primary attendees of an introductory workshop may include seasonal employees, docents, rangers, guides and interpreters. Participants in this Training for Interpretive Trainers course will be given a model training agenda to use as a guide as they learn to develop a training program tailored to the needs of their district interpretive operations.

Program Objectives: By the close of the training program participants will

1. Upon return to their district, implement an introductory interpretive training course for employees and/or volunteers in their district.
2. Define the steps for planning and developing an interpretive training course.
3. Develop a draft outline for their introductory interpretive training course.
4. Present a sample presentation utilizing information learned in class. Be receptive to class feedback and participate in evaluations for other class member's presentations.

PROGRAM ORIENTATION AND OVERVIEW

Purpose: Participants will meet one another and program facilitator. The group will share expectations for the training program. Program content will be reviewed and registration for Monterey Peninsula College completed.

Performance Objectives: By the close of the training program participants will

1. Complete Monterey Peninsula College registration materials.
2. Share and record expectations with group members.
3. Review program content, procedures, and evaluation processes.
4. Adhere to all Training Center Guidelines.
5. Express their interpretive skills and interests through an activity they may choose to implement in their district interpretive training program.

INTRODUCTION TO T4IT, TRAINING SKILLS, THE ART OF WELCOME

Purpose: Participants, in their role as interpretive trainers are required to plan, implement, evaluate and conduct training activities for employees and volunteers. This session is designed to give individuals the necessary skills to perform general training functions. Participants will examine the elements of training design and prepare to practice skills necessary to conduct a learning event.

Performance Objectives: By the close of the training program participants will

1. Describe the role of a trainer.
2. Develop strategies for creating a cohesive learning environment.
3. Identify the laws of learning and be able to apply them to interpretive training opportunities.
4. Develop a draft outline for an introductory interpretive training course tailored to the needs of your district.
5. Participate in discussions regarding methods and applications of adult learning.

THE ROLE OF INTERPRETATION IN THE 21ST CENTURY

Purpose: To underscore the importance of the Department's role in providing quality interpretation and to provide an opportunity for input regarding departmental interpretive programs. To discuss unifying statewide messages for instructors to present in training courses.

Performance Objectives: By the close of the training program participants will

1. Engage in a discussion regarding the role of interpretation in managing state parks and in the Department's mission statement.
2. Express concerns, ideas, and suggestions regarding the future of interpretation.
3. Participate in a round robin discussion of recommended unifying messages that should be conveyed to all interpreters.
4. Agree upon important unifying messages we as trainers plan to convey to course participants.

THE ESSENTIAL QUALITIES OF INTERPRETATION

Purpose: To provide participants with a review of the essential qualities and principles of interpretation highlighting “RAPPORT” where effective examples of fundamentals are modeled.

Performance Objectives: By the close of the training program participants will

1. Discuss qualities that are essential to successful interpretation and to determine what is required of an individual to achieve goals of excellence.
2. Review new ideas for methods of instructing the essential qualities.
3. Define the importance of including RAPPORT in the training process.
4. Participate in discussions, games, and activities that may be used in teaching interpretation.
5. Demonstrate an ability to instill a commitment to interpretation in others through group interaction and personal participation.

THEME DEVELOPMENT, OUTLINE, AND SEQUENTIAL TECHNIQUES

Purpose: To provide participants with theories, methodologies and models to enable them to instruct interpretive theme development and components of interpretation.

Performance Objectives: By the close of the training program participants will

1. Explore the relationship of a presentation’s theme to the program’s developmental methods and to state park values.
2. Be familiar with several different methods of theme development and interpretive components.
3. Employ tools and ideas for activities to facilitate learning of theme development and interpretive components.
4. Participate in several hands-on activities for interpretive themes and sequential techniques.

OVERVIEW OF CHILDREN'S INTERPRETATION: "AN ENTIRELY SEPARATE PROGRAM"

Purpose: To introduce participants to the different ways that children perceive and learn about the world around them.

Performance Objectives: By the close of the training program participants will

1. Share a variety of suggested literature pertaining to children's interpretation including texts, articles, magazines, professional associations, handouts and other resources.
2. Discuss statewide curriculum congruency standards and learn ideas for implementing congruency standards into interpretive programs.
3. Share interests and needs for learning about children's interpretation.

TECHNIQUES FOR WORKING WITH DIFFERENT AGE GROUPS

Purpose: To allow participants to become better acquainted with varying age levels and the needs of different age groups in the learning process.

Performance Objectives: By the close of the training program participants will

1. Recognize the needs, attention spans, activity levels, learning processes and capabilities for varying age levels from pre-school through high school.
2. Develop new ideas for working with different age groups including working with mixed age groups such as families.
3. Identify the importance of insuring that every interpretive program is geared toward the specific age level receiving the interpretive experience.

USING POWERPOINT AND OTHER TECHNOLOGY IN INTERPRETIVE TRAINING

Purpose: To provide participants with an overview of PowerPoint and other technology available in development of interpretive training courses.

Performance Objectives: By the close of the training program participants will

1. Apply a PowerPoint presentation for an interpretive training course.
2. Discuss options for technology use in interpretive training.
3. Identify the pitfalls of PowerPoint presentations and what to avoid.

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

