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Supervisory Training Curriculum Review

Course Title: Supervisory Core Module I Foundations: LearnLinc Safety and Risk

Project Code: CC02

Provider: CDHS

Target Population: Child Welfare Supervisors

Course Topics/Content Areas:

- Safety and Risk in Protective and Non-Protective Cases
- Safety and Risk in Child Welfare

Objectives:

- To reinforce participants' understanding of Safety and Risk
- To enable participants to promote the assessment of Safety and Risk in child welfare cases

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Supervisory Core Module I Foundations: LearnLinc SET

Project Code: CC02

Provider: CDHS

Target Population: Child Welfare Supervisors

Course Topics/Content Areas:

- SET Behavior
- Performance Management Cycle

Objectives:

- To learn how to apply SET principles to supervisory practice

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Supervisory Core Module I: Foundations

Project Code: (CC02)

Provider: CDHS

Target Population: Child Welfare Supervisors

Course Topics/Content Areas:

- Introducing Supervisor Training
- The Child Welfare Supervisor as Leader
- Assessing and Promoting Worker Development
- Guiding the Assessment of Practice
- Utilizing Effective Supervisory Behaviors to Achieve Child Welfare Outcomes
- Applying Time Management Tools
- Participant Action Plan

Objectives:

- To prepare participants for training that will further develop their knowledge and skills as child welfare supervisors
- To advance participants' ability to be successful supervisors and leaders in child welfare
- To strengthen participants' ability to access and promote their workers' development
- To provide supervisors with a tool to assess practice and provide feedback to their workers in order to promote their professional development and more effectively achieve child welfare outcomes
- To develop participants' ability to utilize SET behaviors to promote the professional development of workers and provide the leadership necessary to achieve child welfare outcomes in an efficient and effective manner
- To strengthen supervisors' time management skills in order to effectively achieve organizational goals and child welfare outcomes
- To enable participants to integrate into their supervisory practice newly developed knowledge, attitudes and skills through the use of an action plan

Supervisory Training Curriculum Review

Competencies/Abilities:

- Describe the strengths they bring to the role of supervisor
- Identify the parts of the supervisory role that are challenging for most supervisors
- Characterize their strengths and challenges in supervising workers in the four domains of practice
- Define three leadership styles
- Describe the seven SET behaviors
- Differentiate the functions of supervision
- Explain how to integrate interpersonal helping skills with SET behaviors
- Describe the impact of leadership styles on job performance
- Explain the intersection of leadership styles and supervisory functions
- Describe the role of SET behaviors in carrying out supervisory functions
- Value the need to use a variety of leadership styles in order to support workers to influence lasting change in families
- Appreciate their capacity to develop as leaders
- Value SET as a method of anchoring their supervision in child welfare
- Develop vision and value statements for their units
- Identify the stages of learning as a model for understanding the stages of worker development
- Describe methods of evaluating worker strengths and needs relative to their performance in the four domains of practice
- Explain strategies for assessing and supporting the emotional and physical safety of workers
- Value the importance of evaluating and strengthening workers performance across the practice domains
- Appreciate the strengths and needs of each of the stages of learning
- Value the emotional and physical safety of workers in all work settings
- Assess and influence a worker's development
- Demonstrate the use of leadership styles, supervisory functions, and interpersonal helping skills in coaching a child welfare worker relative to his/her stage of development
- Describe guidelines for the assessment of practice
- Explain protocols for collecting information
- Describe the importance of providing developmental feedback to the worker
- Delineate the expectation for casework practice in New York State
- Describe the four practice domains

Supervisory Training Curriculum Review

- Name the five sources of information available to the supervisor for assessing child welfare practice
- Value the assessment of child welfare practice as a leadership function
- Appreciate the importance of supporting professional development of child welfare workers
- Describe how the functions of supervision promote the achievement of child welfare outcomes
- Explain how to integrate interpersonal helping skills with the SET behaviors
- Describe how to utilize coaching as a SET behavior
- Identify the relationship between the performance management cycle and leadership styles and supervisory functions
- Appreciate the effectiveness of the SET behaviors, in particular, the Performance Management Cycle and coaching, in supervising child welfare workers
- Use the case record review protocol to assess workers' development in the four domains of practice
- Provide evaluative and developmental feedback to workers in relation to their child welfare practice
- Utilize the SET behaviors, leadership styles, supervisory functions and core conditions/interpersonal helping skills in supervising a child welfare worker or unit
- Explain the relationship between time management, leadership, an best practices in child welfare or unit
- Describe proactive and reactive supervisory activities
- Explain a method for prioritizing tasks
- Describe time-wasters
- Explain tools for managing unit workload
- Appreciate how time management and workload management tools can support best practice
- Value proactive supervisory activities as a means of time management and leadership
- Utilize a method for prioritizing tasks
- Assess workers' time management skills
- Coach workers to employ tools to manage their work and time in a more effective and efficient manner
- Identify skills and strategies to be integrated into their current supervisory practice
- Describe barriers to implementing newly developed skills
- Identify resources needed to facilitate transfer of learning

- Value the skills and strategies they have learned throughout the supervisory training
- Develop a customized action plan that meets their unique needs and maximizes their strengths to allow for effective transfer of learning and implementation in their supervisory role

Resources:

- A Supervisor's Guide to Assessing Practice

Supervisory Training Curriculum Review

Course Title: Supervising Critical Thinking: Decision-Making in Child Welfare

Project Code: CC03

Provider: CDHS

Target Population: NYC ACS and Voluntary Agencies

(Will be converted for Local Districts and Voluntary Agencies Upstate)

Course Topics/Content Areas:

- Reviewing strengths
- Returning to best practice
- Thinking about thinking
- Introducing critical thinking
- Questioning our work
- Setting Expectations

- Preparation for Practice
- Planning for Action

Objectives:

- To strengthen the ability of Foster Care and Preventive supervisors, managers and directors to assist staff in the application of critical thinking to the assessment of safety and risk, to safety and risk decision-making, and to safety and risk management in order to gather and synthesize the right information to make the right decision as effectively as possible.

Competencies/Abilities:

- describe how to set expectations for staff, monitor their performance, and provide them with evaluative and developmental feedback to improve safety and risk assessments and related decisions;

- explain the purpose, components, and application of safety and risk assessment processes and protocols;

- value the professional strengths they and their workers bring to the decision-making process;

- appreciate various decision-making styles;

- value their role as supervisors and managers in child welfare services.

- describe how applying a critical thinking approach can better support the decisions made in their agency;

- value the professional strengths they and their workers bring to the decision-making process;

- appreciate the developmental needs of workers related to the decision-making process;

- communicate expectations regarding safety and risk assessments and decision-making;

- provide evaluative and developmental feedback relative to safety and risk assessments and case decision-making;

- monitor staff performance related to expectations;

- utilize critical thinking skills when planning with their workers how to interview families;

- apply critical thinking to an analysis of safety factors and safety issues as well as risk elements;

- develop an action plan related to strengthening their work as supervisors, as well as the work of their workers, regarding critical thinking and decision-making skills.

Resources:

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Supervisory Training Curriculum Review

Course Title: (CC03) Supervisory Core Module IIA: CPS

Project Code: (CC03)

Provider: CDHS

Target Population: CPS Supervisors

Course Topics/Content Areas:

- Integrating Supervisory Functions
- SET Behaviors and Leadership Styles in CPS Supervision
- Promoting Informed Decision-Making in the CPS Response
- Promoting Child Safety Throughout the CPS Response
- Supervising the Assessment of Current Abuse/Maltreatment
- Supervising the Assessment of Risk During the CPS Response
- Supporting the Unit through Conflict Management and Worker Safety
- Examining Court Legal Issues in Child Protection Work
- Participant Action Plan

Objectives:

- To strengthen the ability of supervisors to use supervisory functions, SET behaviors and leadership styles to bring about informed decisions by staff implementing CPS response
- To enhance supervisors' ability to utilize supervisory functions, SET behaviors and leadership styles to improve workers' assessments and decisions do they promote the safety of children
- To enhance supervisors' ability to utilize supervisory functions, SET behaviors and leadership styles in order to strengthen their workers' ability to accurately access current abuse and maltreatment
- To develop supervisors' ability to utilize SET behaviors, leadership styles and supervisory functions in order to strengthen workers' ongoing assessments of risk
- To develop supervisors' ability to manage conflict and promote the physical and emotional safety of workers in order to develop the team, advance best practice and achieve child welfare outcomes

Supervisory Training Curriculum Review

- To enable supervisors to utilize SET behaviors to obtain the information necessary to choose the appropriate legal options in CPS cases
- To enable supervisors to integrate into their practice newly developed knowledge, attitudes and skills through the use of an action plan

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Skills Clinic on the Skill of Engagement for Supervisors and Senior Caseworkers

Project Code: (CC10)

Provider: SUNY Albany PDP

Target Population: Child Welfare Supervisors

Course Topics/content Areas:

- Supervisory Engagement
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Objectives:

- To enhance the supervisors' awareness of their own supervisory practice
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Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Solution-Focused Practice in FAR

Project Code: CC27

Provider: American Humane Association

Target Population: Current FAR Districts

(Principles and Practices will be infused in all Child Welfare curriculums)

Course Topics/Content Areas:

- Core Principles and Assumptions of Solution-Focused Practice in Child Protection
- Techniques for Solution Building With Children and Families
- Practicing Solution-Building Techniques
- Handling Client Resistance Within Solution-Focused Practice
- Maintaining Solution-Focused Practice, Even in Crises

Objectives:

- Describe the core principles and assumptions of solution-focused practice.
- Describe how a solution-focused approach to child protection aligns with FAR.
- Identify the personal practice values and assumptions he or she holds about the families with whom he or she works and how those align with or differ from solution-focused practice values and assumptions.
- Describe the Interest Paradigm and the Six Principles of Partnership and connect these FAR practice frameworks with solution-focused practice.
- Recognize the importance of maintaining solution-focused beliefs throughout his or her work with a family.
- The participant can recognize the importance of adopting a "not-knowing" stance in solution-focused practice and demonstrate how to do so when talking with children and families.
- Recognize the importance of hearing all family "voices" – including children's – through-out the case process.
- Describe and understand the process of solution building: describing the problem, developing well informed goals, exploring for exceptions, providing feedback and jointly evaluating progress with the family.
- Identify the types of questions that can be asked of children and families to engage them in building solutions.
- Demonstrate the ability to engage families in the solution-building process.
- Identify and critically analyze the use of solution-focused practice in case scenarios.
- Explain what client resistance means from a solution-focused perspective.
- Identify solution-focused strategies to use in transforming client resistance.

- Explain how crises are viewed from a solution-focused perspective.
- Demonstrate how to maintain working with a family in a solution-focused way and how to adapt the solution-building process to be sensitive to the crisis faced by the family.

<u>Competencies/Abilities:</u>

COMPETENCY 1
The participant is aware of how to use solution-focused practice within his or her casework practice with children and families.

COMPETENCY 2
The participant knows the process and techniques for solution building with children and families.

COMPETENCY 3
The participant is able to demonstrate how to overcome resistance to relationship building with families through the use of solution-focused strategies.

COMPETENCY 4
The participant is aware of how to maintain solution-focused practice even in crisis situations with families.

<u>Resources:</u>

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Supervisory Training Curriculum Review

Course Title: Coaching for Performance: iLinc Course

Project Code: DLT01

Provider: CUNY School of Professional Studies

Target Population: New Supervisors

Course Topics/Content Areas:

- Coaching
- Feedback

Objectives:

- To assess participants' ability as coaches
- To outline the coaching process
- To review how to provide feedback to staff
- To develop a coaching discussion plan and guidelines for conducting a coaching session

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Conducting Performance Appraisals: iLinc Course

Project Code: DLT01

Provider: CUNY School of Professional Studies

Target Population: New Supervisors

Course Topics/Content Areas:

- Performance Evaluation

Objectives:

- To state the elements of successful performance appraisals
- To identify some common errors made in conducting evaluations
- To examine evaluation behavior guidelines for conducting the performance appraisal session
- To examine the purpose of evaluations and why performance evaluations fail
- To review the evaluation process and course of action

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Conflict Resolution: iLinc Course

Project Code: DLT01

Provider: CUNY School of Professional Studies

Target Population: New Supervisors

Course Topics/Content Areas:

- Conflict Resolution, Mediation

Objectives:

- To provide an understanding of the impact of conflict in the workplace
- To identify the causes of conflict
- To identify the reactions of staff and others to conflict
- To state steps toward resolving conflict as well as principles and strategies for effective mediation

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Managing Difficult Employees: iLinc Course

Project Code: DLT01

Provider: CUNY School of Professional Studies

Target Population: New Supervisors

Course Topics/Content Areas:

- Performance Evaluation
- Performance Improvement
- Behavior Management

Objectives:

- To identify the role of supervisors in managing the performance and behavior of staff with difficult behaviors
- To identify techniques to enhance employee performance and get the best results possible from employees

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Transitioning from Employee to Supervisor: iLinc Course

Project Code: DLT01

Provider: CUNY School of Professional Studies

Target Population: New Supervisors

Course Topics/Content Areas:

- Supervision
- Supervisory Effectiveness
- Leadership

Objectives:

- To identify the key competencies crucial to supervisory effectiveness
- To identify the duties and responsibilities of first-line supervisors
- To explore the leadership role of the supervisor
- To discuss strategies for dealing with common challenges encountered when making the transition from worker to supervisor

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Advanced Supervisory Training Program: the Coaching Clinic

Project Code: LDST01

Provider: Brookdale

Target Population: Experienced Supervisors

Course Topics/Content Areas:

- Transformation form Boss to Coach
- Performance Coaching and the Leadership Role
- Skills and Characteristics of Successful Coaches
- Criteria for Successful Coach and Coachee Relationships
- Interpersonal Dynamics
- Empowering Beliefs
- Continuous Performance Improvement Model
- Action Planning for Real World Application

Objectives:

- To understand the importance of performance coaching as a leadership role
- To develop and utilize the practical skills essential to the developmental coaching process
- To practice coaching skills and receive feedback on mastery
- To facilitate collaboration among managers and supervisors in assuring the transfer of learning
- To develop individual action plans for the application of coaching skills at work

Competencies/Abilities:

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Resources:

Supervisory Training Curriculum Review

Course Title: The Art and Skills of Delegation

Project Code: LDST01

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:

- Supervision, Delegation
- Planning
- Effective Communication

Objectives:

- To define delegation
- To explain the functions of the supervisor in the management process
- To identify barriers and benefits of delegation
- To state key steps of effective delegation
- To explore factors to consider in the preparation and selection phases of delegation
- To describe four delegation styles
- To list decision factors which help to select the most effective delegation style
- To describe the essential steps of an effective delegation process
- To examine a system for monitoring employees
- To identify potential delegation problems

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Beyond Civil Service: Hiring the Best Candidate through Skills-Based Interviewing

Project Code: LDST01

Provider: SUC Potsdam

Target Population: Supervisors

Course Topics/Content Areas:

- Job Analysis,
- Employment Interviewing

Objectives:

- To identify the business case for behavioral/skills-based interviewing
- To recognize the impact of a bad hire on the organization, other employees and the overall workplace
- To review the research supporting behavioral/skills-based interviewing
- To recognize the elements and process of a behavioral interview
- To evaluate legal and illegal interview questions
- To formulate a job description with key skills, knowledge and abilities targeted
- To practice constructing a skills-based interview including questions and evaluation matrix

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Coaching and Counseling Skills for Supervisors

Project Code: (LDST01)

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:

- Coaching and Counseling

Objectives:

- To differentiate between coaching and counseling problems
- To emphasize the importance of coaching as an ongoing activity
- To identify the qualities/skills of good coaches
- To allow participants time to review their current behaviors and identify areas for improvement
- To explain the coaching process and identify the essential skills of effective coaching
- To provide insight into assessing performance for coaching
- To review the essentials of providing performance feedback
- To provide skill in preparing for a coaching discussion
- To explain a process for conducting a coaching session
- To provide guidelines for improving the chances of success
- To provide feedback on planning for a coaching session
- To offer assistance in improving the planning process
- To explore the types of staff problems and possible causes
- To suggest guidelines for dealing with problem staff
- To identify a behavioral problem for use in learning and practicing the skills
- To practice analyzing a real-life problem
- To allow for personal reflection regarding counseling skills
- To acknowledge areas where skills are good
- To identify areas for improvement
- To outline the skills involved in conducting a counseling session
- To suggest a process for conducting a counseling session
- To provide practice in preparing for a counseling session
- To provide feedback on planning for a counseling session
- To provide helpful suggestions for dealing with individual problems
- To practice differentiating between coaching and counseling skills

Supervisory Training Curriculum Review

- To introduce the topic of discipline
- To outline questions the supervisor should ask in implementing the disciplinary process

<u>Competencies/Abilities:</u>

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<u>Resources:</u>

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Supervisory Training Curriculum Review

Course Title: Creating a Team of Top Performers

Project Code: LDST01

Provider: SUC Potsdam

Target Population: Supervisors

Course Topics/Content Areas:

- Performance Management
- Team Building
- Feedback
- Coaching
- Motivation
- Communication

Objectives:

- To assess current daily performance management techniques used to manage staff and identify areas of improvement
- To identify skills, knowledge and ability strengths and weaknesses in team members
- To examine common situations or problems that are not effectively being addressed and create a plan to deal with them
- To access individual communication styles and identify how these create barriers and opportunities for effective communication and positive performance
- To hone professional and clear communication behaviors so that giving feedback is on target and effective
- To prepare for feedback situations following the steps of giving and receiving feedback in a professional way

Competencies/Abilities:

Resources:

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Supervisory Training Curriculum Review

Course Title: Cultural Competency for Caseworkers

Project Code: LDST01

Provider: SUC Potsdam

Target Population: Caseworkers and Supervisors

Course Topics/Content Areas:

- Reasons for Exploring Diversity
- Recognizing Workers Cultural Lenses
- The Impact of "Isms" in the Workplace
- Cultural Obstacles to Effective Service Delivery
- Building Bridges Across Cultural Divides
- Personal and Professional Action Planning

Objectives:

- To provide an understanding of how to effectively use clients' cultural experiences to enhance service delivery and case planning
- To explore issues of self identity in areas such as race, gender, sexual orientation, age, physical ability, religion, job levels, etc.
- To develop a personal plan of what can be done differently or more to value the diversity among clients

Competencies/Abilities:

Resources:

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Supervisory Training Curriculum Review

Course Title: Fundamentals of Supervision

Project Code: (LDST01)

Provider: Brookdale

Target Population: New or Inexperienced Supervisors

Course Topics/Content Areas:

- Supervisory Self-Assessment
- Leadership and Motivation
- Handling Performance Problems
- Supervisory Communications
- Organizational Dynamics

Objectives:

- To access and apply individual leadership style
- To utilize descriptive language in giving motivational and formative feedback
- To utilize verbal techniques for handling conflict when giving feedback
- To plan and implement effective coaching sessions for performance improvement
- To apply techniques for mediating conflict between staff members

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Improving Performance through Feedback

Project Code: LDST01

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:

- Types of Feedback
- Descriptive versus Evaluative Language
- Feedback

Objectives:

- To introduce a valuable feedback tool
- To examine the characteristics of both descriptive and evaluative feedback
- To understand how and when to use feedback to help employees to improve performance

Competencies/Abilities:

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Resources:

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Course Title: Performance Evaluation

Project Code: (LDST01)

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:

- Performance Evaluation
- Performance Improvement

Objectives:

- To state the elements of an effective performance evaluation
- To explain the interaction of factors that can contribute to poor employee performance
- To identify personal barriers to performance
- To define the role and function of both ongoing employee performance evaluation and annual evaluation in the management of the organization
- To use multiple sources of data to access employee performance
- To engage the supervisee in a joint assessment of the supervisee's job performance strengths and deficits and in determining strategies to improve performance
- To implement the steps in the agency's progressive disciplinary process
- To structure the probationary period to monitor and evaluate the employee's performance and determine suitability for permanent employment
- To conduct a probationary termination interview that complies with all necessary personnel policy requirements and can properly document the reasons for termination
- To use appropriate counseling strategies to manage inappropriate employee behaviors that interfere with the development of a rational performance improvement plan

Competencies/Abilities:

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Resources:

Supervisory Training Curriculum Review

Course Title: Providing Effective Feedback

Project Code: LDST01

Provider: SUC Potsdam

Target Population: New Supervisors

Course Topics/Content Areas:

- Communication Skills
- Feedback

Objectives:

- To improve supervisors' and managers' communications skills with staff
- To focus on the importance of giving timely feedback
- To focus on the use of descriptive versus evaluative language
- To suggest effective formats for utilizing feedback during supervisory meetings

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Supervisory Training Certificate Program Module 1: Improving Communication Effectiveness

Project Code: (LDST01)

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:

- Interpersonal Communications

Objectives:

- To define the process of effective communication
- To describe the organizational and personal barriers to effective communications
- To state the elements of well-planned communications
- To identify one dominant style of communication
- To state and identify the ineffective and effective communication styles
- To describe the types and purposes of feedback
- To utilize descriptive language in giving motivational and formative feedback
- To utilize verbal techniques for handling conflict when giving feedback
- To state the elements of of active listening
- To utilize active listening techniques in various situations
- To identify elements of good organizational writing
- To utilize a standard process for organizing well-written communications

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Supervisory Training Certificate Program Module 2: Building High Performance Teams

Project Code: (LDST01)

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:
- Team Building
- Process and Task Skills
- Behavior Management
- Motivation

Objectives:

- To identify the elements of effective teams and teamwork
- To identify the stages of team development
- To identify the current stage of individual team functioning
- To understand the supervisor's role as a group facilitator and team developer
- To understand task and process as indicators of team development
- To model task and process behaviors
- To understand the impact of diversity on supervisory and team interactions
- To understand factors that motivate performance and design strategies to assist team members
- To identify the benefits and limitations of various approaches to decision making
- To utilize group decision making when appropriate to reach consensus
- To implement a process for improving teamwork and building group participation skills

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Supervisory Training Certificate Program Module 3: Planning and Goal Setting

Project Code: (LDST01)

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:
- Creation of Shared Vision and Values
- Goal Setting
- Problem Analysis and Problem Solving
- Team Decision Making
- Plan Implementation

Objectives:

- To identify the essential components of an effective planning process
- To define two types of planning and goal setting and describe the relationship between the agency's purpose and the work unit's goal and objectives
- To experience and utilize a visioning process for engaging staff in creating a shared vision for their work group or department
- To examine and use the Seven Step Goal Setting Process for determining goals and objectives, evaluating needed resources, identifying action steps, assigning tasks and managing the implementation of the plan
- To utilize the 4-Step Problem Solving Method for defining problems, understanding underlying causes and for finding alternative solutions
- To utilize the 4-Step Problem Solving Method for defining problems, understanding underlying causes and for finding alternative solutions
- To assess the potential impact of driving and restraining forces to the planning process and to implementation of the plan utilizing the Force Field Analysis method
- To examine and utilize a variety of decision-making tools for generating alternative solutions and for making choices
- To examine various scheduling tools for planning project tasks
- To evaluate outcomes against established goals and objectives and revise plans as necessary
- To identify strategies for implementing plans successfully

Competencies/Abilities:

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Supervisory Training Curriculum Review

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Resources:

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Supervisory Training Curriculum Review

Course Title: Supervisory Training Certificate Program Module 4: Work Management

Project Code: (LDST01)

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:
- Performance Management
- Control of Work in Progress
- Change Management
- Effective Meetings

Objectives:

- To identify individual, group and organizational barriers to staff performance and use situational strategies to reduce/eliminate these barriers
- To establish priorities and set realistic job expectations with staff
- To establish clear roles and accountabilities in the work group
- To examine job design and initiate improvements in the work system
- To utilize the Structural Analysis Checklist, the Staff Survey and Work Control tools to assess and address organizationally based work management and performance problems
- To interpret "action-based" job descriptions in order to clearly define, delineate job duties and tasks
- To utilize situational leadership strategies to manage and develop staff
- To utilize the 5-Step Stewardship Process to delegate work assignments and tasks
- To use Daily Time Log, Time Analysis Report and Time Management Grid to plan, organize and manage multiple priorities and to use time and resources effectively
- To utilize tracking tools to control, organize and monitor work activities in a way that ensures effective individual and team performance

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Supervisory Training Certificate Program Module 5: A Winning Training Approach

Project Code: (LDST01)

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:
- Training
- Coaching
- Leadership Skills
- Staff Development

Objectives:

- To examine how staff members' learning styles affect their abilities, needs and approaches to learning
- To differentiate training problems from other "non-training" performance problems
- To examine the importance of in service training to assure that staff acquire the knowledge and skills to perform their jobs
- To state a variety of strategies to promote the transfer of knowledge and skills learned through in service training to the job
- To use on-the-job training, job coaching and feedback strategies to help the staff develop proficiency in skills learned in formal in-service training
- To explain the need for collaboration among managers, supervisors, trainers and trainees in assuring the transfer of learning; To analyze his/her own role in promoting and facilitating worker development through the appropriate management practices, on-the-job training and support
- To address supervisees' knowledge and skill deficiencies and promote the transfer of learning through the assessment of training needs
- To identify training resources, referral to formal training programs, the use of training contracts, opportunities to practice skills and receive feedback on the job, modeling and reinforcement for good practice
- To apply the principles of adult learning to on-the-job training

Competencies/Abilities:

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Resources:

Supervisory Training Curriculum Review

Course Title: Supervisory Training Certificate Program Module 6: Managing Conflict

Project Code: (LDST01)

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:

- Conflict Management
- Negotiation
- Collaboration

Objectives:

- To identify the elements of conflict
- To identify individual reactions to conflict
- To determine individual conflict management style
- To define ways to overcome reluctance to deal with conflict
- To differentiate between healthy conflict and unhealthy conflict
- To analyze conflict situations to determine appropriate approaches
- To describe the conflict style;
- To analyze individual conflict situations
- To recognize and assess conflicts that affect staff performance
- To state steps used to mediate a conflict situation
- To recognize the impact of organizational change on staff's response to conflict
- To utilize appropriate strategies to promote collaboration and effective resolution within groups
- To utilize techniques for implementing work related changes in order to minimize conflict

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Supervisory Training Certificate Program Module 7: Selection Interviewing and Performance Evaluation

Project Code: (LDST01)

Provider: Brookdale

Target Population: Supervisors

Course Topics/Content Areas:

- Interviewing for Selection
- Coaching
- Counseling
- Evaluation
- Performance Evaluation
- Performance Improvement

Objectives:

- To determine the job requirements of a position to be filled and to be able to determine the prerequisite qualifications and abilities needed to perform the job
- To utilize interviewing strategies to elicit pertinent information to assess whether the applicant 's skills, strengths and attitudes match the criteria identified in the position description
- To select an applicant based on criteria established in the position description and to be able to document reasons for selection and non-selection
- To formulate and communicate performance standards and expectations to staff in behavioral and measurable terms
- To state the elements of an effective performance evaluation and to know how to objectively and productively conduct an individual performance evaluation
- To explain the interaction of factors that can contribute to poor employee performance and be able to utilize strategies to determine the specific factors contributing to a staff member's poor performance
- To identify personal barriers to job performance (i.e. burnout, lack of confidence, anxiety, etc.)
- To define the role and function of both ongoing employee performance evaluation and annual evaluation in the success of the organization
- To develop and communicate performance criteria that are specific behavioral indicators of task accomplishment; To engage the supervisee in a joint assessment of

the supervisee's job performance strengths and deficits and in determining strategies to improve performance especially as part of a formal annual evaluation

- To use appropriate counseling strategies to manage inappropriate employee behaviors that interfere with satisfactory job performance
- To recognize common fundamental steps in an agency's progressive disciplinary process

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Team Building I and II

Project Code: LDST01

Provider: SUC Potsdam

Target Population: Supervisors and Managers

Course Topics/Content Areas:

- Team Work
- Leadership Skills
- Facilitation Skills
- Collaboration
- Communication

Objectives:

- To create a positive work environment by fostering group spirit that supports a shared vision of a team's work
- To understand and apply leadership techniques that will help identify the team's strengths and weaknesses and capitalize on diversity
- To understand the differences between group managers, team leaders and the importance of modeling appropriate behaviors and attitudes in the team building process
- To solicit input and invite participation that will empower and motivate participants to develop an attitude and leadership skills that will help build a consensus for an action plan
- To apply team building skills to the team through understanding their style of management and learning how they are viewed by others.
- To recognize situations that call for team rather than group behavior
- To understand and apply leadership techniques and use collaboration as a source of power in team building
- To understand communication skills and styles and practice facilitating open communication by building trust through the importance of professional integrity

Competencies/Abilities:

Resources:

Supervisory Training Curriculum Review

Course Title: Fundamentals of Supervision for PSA

Project Code: PSA01

Provider: Brookdale

Target Population: PSA Supervisors

Course Topics/Content Areas:

- Leadership Skills
- Coaching Skills
- Teambuilding
- Performance Appraisal
- Time Management

Objectives:

- To develop a sound appreciation for the primary components of casework supervision
- To develop an understanding of a coaching and critical thinking process
- To develop a practical, hands-on understanding of core practices of effective supervision
- To draft an Individual Learning Plan (ILP) for caseworkers in the unit
- To draft a plan to address a specific performance problem within the unit
- To identify and differentiate supervisory styles
- To develop an awareness of how leadership/supervisory style might help or hinder an employee's performance
- To develop an appreciation for the role of feedback in managing change
- To develop an understanding of the difference between evaluative and descriptive language in order to provide feedback that focuses on a person's behavior

Competencies/Abilities:

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Resources:

Supervisory Training Curriculum Review

Course Title: Supervisory Issues in Residential Care

Project Code: (RC01.03)

Provider: SUNY Stony Brook

Target Population: Residential Care Supervisors

Course Topics/Content Areas:

- Motivation
- Needs
- Delegation
- Leadership
- Conflict and Power Struggles
- Styles of Supervision
- Evaluating Staff
- Staff Morale

Objectives:

- To present some of the many challenging and unique issues faced by su-pervisors in residential and group home settings

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Basics of Leadership and Empowerment

Project Code:

Provider: OCFS Bureau of Trainers, GOER approved trainers from other agencies

Target Population: Supervisors

Note: *This curriculum was developed with New York State Governor's Office of Employee Relations funding and is intended exclusively for training New York State employees. Any other use of these materials is prohibited without the express permission of the Governor's Office of Employee Relations.*

Course Topics/Content Areas:

- Introduction/ Dynamics of Leadership
- Transactional & Transformational
- Mission & Vision
- Alignment
- Empowering-
  L.E.A.D. Model
- Influence & Power
- Power and Dependency
- Informational Power
- Networking
- Action Planning

Objectives:

- Explore the changing understanding of and beliefs about leadership.
- Explore the connection and links between strong leadership & empowered followership.
- Explore transformational and transactional leadership, shared vision and the importance of empowerment.
- Learn principles and techniques to empower and develop others.
- Identify power and influence strategies and assess your own base of power and influence.
- Assess personal networking skills and your ability to build a strong network.

- Plan to apply new skills within your work unit.

Competencies/Abilities:
- Employee empowerment
- Establishing and using a base of power and influence
- Networking effectively

Resources:
- Feiner, Michael. The Feiner Points of Leadership: The 50 Basic Laws That Will Make People Want to Perform Better for You. New York, 2005.
- Goleman, Daniel et al. Primal Leadership: Learning to Lead with Emotional Intelligence. Boston, 2004.
- Maxwell, John. The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You. New York, 2007
- Nelson, Robert B. 1001 Ways to Empower. New York: Workman Publishing Co., 1997.
- Nelson, Robert B. 1001 Ways to Reward Employees. New York: Workman Publishing Co., 1994.

Supervisory Training Curriculum Review

Course Title: Becoming an Effective Learner

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS Employees

Course Topics/Content Areas:

- What I know about Myself as a learner
- Stages of Learning
- LTM Instrument
- The Effective Learner

Objectives:

At the end of this session, participants will be able to:

- List four differences in the ways people learn
- Describe their preferred learning type
- Discuss the impact of people with different learning styles working together

Competencies/Abilities:

Resources:

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Course Title: Coaching

Project Code:

Provider: OCFS Bureau of Training

Target Population: New Supervisors and Supervisors

Course Topics/Content Areas:

- Coaching characteristics and competencies
- Coaching skills: listening, questioning, affirming, feedback, building relationships
- Coaching for performance improvement – the model
- Positive reinforcement and building on strengths
- Powerful questions
- Coaching for Career Development
- Action plan

Objectives:

Participants will:

- Describe what coaching is & is not.
- Identify reasons to engage in coaching, the benefits to the coach, the coachee, and the organization.
- Identify blocks to coaching and ways to overcome them.
- Assess their own level of coaching competence and areas for growth using the coaching competencies self-assessment.
- Practice various skills used in effective coaching.
- Conduct two different types of coaching sessions and receive feedback on their effectiveness.
- Practice developing and using powerful questions.
- Create an action plan to apply knowledge and insight gained in this training

Competencies/Abilities:

- Self-management
- Listening Actively
- Being Curious

- Asking powerful question
- Refraining from giving advice
- Keeping confidentiality
- Being present
- Consistently making time
- Giving constructive feedback
- Being flexible
- Partnering to create assignments that move your coachee to action
- Planning and goal setting
- Establishing accountability
- Creating a coaching relationship through expectations and agreemntents
- Establishing trust and intimacy
- Respecting and appreciating the coachee
- Providing recognition
- Reading a situation

Resources:

The following set of handouts:
- Pre/post test
- PowerPoint slides w/note taking lines
- Hypothesis testing
- Open-ended questions
- Affirmations
- Behavioral observation
- Rules for effective feedback
- Feedback scenarios
- After the coaching session
- What they do and who they are
- 100 ways to say very good
- Powerful questions
- 10 important things to remember
- Action plan

Course Title: Crucial Conversations

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS Employees

Course Topics/Content Areas:

Crucial conversations can have a profound impact on your career, your happiness and your future. When stakes are high, opinions vary and emotions run strong, there are three choices: Avoid a crucial conversation and suffer the consequences; handle the conversation badly and suffer the consequences; or use the strategies you learn with *Crucial Conversations* training and discover how to communicate best when it matters most. This training gives one the tools needed to step up to life's most difficult and important conversations, say what's on one's mind, and achieve positive outcomes.

Objectives:

Participants will learn how to:

- Prepare for high-impact situations with a six-minute mastery technique
- Make it safe to talk about almost anything
- Be persuasive, not abrasive
- Keep listening when others blow up or clam up
- Turn crucial conversations into positive action and results

Competencies/Abilities:

Resources:

- A copy of Crucial Conversations: Tools for Talking When Stakes are High
- Participant Toolkit [training workbook]
- Follow-up with online "Mastery Mission"
- Crucial Conversations Audio Companion (6 cd's)
- A subscription to the Crucial Skills Newsletter, a weekly e-mail service

Supervisory Training Curriculum Review

Course Title: Employee Drug and Alcohol Testing

Project Code:

Provider: OCFS Bureau of Training

Target Population: Supervisory & Managerial Staff

Course Topics/Content Areas:

- Review of Policy 2611.02 Employee Drug/Alcohol Testing;
- Procedures for implementing this policy;
- Method to be used in collecting a urine sample;
- Practice using the forms and materials supplied by LabCorp Occupational Testing Services

Objectives:

At the end of this session, participants will be able to:

- Follow the procedures required to implement Policy 2611.02;
- Demonstrate an understanding of "Reasonable Suspicion";
- Collect a urine specimen, using the forms and materials supplied by LabCorp Occupational Testing Services

Competencies/Abilities:

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Resources:

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Supervisory Training Curriculum Review

Course Title: Facilitating and Leading Work Groups and Teams

Project Code:

Provider: OCFS Bureau of Trainers, GOER approved trainers from other agencies

Target Population: Supervisors

Note: *This curriculum was developed with New York State Governor's Office of Employee Relations funding and is intended exclusively for training New York State employees. Any other use of these materials is prohibited without the express permission of the Governor's Office of Employee Relations.*

Course Topics/Content Areas:

- Introduction/Leadership & Team Building
- Effective leadership
- Approaches to Supervision
- L.E.A.D. Model
- Facilitative Leadership Ten Essentials of Teamwork
- The Frustration of Teams
- Team Development/Role Clarification
- Putting it Together
- Establishing Norms
- Useful Feedback
- Assessing Teams….Case Studies
- Action Planning

Objectives:

- To explore facilitative leadership & practice skills.
- To learn the variety of ways leaders can function in relation to teams and work groups.
- To learn the value of communicating vision, mission and establishing clear roles and goals within teams.
- To identify stages of team development.
- To experienc**e** a number of team development activities and exercises.
- To discuss special issues and concerns.

- To plan to use new ideas within the work unit.

Competencies/Abilities:

- Setting clear goals and objectives
- Ability to reach consensus
- Paying attention to both tasks and relationships
- Empowering employees
- Leading in a facilitative manner
- Effective team leadership

Resources:

- Cobb, Anthony. Leading Project Teams: An Introduction to the Basics of Project Management and Project Team Leadership. California: Sage Publishers, 2005.
- Cole Miller, Brian. Quick Team-Building Activities for Busy Managers: 50 Exercises That Get Results in Just 15 Minutes. Boston: AMACOM, 2003.
- Dyer, William G. Team Building: Current Issues and New Alternatives. Massachusetts: Addison-Wesley Publishing Company, 1995.
- Frangos, Stephen J., Steven J. Bennett and Stephen J. Frankos. Team Zebra: How 1500 Partners Revitalized Eastman Kodak's Black and White Film-Making Flow. New York: John Wiley and Sons, 1996.
- Katzenbach, Jon R. and Douglas K. Smith. The Wisdom of Teams: Creating the High Performance Organization. New York: Collins Business, 2003.
- Scholtes, Peter R. et al. The Team Handbook. Madison, Wisconsin: Oriel, Inc., 2003.
- Senge, Peter M. The Fifth Discipline, The Art and Practice of the Learning Organization. New York: Currency Doubleday, 2006.

Course Title: Investigations

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS Supervisors / Facility Directors and Assistant Directors

Course Topics/Content Areas:

This training is offered for supervisors in OCFS-operated facilities who may be required to assist in conducting investigations at their facilities. Following the training, participants should be able to plan an investigation; conduct interviews and interrogations as established by contractual agreement; identify, gather, and document basic types of evidence; analyze evidence and form findings and conclusions; and document an investigation using the Agency Investigation Package.

- Planning Investigations
- Evidence
- Interviews
- Evaluating Evidence
- Narrative Reports

Objectives:

At the end of the program, participants will be able to:

- Plan the conduct of an investigation using a logical sequence
- Conduct the interviews/take written statements of staff and residents according to Agency guidelines
- Conduct interrogations as established by contractual agreement
- Identify, gather and document basic types of evidence
- Analyze evidence and form logical findings and conclusions
- Document an investigation using the Agency investigation package

Competencies/Abilities:

-

Resources:

- Participant handouts in a binder

Supervisory Training Curriculum Review

Course Title: Labor Relations A – Time & Attendance / Counseling

Project Code:

Provider: OCFS Bureau of Training and Labor Relations

Target Population: OCFS Supervisors & Managers

Course Topics/Content Areas:

The labor relations training series is designed to provide managers and higher-level supervisors with tools and information that will help them manage their employees effectively. This segment of the series the will cover the following topics: developing an effective employee; counseling; leave; time and attendance issues for PEF, CSEA, and M/C; FMLA and medical documentation; and the Employee Assistance Program. In addition, relevant sections of Civil Service Law will be examined. The instructors will provide participants with OCFS paperwork samples to help lead them through the documentation process

- Time & Attendance
- Employee Counseling

Objectives:

Participants will:
- Apply Time & Attendance knowledge to examine Time Sheets
- Write a counseling memo & conduct a counseling session role-play

Competencies/Abilities:

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Resources:

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-

Supervisory Training Curriculum Review

Course Title: Labor Relations B – Discipline & Grievance

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS Supervisors and Managers

Course Topics/Content Areas:

The labor relations training series is designed to provide managers and higher-level supervisors with tools and information that will help them manage their employees effectively. This segment of the series the will cover the following topics: Labor/ Management committees, disciplinary procedures and employee grievance rights. Participants will also receive an introduction and overview of investigation procedures. The instructors will use case studies to take the participants through the entire employee discipline process.

- Discipline Policy & Process
- Grievance Policy & Process

Objectives:

Participants will :

- Analyze grievances for compliance and possible resolution
- Examine discipline case-study

Competencies/Abilities:

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Resources:

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-
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Course Title: Leadership Values

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS Supervisors / managers

Course Topics/Content Areas:

Leadership revolves around vision, ideas, direction, and has more to do with inspiring people as to direction and goals than with day-to-day implementation… One can't lead unless he can leverage more than his own capabilities… Leaders have to be capable of inspiring other people to do things without actually sitting on top of them with a checklist – which is management, not leadership.

Among the topics covered are:
- Bennis Leadership Qualities
- Morals, Values and Ethics
- Application of Core Values in work
- Distinction of Leadership work from other types of work using the Networked Talent Mod

Objectives:

Participants will be able to:

- Learn the qualities of effective leadership
- Explore their values and the importance of values in leadership

Competencies/Abilities:

Resources:

Course Title: Managing Workplace Conflict: Manager as Mediator

Project Code:

Provider: OCFS Bureau of Training & EAP

Target Population: OCFS Supervisors / Managers

Note: *This curriculum was developed with New York State Governor's Office of Employee Relations funding and is intended exclusively for training New York State employees. Any other use of these materials is prohibited without the express permission of the Governor's Office of Employee Relations.*

Course Topics/Content Areas:

The Manager-as-Mediator is a course designed for supervisors and managers who are responsible for the cooperative work of others. Participants are introduced to the theory behind conflict resolution and are given a step by step process that maps out how to mediate conflicts in the workplace.

The course topics include:

- Consequences of conflict
- Preliminary meetings with employees
- Managing the context
- The three tasks of the manager-as-mediator
- Contracting for agreement

Objectives:

Competencies/Abilities:

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Resources:

- Reference material / handouts

Course Title: Myers Briggs Type Indicator

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS Employees

Course Topics/Content Areas:

The MBTI instrument was developed by Isabel Myers and Katharine Briggs as an application of Carl Jung's theory of psychological types.

This theory suggests that we have opposite ways of gaining energy (extraversion or introversion), gathering or becoming aware of information (sensing or intuition), deciding or coming to conclusions about that information (thinking or feeling) and dealing with the world around us (judging or perceiving). We all use each of these eight parts of our personality, but likely prefer one in each area.

The Myers-Briggs Type Indicator gives us information about our personal preferences and how knowing those preferences can be useful to us.

Objectives:

At the end of this training participants will be able to:
- Better understand themselves
- Appreciate others
- Communicate more effectively
- Solve problems more effectively
- Improve teamwork
- Understand and appreciate differences

Competencies/Abilities:

- MBTI results can be used in the context of training on teamwork, communication, decision making, managing change or working through conflict.

- Performance Evaluation Chart

Course Title: Performance Evaluation for Supervisors

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS Supervisors

Note: *This curriculum was developed with New York State Governor's Office of Employee Relations funding and is intended exclusively for training New York State employees. Any other use of these materials is prohibited without the express permission of the Governor's Office of Employee Relations.*

Course Topics/Content Areas:

This is a three-hour curriculum for supervisors who are required to evaluate the performance of their subordinates. The purpose of the training is to engage participants in a realistic, practical dialogue about their responsibilities for performance evaluation throughout the entire year.

Topics in this interactive course include:
- writing tasks and standards
- assessing employee performance
- communicating and providing feedback in constructive ways
- writing performance appraisals
- conducting effective performance evaluation meetings
- helping employees build their skills and improve their performance

Objectives:

Upon completion of this course participants will be able to:

- Identify the benefits of effective performance evaluation
- Write clear job tasks and corresponding SMART standards
- Assess employee performance in objective behavioral terms
- Provide feedback using two-way communication and incorporating personal styles
- Engage employees in jointly developing plans to build their strengths and improve job performance
- Conduct effective appraisal meetings

Competencies/Abilities:

Resources:

- Participant Manual
- Performance Evaluation Chart

Supervisory Training Curriculum Review

Course Title: Practical Skills for Supervisors

Project Code:

Provider: OCFS Bureau of Training

Target Population: Supervisors

Note: *This curriculum was developed with New York State Governor's Office of Employee Relations funding and is intended exclusively for training New York State employees. Any other use of these materials is prohibited without the express permission of the Governor's Office of Employee Relations.*

Course Topics/Content Areas:

The intent of this program is to enhance existing skills or create new ones for first time supervisors. The sessions are interactive and experiential, inviting supervisors and managers to examine their own skills and knowledge and to create the best possible performance environment for both themselves and their employees. The three-day program usually has days one and two running consecutively with day three coming one week later. This will give employees time to practice new tactics and discuss the results when they return. The program may also run three days in a row. The program is grounded in adult learning theory and practice and is specifically designed to meet the changing needs of New York State supervisors. Topics include Change, Communication, Listening, Feedback, Motivation, Delegation, Assertion, Diversity, Conflict Resolution, Situational Leadership, and Introduction to Competing Values Model.

Objectives:

Day 1

- To introduce a Competency Based Approach to Supervision and Management Development
- To reflect on the generational differences of today's workforce.
- To understand how individual style affects the way we communicate with one another
- To understand emotional intelligence and how emotional undercurrents affect the workplace
- To explore communication

Day 2

- To explore conflict negotiation
- To understand the value of diversity in enhanced workplace performance

- To explore why and how employees become engaged
- To learn a tool for diagnosing performance
- To explore motivation from the perspective of the employee's generation
- To learn and use a tool for selection in the delegation process
- To learn and use a problem-solving process to solve a supervision dilemma
- To learn to assert with skill

Day 3

- To understand how to manage change
- To understand and share strategies for supervising from a distance
- To understand the difference between coaching and counseling and be familiar with the processes of each to heighten performance
- To understand how on-the-job training enhances team performances
- To understand the differences between coaching and counseling, and the appropriate uses of each
- To gain a tool for offering feedback to employees

Competencies/Abilities:

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Resources:

- Participant Manual
- Workbook / Guide "Developing My Competencies"

Course Title: Sexual Harassment Prevention

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS Employees

Note: *This curriculum was developed with New York State Governor's Office of Employee Relations funding and is intended exclusively for training New York State employees. Any other use of these materials is prohibited without the express permission of the Governor's Office of Employee Relations.*

Course Topics/Content Areas:

This mandated program is designed for all staff. The program covers the legal, social, and employment related issues surrounding sexual harassment in the workplace

Objectives:

- To understand the definition and terminology associated with sexual harassment.
- To recognize those actions that could be considered sexual harassment.
- To apply the skills necessary to prevent and stop sexual harassment.
- To understand agency specific complaint and disciplinary procedures

Competencies/Abilities:

Resources:

-

Course Title: Taking the First Step to Supervision

Project Code:

Provider: OCFS Bureau of Training

Target Population: New Supervisors / Soon to be Supervisors

Note: *This curriculum was developed with New York State Governor's Office of Employee Relations funding and is intended exclusively for training New York State employees. Any other use of these materials is prohibited without the express permission of the Governor's Office of Employee Relations.*

Course Topics/Content Areas:

This program is intended to help high -potential individual contributors, and new supervisors understand the differences between the role of individual contributor and the role of the supervisor.
The information in this course helps employees make an educated decision about entering the ranks of management and helps newly-promoted and "soon-to-be-promoted" supervisors develop the skills needed to effectively face and overcome the challenges of taking the first step to becoming a supervisor.

Objectives:

After completing this program, participants will be able to:

- demonstrate a clear understanding of the requirements of being a supervisor & how they differ from those of an individual contributor
- identify the challenges of transitioning from individual contributor to supervisor and being able to effectively address those challenges
- identify their strengths & areas for development as a supervisor through use of the Supervisory Skills Questionnaire (self-assessment)
- demonstrate through practice an ability to apply five critical supervisory skills: Guiding the Work, Organizing the Work, Developing Your Staff, Managing Performance, and Managing Relations

Competencies/Abilities:

Supervisory Training Curriculum Review

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Resources:

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Course Title: Time Management

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS Supervisors

Course Topics/Content Areas:

- Time Management

Objectives:

Participants will complete a Time Management Action Plan and will learn:

- to prioritize
- to delegate

Competencies/Abilities:

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Resources:

- Time Management tools

Course Title: Working Through Transition

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS employees

Course Topics/Content Areas:

This course content is aimed at developing skills for handling change constructively and produc-tively

Objectives:

Participants will be able to:
- Develop skills for handling change constructively and productively
- Explain three kinds of change
- Describe each phase of the growth curve
- Identify your own reaction to change
- Identify typical reactions to change
- Develop an action plan to assist in coping with change

Competencies/Abilities:

Resources:

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Supervisory Training Curriculum Review

Course Title: Written Communication Skills for Supervisors

Project Code:

Provider: OCFS Bureau of Training

Target Population: OCFS Supervisors

Course Topics/Content Areas:

This program is designed for managers and supervisors who write memos, reports, resident plans, proposals, supervisory memoranda and similar items. Participants learn and practice an eight-step model for writing and must bring a writing assignment to work on during the program. Time management for writers and improving subordinate's writing skills are covered.

Objectives:

By the end of this workshop, participants will be able to:

- Describe the importance of written communication in their work
- Understand the value of using Critical Thinking Skills in preparing written documents
- Identify some job-related purposes and needs for written communication
- Identify characteristics of effective writing
- Apply an eight-step model for preparing, organizing, and writing documents
- Select two personal blocks to writing effectively and generate a plan to improve

Competencies/Abilities:

-

Resources:

- The Gregg Reference Manual