

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

Training for District Interpreters

February 13-17, 2012

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: January 11, 2012
To: Supervisor
From: David Saxby, Acting Department Training Officer
Department of Parks and Recreation
William Penn Mott Jr. Training Center
Subject: Training for District Interpreters Group 7

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

David Saxby.....	Acting Department Training Officer
Joanne Danielson	Academy Director
Juventino Ortiz.....	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
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. 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 10:00 a.m. on the date of departure. The Department provides your room and board expenses at the Marconi Conference Center only. No per diem allowance will be authorized for living off grounds. This does not preclude living off-grounds at your own expense. 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 the Marconi Conference Center Administration Building.
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 you must cancel your reservation for lodging, you must contact the Mott Training Center or 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 Mott Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. MEALS: Meals will be provided from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:00 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 Marconi Conference Center no later than one week before your scheduled arrival.
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 under the Program Attendance Checklist**. Non-uniformed employees shall wear apparel normally worn on the job. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

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.

8. **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.
9. **TRAINING SECTION STAFF:** Sara M. Skinner is your Training Specialist and has been assigned the responsibility for your training group. The 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 (organized field trip transportation, supervising classroom breaks, etc.). Training Section Staff will do all within their power to make your training experience pleasant and meaningful.
10. **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.
11. **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.
12. **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.

Please remember that cell phone reception is poor at Marconi. There is a payphone which takes prepaid phone cards or coins. If you have a phone in your room you can also use a prepaid calling card. There is a computer available for checking email in the Administration Building. There is also wi-fi access, which requires a pre-established account or a fee use which cannot be charged to your room.
13. **TELEPHONE:** Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call (415) 663-9020.
14. **POST-TRAINING ASSIGNMENTS:** In connection with formal training are to be completed under the direction of your supervisor.

◆ **Marconi Conference Center**
 ◆ **PLANNING INFORMATION**

To make your visit as comfortable and satisfying as possible, please take a few moments to read the following.

◆ **CHECK-IN/CHECK-OUT**

Please check in at the Front Desk. Follow the signs for Check-in.

Check-in: 3 p.m. to 11 p.m.
 Check-out: 7 a.m. to 10 a.m.
 (Bring your key)

Late check-out (after 10 a.m.) will incur an additional day's charge.

◆ **DINING**

Meals are served in Redwood Dining Hall.

Breakfast buffet: 7 a.m. to 9 a.m.
 Lunch buffet: 11:30 a.m. to 1:30 p.m.
 Full service dinner: 6 p.m. to 8 p.m.

◆ **LODGING**

You may wish to bring: shampoo, flashlight, comfortable shoes for hilly trails. Please note cooking and other appliances, candles and incense are not allowed, and food should not be kept in your room as it attracts insects.

◆ **PARKING**

Please park in designated parking spaces only and observe the law regarding spaces for the handicapped. Campers, recreational vehicles and motor homes are not permitted.

◆ **DRIVING**

Please drive slowly and carefully, yielding to pedestrians, bicyclists and animals. The speed limit is 15 mph, and all signs and barriers must be observed.

◆ **GAS STATIONS**

The closest gas station is located in Point Reyes Station, 15 minutes to the south.

◆ **TELEPHONES**

Your guestroom has a private telephone number which you can give callers after you check in, as well as a port for your modem. All outbound telephone and modem calls require a toll-free 800 number. Bring your calling card for phone calls; check with your ISP for 800-number access. Most cellular phones DO NOT work at Marconi Conference Center.

◆ **MESSAGES, FAXES, MAIL**

If your callers would like to leave a message, give them this number:

Front Desk Telephone: (415) 663-9020

You may also want to give them your lodging building, room number and name of conference, to expedite receiving emergency messages.

We post messages for guests on the message board. We'll also post a notice if you receive mail or a package. *Emergency messages will be delivered.*

If you wish to receive a fax, use this number:

Front Desk Fax: (415) 663-1731

We will post a notice on the message board when your fax arrives and collect the service charge when you pick it up.

If you wish to receive mail, use this address:

(your name), (conference name)
 c/o Marconi Conference Center
 P.O. Box 789, 18500 State Route 1
 Marshall, CA 94940

We will post a notice on the message board and hold your mail at the Front Desk.

no charge. Our commissary sells snacks, cold drinks, personal hygiene items, flashlights/batteries, writing supplies, stamps. We have a selection of Marconi souvenirs such as shirts, hats, mugs and other items that make wonderful remembrances of your stay with us. Our Front Desk staff can also help you with local information.

◆ **BUSINESS CENTER**

The Business Center is located in the Pelican Building lounge and is open 7 am to 11 pm. For your convenience, we are pleased to provide **free of charge**, the following services:

- ◆ Internet / E-mail
- ◆ Computer with MS Office
- ◆ LaserJet Printer
- ◆ Photocopier

◆ **WALKING & EXPLORING**

Marconi Conference Center is a unit of the California State Park system and all natural elements such as branches, pine cones, mushrooms and flowers are protected by state law and may not be removed. Camping and campfires are not permitted. We suggest walking on designated footpaths to avoid poison oak. The pine needles can be slippery—please use caution. We recommend flashlights at night.

◆ **SMOKING**

State law prohibits smoking in or within 50 feet of Marconi Conference Center buildings. Ashtrays are located at entrances, on decks and on patios. Smoke only in paved areas and please use extreme caution when smoking on the property.

◆ **PETS**

With the exception of guide dogs for the handicapped, *pets are not permitted* in Marconi

Conference Center buildings and cannot remain on the property overnight. Dogs must be on a leash at all times.

◆ **ENJOY!**

We hope that between highly productive meetings you'll have some time to appreciate the rich human and natural history that surrounds us here. Please let us know if there is anything we can do to enhance your stay.



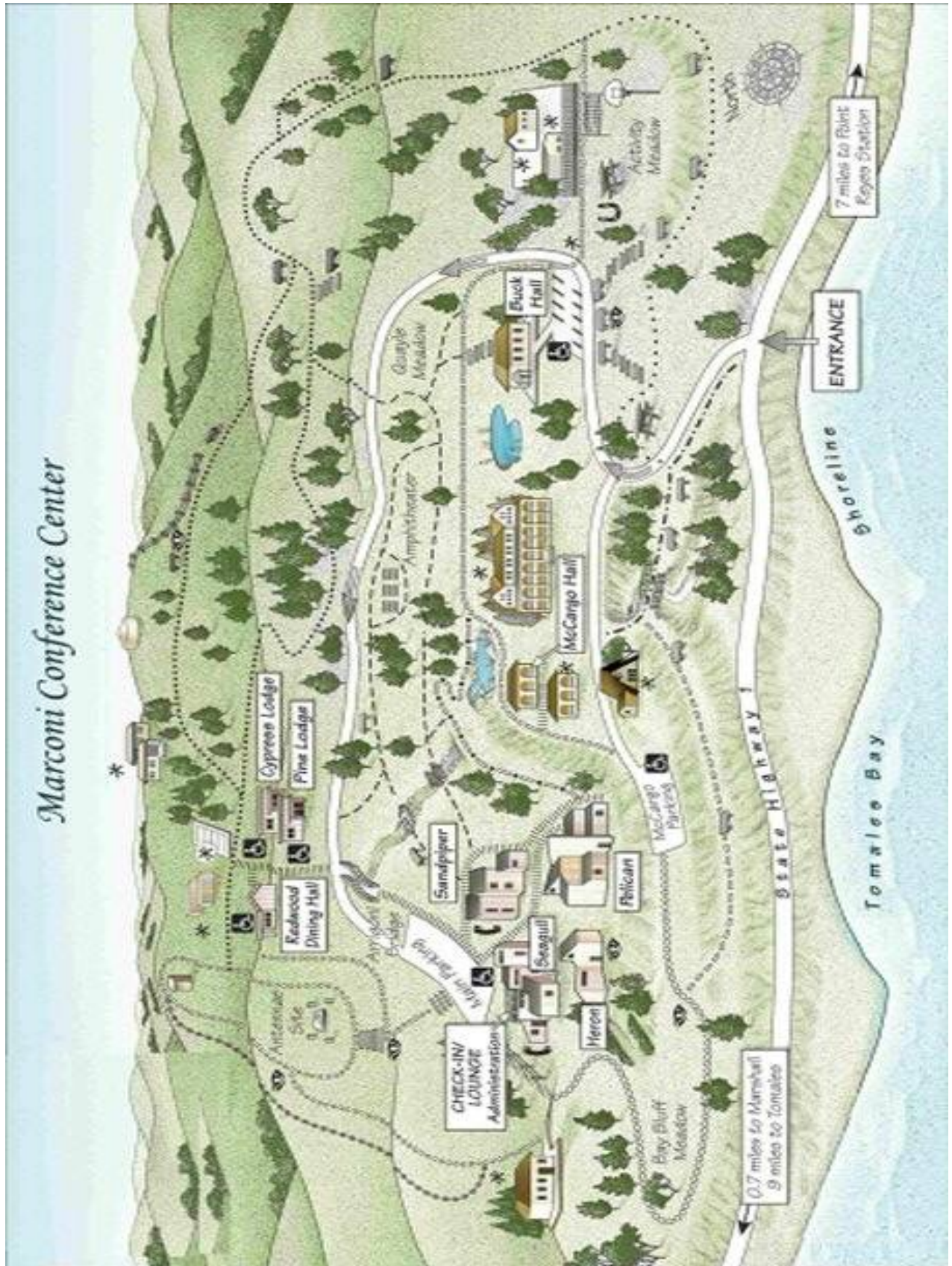
Marconi Conference Center's guestrooms overlook Tomales Bay

◆ **EMERGENCIES**

Between 11 p.m. and 7 a.m., the recorded message on (415) 663-9020 tells callers how to contact a guest or Marconi staff member in an emergency.

◆ **GUEST SERVICES**

In the front desk area we have games, reading material and a VCR with a selection of movie videos; volleyball, badminton and horseshoe equipment; ice, irons and ironing boards, all at



◆ **Marconi Conference Center**
 ◆ **GETTING TO MARCONI**
(415) 663-9020



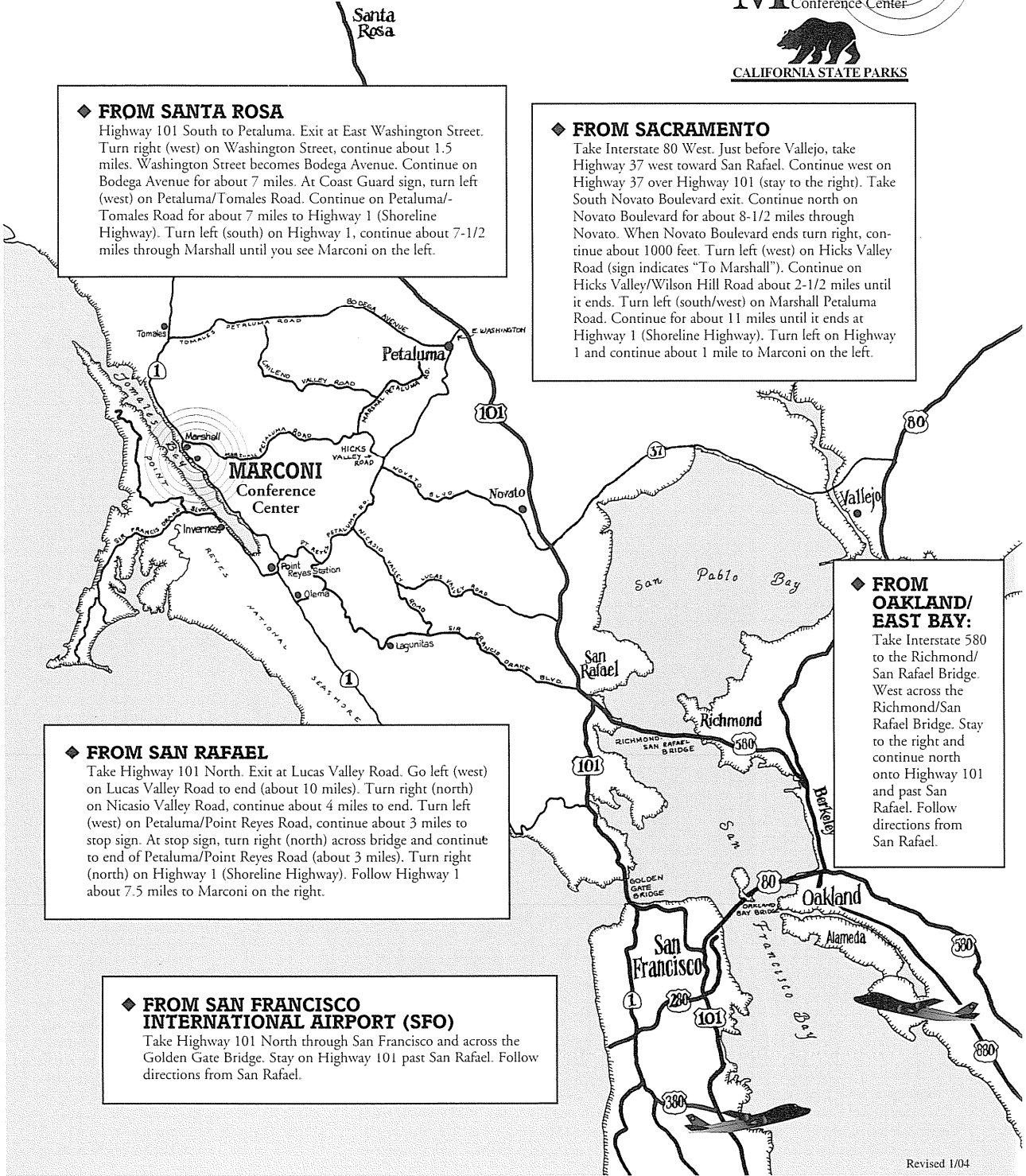
◆ **FROM SANTA ROSA**
 Highway 101 South to Petaluma. Exit at East Washington Street. Turn right (west) on Washington Street, continue about 1.5 miles. Washington Street becomes Bodega Avenue. Continue on Bodega Avenue for about 7 miles. At Coast Guard sign, turn left (west) on Petaluma/Tomales Road. Continue on Petaluma/-Tomales Road for about 7 miles to Highway 1 (Shoreline Highway). Turn left (south) on Highway 1, continue about 7-1/2 miles through Marshall until you see Marconi on the left.

◆ **FROM SACRAMENTO**
 Take Interstate 80 West. Just before Vallejo, take Highway 37 west toward San Rafael. Continue west on Highway 37 over Highway 101 (stay to the right). Take South Novato Boulevard exit. Continue north on Novato Boulevard for about 8-1/2 miles through Novato. When Novato Boulevard ends turn right, continue about 1000 feet. Turn left (west) on Hicks Valley Road (sign indicates "To Marshall"). Continue on Hicks Valley/Wilson Hill Road about 2-1/2 miles until it ends. Turn left (south/west) on Marshall Petaluma Road. Continue for about 11 miles until it ends at Highway 1 (Shoreline Highway). Turn left on Highway 1 and continue about 1 mile to Marconi on the left.

◆ **FROM OAKLAND/EAST BAY:**
 Take Interstate 580 to the Richmond/San Rafael Bridge. West across the Richmond/San Rafael Bridge. Stay to the right and continue north onto Highway 101 and past San Rafael. Follow directions from San Rafael.

◆ **FROM SAN RAFAEL**
 Take Highway 101 North. Exit at Lucas Valley Road. Go left (west) on Lucas Valley Road to end (about 10 miles). Turn right (north) on Nicasio Valley Road, continue about 4 miles to end. Turn left (west) on Petaluma/Point Reyes Road, continue about 3 miles to stop sign. At stop sign, turn right (north) across bridge and continue to end of Petaluma/Point Reyes Road (about 3 miles). Turn right (north) on Highway 1 (Shoreline Highway). Follow Highway 1 about 7.5 miles to Marconi on the right.

◆ **FROM SAN FRANCISCO INTERNATIONAL AIRPORT (SFO)**
 Take Highway 101 North through San Francisco and across the Golden Gate Bridge. Stay on Highway 101 past San Rafael. Follow directions from San Rafael.



Revised 1/04

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for your formal training at the Marconi Conference Center, the following list is provided.

- ____1. Read the Training for District Interpreters syllabus prior to arrival.
- ____2. Complete the pre-training assignments on page 8 of the syllabus.
- ____3. Arrange your travel through your Unit/Office.
- ____4. Bring the following to training:
 - Program syllabus.
 - Pre-Training assignments.
 - Participants should wear professional office attire. Shorts, short pants, flip-flops, sandals, or tank tops are not appropriate attire **(uniforms are not required for this program)**.
 - Foul weather gear (due to the possibility of rain during this time of year).
 - Coffee cup and refillable water bottle.
 - Alarm clock, flashlight, binder or folder with paper, pens and pencils, camera (optional).

If you have any questions or need assistance, contact Training Specialist Sara M. Skinner at (831) 649-2961 or sskinner@parks.ca.gov.

PRE-TRAINING ASSIGNMENT

1. Before attending this course, participants should discuss interpretive needs with park staff, volunteers, and cooperating associations at their work location. Complete the **Annual Interpretation Implementation Plan Template**. The template is an attachment to this document. Also, bring a copy of interpretive projects currently listed in the Park Infrastructure Database (PID) for your district/unit and examples of any annual interpretation plan that you have already created to share with the group.
2. Participants should identify a collaborative interpretive project that they are currently working on, or have worked on in the past. At a minimum, participants should list who participated, how they were contacted, what input was gathered, and whether the collaborative process was considered a success, a failure, or of no consequence either way.
3. Obtain, read, and bring to class copies of a cooperating association Standard Agreement (Std. 213) and the most recent cooperating association annual report for an association in your district.
4. Read the attached "Partnership Success Factors" by Brian O' Neill.
5. The course starts at 1300 on Monday, February 13th, 2012. Please answer the following questions and submit via email to Sara M. Skinner sskinner@parks.ca.gov by January 17th, 2012.
 - a. #1 - Will you need housing for Sunday night, February 12th?
 - b. #2 - Will you be eating dinner at the Marconi Conference Center on Sunday night, February 12th? Dinner is served at 1800.
 - c. #3 - Submit your top three roommate choices.

Pre-Training Assignment: Annual Interpretation Implementation Plan Template

Use this template to begin creating your own Annual Interpretation Implementation Plan. These plans are tools to celebrate your accomplishments, transport ideas into measurable actions, build consensus, and communicate your interpretive priorities and needs. After discussing your interpretive needs with staff, volunteers, cooperating associations, etc., fill out page two. Write five interpretive actions that you would like to complete in the coming year. Write five interpretive actions that you would like to complete within the next five to ten years. Also, print out all interpretive projects currently listed in the Park Infrastructure Database (PID). Fill out each of the fields as follows:

Example:

2012 Action	Responsible	Comment	Target Date	Completed	PID Reference #	Priority (H,M,L)
Record all interpretive activities in CAMP.	Liles	Enter data for January through June by July 15, and July through December by January 15.	7/15/12 1/15/13		N/A	H

Action: What action will you take to make your interpretive program a success?

Responsible: Who will be responsible for ensuring this task is completed?

Comment: Insert any relevant information that is necessary to know about this action.

Target Date: What is the deadline for this action?

Completed: When was this action completed?

PID Reference #: If this project is listed in the Park Infrastructure Database (PID), list the reference number from the database here.

Priority: State if this action is a high, medium, or low priority. H = High; M = Medium; L = Low

Items to complete this year

2012 Action	Responsible	Comment	Target Date	Completed	PID Reference #	Priority (H,M,L)

Long-term action items

Action	Responsible	Comment	Target Date	Completed	PID Reference #	Priority (H,M,L)

PARTNERSHIP SUCCESS FACTORS

Brian O'Neill, National Park Service Superintendent
1942-2009

Brian O'Neill, "Mr. Partnerships" of the National Park Service and the Golden Gate National Recreation Area (GGNRA) set the gold standard for park partnerships. Partnerships were how business got done, a way of thinking, and the venue for mission accomplishment and building community support. During Brian's last years at GGNRA, he determined that 18.5% of the park services were being delivered by NPS staff and the other 81.5% by a host of park partners. These figures underscore the breadth and value of partnerships at GGNRA.

Brian and his staff continually honed their partnership edge by gathering innovative partnership ideas and techniques from other practitioners around the nation and in other countries. The following 21 partnership success factors reflect two decades of using the GGNRA as a learning laboratory. These factors are a synthesis of "best practices" from many sources and were principles guiding Brian's daily activities.

1. **FOCUS ON IMPORTANT NEEDS** – Partnerships take time to establish and nurture in order to have successful outcomes. The decision to establish a partnership should begin with the belief that an important need can best be fulfilled through a partnership. Potential partners will always be knocking at your door suggesting partnering arrangements. Often we find ourselves in reactive rather than proactive situations -- responding to an idea from an outside party. It is more productive to be proactive. First determine that a partnership is the best way to accomplish an important body of work. Then seek out the partner or partners who might best be able to help. In some cases you may need to create the right partner.
2. **MAKE THE PARTNERSHIPS A WIN-WIN** – Successful partnerships begin and thrive with a clear understanding that mutual benefits will accrue to the partners involved. Each partner may not benefit equally, but each must realize a value-added benefit. Each partner must constantly assess the needs of their respective partners and ensure that individual and collective actions are responsive to those needs. It is important to tie the partnership and its outcomes to the missions of each partner. Partnership initiatives should not only be a great thing to do but also a benefit to each partner. Sharing resources, benefits and recognition for successes keeps the partnership from becoming lopsided, or dominated by any one player. Each partner needs to see their contribution alongside the benefit gained.
3. **ADOPT A SHARED VISION** – Development and continuing refinement of a shared vision of the work to be accomplished is key to the success of any partnership. The shared vision should evolve from the full engagement of all partners in the relationship. The vision should reflect both the broad body of work and each project or initiative to be undertaken.

Too often, one entity in a partnership independently develops the vision without full engagement of the other partner(s). This violates the underlying premise of a partnership and often results in insufficient ownership or emotional buy-in. Successful partnerships demonstrate a culture of full engagement from the very beginning that leads to collective enthusiasm and achieving results.

4. **NEGOTIATE A FORMAL AGREEMENT** – Good intentions and a handshake are not enough. Partnerships need formal written agreements and work plans that define mutual interests and expectations, the roles and responsibilities of each partner, and clear accountability for the work to be performed. The formal agreement serves as a mutually binding contract to ensure that each partner acknowledges and fulfills their responsibility. Most people are overextended with work, and tasks can fall through the cracks. If a given partnership is important, provide structure for the partnership through a formal agreement and specific work plans that lay out what tasks need to be performed for each initiative, by whom, and when. In a busy world, clearly written intent, roles, process, schedules, and accountability procedures guide performance and follow through. If differences arise or performance lags, the formal written agreement provides a touchstone for accountability, revisiting intent and commitments, reconciliation, and getting back on track. When needed, the agreement should be updated or amended to keep it current.
5. **ENSURE GOOD COMMUNICATION** – The success of every partnership is dependant upon the structure, frequency, and quality of communication between the partners. The most successful partnerships incorporate regularly scheduled meetings or conference calls to review how the relationship is working and progress on individual initiatives or work elements. The work schedule/calendar should reflect the importance of the work. Even the best partnerships do not carry their own momentum for long without a structure for touching base to stay on task and on schedule. The chief executive of each partner entity in a relationship must demonstrate leadership and stay involved to the extent that executive level interest is re-enforced and policy direction is provided on a sustained basis. The executives also are responsible for ensuring that good communication processes are in place within and between each partner entity to maintain the excitement of the collaboration, resolve issues, and advance the work. No partnership can reach its full potential without good communication practices as a core element of the relationship. Partnerships, like any human relationship, are about communication, communication, and communication.
6. **ENSURE THE PARTNERSHIP IS OWNED BY YOUR WHOLE ORGANIZATION** – To succeed, partnerships need to be truly understood and embraced by the entire staff of the partner organizations. Partnerships often originate as a dream or vision of the CEO or an individual(s) within an organization and the compelling reasons and excitement for the potential outcomes are not shared throughout the organization. This incomplete organizational buy-in inevitably limits or undermines full success when the rationales and commitments are not understood and shared by staff who have responsibilities for implementing the partnership. It is crucial for the leader to invest time and energy to build ownership of the partnership throughout supervisory and staff levels. If the partnership is not understood or accepted as being important, it is difficult to sustain over time, especially when the key individuals responsible for its creation take other jobs or retire. Build a sense of team and a partnership culture so everyone understands the importance and value added by working collaboratively. You need to instill the importance of continually acknowledging the contributions of each party to the overall effort. In essence, individualism needs to be transformed into shared stewardship and responsibility that is re-enforced by actions as well as words.
7. **MAINTAIN AN ENVIRONMENT OF TRUST** – Trust is an essential ingredient for successful partnerships and enables collaboration and contribution. Trust must be demonstrated and earned day by day. A single betrayal can be costly and make it hard to

regain the same level of trust between the partners. Trust eroding behaviors include: independent action by one partner that has not been shared with the other partner(s); grandstanding at the expense of another partner; not honoring one's word, commitment or confidentiality; creating suspicion in terms of one's motives; or acting in any way contrary to the best interests of the overall partnership. You build trust through the consistency and integrity of your actions over time. And you have to trust your partners in order to be trusted.

- 8. LEAVE YOUR EGO AND CONTROL AT THE DOOR** – The most insidious impediment to good partnerships is the unwillingness or inability of a partner to share power and control. This can be the “Achilles heel” of partnerships. At their very basic definition, partnerships are about shared power, shared vision, and shared responsibility. While one entity may possess a superior position, larger budget, more staff, etc. in a relationship, the execution of the work and credit for accomplishments should not reflect this. This is not about a landlord-tenant relationship. This is about two or more entities working in unity to accomplish important work. A “boss - servant” mentality will lead only to frustration and unfulfilled promise. Partnerships are about “we” not “I.” They are about creating an equality of importance - an environment where individual personal egos are subservient to the interests of the whole.

This being said, it is important to help your organization understand that partnering does not mean giving up control or influence, nor does it mean that organizations give up their autonomy. Good partnerships represent a delicate balance between maintaining one's own identity and adding value to a collective effort.

- 9. UNDERSTAND EACH PARTNER'S MISSION AND ORGANIZATIONAL CULTURE** – Every organization has its own culture that is built over time, based on its mission, its practices, its people, its governing values, its traditions, and its institutional history. In any partnership situation, it is important to acknowledge and understand these different organizational cultures, to respect them, and to find ways that these realities can contribute to strengthen the mutual endeavor. The most successful partnerships recognize and value their differences and find ways to integrate them into a workable overarching partnership culture.
- 10. UTILIZE STRENGTHS OF EACH PARTNER** – Each entity in a partnership brings special capabilities, unique authorities, and different flexibilities to further the work of the partnership. As specific needs and tasks are addressed, consider the particular strengths of each partner in determining the most cost-effective approach and who best to accomplish a specific task. Successful partnerships are characterized by a flexible approach to how needs and responsibilities are matched given each partner's funding, policies, political connections, and other considerations.
- 11. FIND WAYS THROUGH THE RED TAPE** – Partnerships regularly face “red tape” barriers in trying to work across organization lines, especially with public sector partners, which tend to have more regulations. Getting through these barriers and complications takes creativity and persistence. This can lead to heightened frustrations and complications in moving desired work forward in a timely manner. The more entities in a relationship, the more likely that legal, policy, attitudinal, and cultural challenges will be part of doing business.
Successful partnerships acknowledge and address these realities up front and take

satisfaction in resolving them. Convert your stumbling blocks to stepping stones. Successful partnerships map out the red tape barriers and mobilize whatever it takes to overcome them. It is too easy to point fingers or use these impediments as excuses for derailments and not achieving success. How partners overcome adversity and the institutional complexities of individual partner members will determine, in large measure, the success of the partnership.

- 12. BUILD STEP BY STEP** – It is natural for the partners to want early successes. There is a tendency to look at similar partnership arrangements and their results without appreciating all the steps taken that led to the result. You have to invest to get results and process is important to achieve successful outcomes. Every situation presents a different set of opportunities based on the unique social, economic and political realities in which a partnership must operate. Much can and should be learned from the experience of others. Good partnerships take a steady investment of time and energy to build and develop. Successful partnerships are built incrementally by starting at the beginning, and growing gradually and tackling more complex initiatives based on the competencies gained from the previous efforts.

Successful partners understand the value of due process and earned vs. instant gratification. They recognize that investment in building the infrastructure necessary to achieve future success is important and are willing to forgo premature success in order to achieve larger, more important long-term gains. “Go Slow to Go Fast.” Partners will grow as far in the partnership as the other partner(s) are willing to help or let them. Challenge yourself and your partners to collectively raise the bar of expectations and advance the partnership step-by-step.

- 13. STRIVE FOR EXCELLENCE** – A partnership ultimately gains stature and a reputation based on the quality of the work it accomplishes. The most successful partnerships understand the importance of doing everything well. Build an early reputation for excellence and sustain that reputation. This will be an important factor in how others view your partnership and what doors will be opened to you. People, and potential funders, want to associate with important work and a reputation for excellence. Step back and analyze what you want people to say about your partnership’s work and organizations. This standard then should underscore your strategy, behaviors, and actions to ensure your desired reputation is achieved.

- 14. DIVERSIFY YOUR FUNDING SOURCES** – The ultimate success of any partnership depends on the human and financial resources it is able to garner. Successful partnerships develop multiple and steady sources of support, particularly for covering basic operational costs and launching new initiatives. There are many examples where partnerships become too dependent on one or too few sources of financial support. When these sources are reduced or disappear, sustainability of the partnership is jeopardized. Building a more diverse funding base is the best hedge against the vagaries of over reliance on fund sources that may be problematic or undependable from year to year. Develop and periodically update a comprehensive business plan that addresses both near and longer term public and private funding sources, and earned as well as contributed funds that will give your partnership staying power and adaptability.

- 15. CONSTANTLY SEEK OUT AND ADOPT BEST PRACTICES** – The best practitioners are those who are a sponge for new ideas and always on the lookout for innovation and

creativity that can be adapted to their partnership. Too often, we hear statements such as “We don’t do things that way. We’ve always done it this way.” “It won’t work.” “This is too risky.” “You have to tell them what they need to know.” “Don’t let them set the agenda.” While such cautionary thoughts need to be considered, successful partnerships are open to new ideas and better ways to accomplish their goals. They can readily grasp and adapt best practices. Overcoming resistance to change is one of the major challenges to partnership success.

Partner entities need to seek ways to build in greater flexibility and adaptability in their structure and work in order to take advantage of “partnering moments.” Establish a work environment in which reasoned risk taking and creativity are encouraged and rewarded and people are willing to risk possible failures in order to succeed. Leaders should act as “champions” with the courage to support experimentation and risk taking and run interference when necessary.

Resourcefulness also characterizes successful partnerships. Work together to identify and engage the abundant human talent residing in most communities to participate in and assist your partnership.

16. **ALWAYS BE COURTEOUS AND DIPLOMATIC** – Sustaining successful partnerships involves hard work, practiced effectively and consistently over time. It is essential that strong ground rules be established by the partner entities that will govern how the organizations and individuals will interact and treat each other. There is no room for disrespectful behavior. It serves only to tarnish how partners interact and work together. Honesty, respect, courtesy, tact, and diplomacy, should govern partner relationships.

A useful partnering technique is for the partners to define all behaviors that are crucial to sustaining good relationships and then ensure that accountability measures are in place to re-enforce their ongoing practice. Successful partnerships work constantly on developing effective relationships built on trust and a shared commitment to each other’s interests and success.

17. **HONOR YOUR COMMITMENTS** – Partnership work entails perseverance and follow through by each participating organization and individual. Partnerships require a shared commitment to each other’s success. Sustaining any partnership requires that exciting ideas of interest to the participants actually get executed. Progress depends on each person in the partnership honoring their commitment and following up their words with deeds. When work does not get accomplished, it suggests that the work was not really that important to the individual or organization. This, in turn, builds frustration in the other participants and eats at the mutual trust factor so essential to effective partnering. Successful partnerships address these realities by putting in place reliable accountability measures and regular executive base-touching processes to stay on top of commitments and actions.

18. **CELEBRATE SUCCESS** – It is a mistake to not take time to formally and frequently celebrate successes. Successful partnerships look for every opportunity to celebrate individual project successes or key benchmarks in the evolution of the partnership. Such celebrations allow the partners to recognize good work being done that re-enforces the goals of the partnership; to gain some outside recognition of the partnership; and/or to

demonstrate possibilities for the partnership to grow. People often are reluctant to take the time to celebrate but invariably are pleased when it does occur. Recognizing and celebrating accomplishments helps motivate and spur people on to new challenges. It is a lost opportunity when it does not occur. If one's goal is to build greater community awareness of the partnership, then the partners need to take every opportunity to legitimately "toot their horns" and market their work and successes. Besides many people who pitch in on partnership do so because they believe in the cause and because it is enjoyable. Celebrating success milestones ensures everybody's "fun-quotient" stays high. Especially when results are going to take time, it is important to have some early successes and milestones to enjoy and celebrate to build a sense of accomplishment and momentum.

19. **RESPECT THE RIGHT TO DISAGREE ; ACT ON A CONSENSUS BASIS** – There are times and circumstances in partnerships where honest differences will surface and where reluctance to take action on a proposal is deeply held and where compelling reasons are presented on why an action cannot be supported. It is important that partners respect these positions with adequate dialogue and understand the basis of the concerns. In successful partnerships, ground rules are established to give each partner a veto power over proposed actions. Partnership work means reaching consensus among the partners. Homework well done should eliminate most of these differences before they become contentious. There simply is too much good work where commonality of support can be achieved for these situations to erode the core working relationship.
20. **NETWORK AND BUILD RELATIONSHIPS** – A core competency in partnership work is the ability to network and build relationships. People sell ideas to others. People lend support because people ask them to. Partnerships are by definition about people working together and reaching out to others to gain their emotional engagement. Successful partnerships establish formal systems to identify people who can add value and support. They strategically build new relationships and expand networks to accomplish their priorities. Their relationship building work is deliberate and proactive rather than reactive or coincidental. It is based on a clear strategy of engaging the specific organizations and individuals within the broader community who can advance the work of the partnership. Systematically match your needs with potential sources of support and resources to ensure that effective connections occur.
21. **PUT MECHANISMS IN PLACE TO RE-ENFORCE THE PARTNERSHIP** – To realize its full potential, a partnership needs: a clear vision, dedicated and skilled people, a rewards and recognition program, incentives that stimulate desired partnership activity, sustained management support and involvement, operational funds, and a clear understanding among supervisors and staff of the potential benefits that result from the partnership arrangements. These are complex, but essential, elements to put in place. The seriousness with which they are addressed will determine your degree of success.

It all boils down to how deliberate and strategic you and your partners are in building a "partnership culture" that incorporates these success factors and the commitments you are willing to make. Understand and adapt success behaviors, develop competencies for these behaviors to be regularly practiced, and align your partnership to succeed.

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.

TRAINING FOR DISTRICT INTERPRETERS GROUP 7
February 13-17, 2012

Sunday

February 12

1500- REGISTRATION: *Check-in at the Marconi Conference Administration Building* All

Monday

February 13

1300-1330 Introduction to Marconi Conference Center Skinner

1330-1400 Welcome, Introductions, and Overview of Agenda Pozzi

1400-1410 Break

1410-1600 Updates from the Interpretive Performance Improvement Team (IPIT); District Training Success Stories IPIT Members

1600-1610 Break

1610-1700 Ghost-Themed Interpretation Ptomey

Tuesday

February 14

0800-0930 Summer Learning Initiatives Gordon

0930-0945 Break

0945-1000 Scout Patches Clark-Gray

1000-1200 Consultation with California Indians Smith

1200-1300 Lunch

1300-1500 Academic Content Standards McCummins/
Dickerson

1500-1515 Break

1515-1700 How to Present Videoconferencing Training Sessions McCummins/Krey

Wednesday

February 15

0800-1700 Field Training Excursion to Fort Ross State Historic Park
Fur Warehouse Major Capital Outlay Project
Environmental Living Program (ELP)
Accessibility Improvements
2012 Centennial Plans

TRAINING FOR DISTRICT INTERPRETERS GROUP 7
February 13-17, 2012

Thursday
February 16

0800-0900	Annual District Action Plan for Interpretation	Liles
0900-0910	Break	Pasquinelli
0910-1000	Working Collaboratively to Accomplish Interpretive Projects	Schulz
1000-1010	Break	
1010-1200	Interpretation Management Plans	Schimandle/Schulz/ Metraux/McCummins
1200-1300	Lunch	
1300-1500	Service Learning	Brugh
1500-1515	Break	
1515-1700	Using Puppets in Interpretation	Ptomey

Friday
February 17

0800-0900	Changes to the Cooperating Associations Program	Breece
0900-1000	Creating a Shared Vision with Cooperating Associations	Breece
1000-1015	Break	
1015-1130	Social Media	Sexton
1130-1200	Wrap-up and Evaluations	Pozzi/Skinner

TRAINING FOR DISTRICT INTERPRETERS

HOURS

PROGRAM OUTLINE

INTRODUCTION AND CLOSING.....1

INTERPRETIVE REPORTS AND TRAINING15

- Training Policies and Resources from the Interpretive Performance Improvement...
Team (IPIT).....
- Summer Learning Initiatives.....
- Consultation with California Indians.....
- Academic Content Standards.....
- Annual District Action Plans for Interpretation.....
- Working Collaboratively to Accomplish Interpretive Projects.....
- Interpretation Management Plans.....
- Service Learning.....
- Changes to the Cooperating Associations Program.....
- Creating a Shared Vision with Cooperating Associations.....

COLLABORATIONS AND DEMONSTRATIONS.....2

- Ghost-Themed Interpretation.....
- Scout Patches.....
- How to Present Videoconferencing Training Sessions.....
- Field Training Excursion to Fort Ross.....
 - Fur Warehouse Major Capital Outlay Project.....
 - Environmental Living Program (ELP).....
 - Accessibility Improvements.....
 - 2012 Centennial Plans.....
- Using Puppets in Interpretation.....
- Social Media.....

Total Hours.....**32**

TRAINING FOR DISTRICT INTERPRETERS

UPDATES FROM THE INTERPRETIVE PERFORMANCE IMPROVEMENT TEAM (IPIT); DISTRICT TRAINING SUCCESS STORIES

Purpose: This session is designed for the group to share how they are implementing district training programs and to learn about the latest projects of IPIT.

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

1. Identify the value of the Interpretive Performance Improvement Team.
2. Describe training policies and resources within the department.
3. Brainstorm and give feedback to IPIT on opportunities for improvement based on situations in their specific districts.
4. Discuss different methods of tracking Annual District Interpretive Training and identify courses of action to implement measuring systems in their district.

GHOST-THEMED INTERPRETATION

Purpose: How to implement ghost-themed programs in an appropriate manner in State Parks that is both sensitive and true to the parks' history or story and capitalizes on the public's interest in ghost or paranormal stories, myths, and popular fiction. Making use of the current popularity of paranormal themed entertainment, it is an opportunity to engage youth (teen) and other non-traditional park users. Recruitment of Ghost Hunter clubs, associations, and groups can bring other non-traditional groups and persons with specialized equipment and expertise into State Parks volunteer programs increasing revenue, awareness, and attendance.

Objectives: By the close of this session the participant will

1. Identify when and where ghost-themed interpretive programs would be appropriate and inappropriate in different park units.
2. Identify how to plan, promote, and execute a successful ghost-themed program.
3. Describe how to approach and recruit non-traditional park users as volunteers.
4. List what types of special equipment is recommended or commonly used by Ghost Hunters and their effects on historic fabric.

SUMMER LEARNING INITIATIVES

Purpose: The purpose of this session is to familiarize participants with a growing national movement known as the Summer Learning Gap and understand the significance to California State Parks interpretive programs.

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

1. Define the scope and background of the national movement known as the Summer Learning Gap.
2. Describe three research efforts supporting this phenomenon.
3. List three examples of how California State Parks has been involved in summer learning programs and current funding to support this initiative.
4. Develop a conceptual outline for incorporating this initiative in an interpretive program(s).
5. Identify three potential partners and potential funders for participation in this initiative in their district.

SCOUT PATCHES

Purpose: Working with the scouts to create park and event specific patches is an excellent way to engage youth in park programs.

Objectives: By the close of this session the participant will

1. Identify how to create, develop, and fund a Boy Scout patch.
2. Describe how to develop the educational material for scouts to earn the patch.
3. Discuss ideas for scout patches in their parks.

PARTNERSHIP WITH CALIFORNIA INDIANS

Purpose: Regardless of classification, the thing that each of the 278 California State Parks has in common is California Indians. Since time immemorial, California's first people have occupied these lands and evidence of their existence can be seen in archeological remains, built structures, and even the landscapes located within California's State Parks in the past tense, California Indians still exist. Often, parks represent important and even sacred spaces to modern California Indians. At the same time, park interpreters often incorporate tribal stories, or cultural traditions into their

programs and written materials, without consulting such groups as to the appropriateness of such activities. The purpose of this section is to reinforce the importance (practical and legal) of partnering with local California Indian peoples. Not only is consultation with California Indian groups in many instances mandated by the department, but fostering strong, ongoing relationships with local California Indian groups can increase the richness and authenticity of parks programs.

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

1. Verbalize the department's expectations regarding consultation with local California Indian groups.
2. Create a list of ideas how to create stronger partnerships with California Indian groups associated with their park(s).
3. Discuss the value of partnerships with California Indian groups.
4. Through a hands-on exercise, identify the various instances in which consultation is mandated and practice procedures and best practices in implementing successful consultation.

INTEGRATING ACADEMIC CONTENT STANDARDS WITH INTERPRETATION

Purpose: To facilitate relevancy for school groups, interpretive programs and projects need to be developed that address academic content standards. This session is designed to give participants a basic understanding of academic content standards and techniques on how to address the standards in interpretive programs, projects, and planning.

Objectives: By the close of this session the participant will

1. Examine academic content records.
2. Discuss the state adoption of Common Core Standards and new science standards.
3. Explain the Environmental Education Principles and Concepts and their relation to interpretation.
4. Evaluate techniques for addressing academic content standards in interpretive programs, projects, and plans.

LEARNING TO LOVE VIDEOCONFERENCING: USING 21ST CENTURY TOOL TO DELIVER TIMELESS PRESENTATIONS

Purpose: To provide an overview of how to do a successful presentation or training using videoconference technology. This session is designed to give participants a basic understanding of videoconferencing fundamentals, and tips and techniques on delivering an effective presentation.

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

1. Evaluate effective videoconferencing presentation techniques.
2. Discuss common mistakes and pitfalls, and how to avoid them.
3. Identify common features and elements of videoconferencing.
4. Participate in/deliver a brief videoconferencing presentation.

FIELD TRAINING EXCURSION TO FORT ROSS STATE HISTORIC PARK

Purpose: To provide the participant with an overview of the programs at a specific cultural site and remote state historic park, where the interaction and interdependency of people and their environment are represented.

Objectives: By the close of this session the participant will

1. Define Environmental Living Program theory and application.
2. Identify how staff at Fort Ross State Historic Park utilizes public outreach to enroll schools and volunteers in their programming.
3. Discuss the volunteer training program at Fort Ross State Historic Park.
4. Describe the process of planning and a major capital outlay project.
5. Describe the process of implementing accessibility improvements to a historic site.
6. Discuss the plans for the 2012 Centennial celebration and provide relevant feedback for the training associated with it.

COORDINATING AND WRITING AN ANNUAL INTERPRETATION IMPLEMENTATION PLAN

Purpose: This session is designed to give participants a framework for creating Annual Interpretation Implementation Plans at a district or unit level. Building upon previous

examples, the process of creating and implementing these plans will be discussed. Participants will discover how annual plans are tools to celebrate accomplishments, transport ideas into measurable actions, build consensus, and communicate and identify your interpretive priorities and needs.

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

1. Discover the best practices for communicating interpretive needs and priorities.
2. Work with a template for creating an Annual Interpretation Implementation Plan.
3. Begin to draft an Annual Interpretation Implementation Plan for their district/park/organization.

WORKING COLLABORATIVELY TO ACCOMPLISH INTERPRETIVE PROJECTS

Purpose: Participants will be assisting with or reading interpretive planning projects in their districts. This course is designed to ensure that individuals understand the benefits of involving stakeholders in the planning process and that they know how to obtain and use public participation most effectively. The session will be a mix presentation, brainstorming, and group discussion.

Objectives: By the close of this session the participant will

1. Define collaboration and list its characteristics and outcomes.
2. Identify the steps necessary to identify stakeholders and elicit their input.
3. Develop a plan to manage public participation.
4. Appraise a collaborative project that they currently working on or have in the past, assess what could be or could have been done differently to improve its effectiveness.

FURTHER ADVENTURES IN INTERPRETIVE PLANNING

Purpose: The purpose of this session is to update District Interpretive Coordinators on the progress and results of Interpretation Management Plans discussed at last year's TDI, and introduce the new *California State Parks Interpretive Planning Workbook*.

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

1. Compare the presented management plan outcomes to needs in their own districts, and identify their district's highest-priority need for an Interpretation Master Plan and Interpretation Action Plan.
2. Have a copy of the new *California State Parks Interpretive Planning Workbook*.
3. Open the *California State Parks Interpretive Workbook* and find the "Success Starts Here" section, each of the individual plan-type sections, and each of the appendices.

BUILDING WIN-WIN PARTNERSHIPS WITH SCHOOLS THROUGH SERVICE-LEARNING

Purpose: Service learning can be used to involve students in hands-on projects that will accomplish important park work while enriching the students' educational experience.

Objectives: By the close of this session the participant will

1. Describe how youth can help meet important State Park needs and issues.
2. Demonstrate how to link academic content to park needs and issues.
3. Define the service-learning process of Preparation, Action, Reflection, and Celebration (PARC).

USING PUPPETS IN INTERPRETATION

Purpose: How to implement a puppet program in an appropriate manner in State Parks that is both effective and conveys the park's (individual unit or statewide) story. Different types of puppets (person and animal, rod, or hand) will be examined and demonstrated as well as movement techniques. Using a basic formula, participants will learn to convey park stories thru sound, motion, and speech that meet the RAPPORT standard and are effective in reaching children and young adults.

Objectives: By the close of this session the participant will

1. Identify when and where puppet interpretive programs would be appropriate and effective.
2. Plan, promote, and execute a successful puppet interpretive program.
3. Describe how to write basic puppet scripts using the Hero+Villain formula.

4. Describe how to incorporate sound, music, and other special effects with minimal cost.
5. Identify sources for puppets, portable stages, and sound equipment.
6. Describe how to begin a puppet interpretive program for a minimal investment (\$100 or less).

CHANGES TO THE COOPERATING ASSOCIATIONS PROGRAM

Purpose: To explain changes to the new Standard Agreement (Std. 213) that permit greater operating flexibility. To introduce the new annual report format and explain the reporting requirements. To introduce AB42 and provide examples of how it is being applied.

Objectives: By the close of this session the participant will

1. Identify 2011 Standard Agreement changes.
2. Identify new provisions in the contract.
3. Describe how to complete and submit the contract.
4. Identify how the new annual report reflects changes in PRC 513.
5. Identify how the report reflects the health of the association.
6. Describe how to work with associations to complete and submit the annual report.
7. Discuss the basic elements of AB42.
8. Discuss how the department is implementing AB42.
9. Identify successful applications of AB42 by cooperating associations.
10. Identify the process that cooperating associations have employed to submit AB42 operating agreements.

CREATING A SHARED VISION WITH COOPERATING ASSOCIATIONS

Purpose: To provide a foundation for improving partnerships and cooperation with non-profits through a discussion of the partnership success factors introduced by Brian O'Neil.

Objectives: By the close of this session the participant will

1. Identify the ideal relationship between cooperating associations and the department.
2. Discuss why not all cooperating associations share the ideal relationship with the department.
3. Complete an exercise on “Partnership Success Factors” by Brian O’Neill.

BEST PRACTICES, TIPS, AND TRICKS FOR SOCIAL MEDIA IN STATE PARKS

Purpose: Social media is an increasingly important, low cost, and effective tool for reaching out to park visitors and advocates. With the computer, or just a cell phone and a Facebook or Twitter account, we can reach thousands of people in new and engaging ways, paradoxically using technology to get them to connect with and get back into wild environments.

Objectives: By the close of this session the participant will

1. List “best practices” for social media use in State Parks.
2. Identify some tips and tricks to help people who manage social media sites work effectively.
3. Share ideas how to differentiate between interpretive content, information sharing, branding, and marketing.
4. Obtain a glossary of social media terms that makes sense.
5. Have an opportunity to work with some live social media.