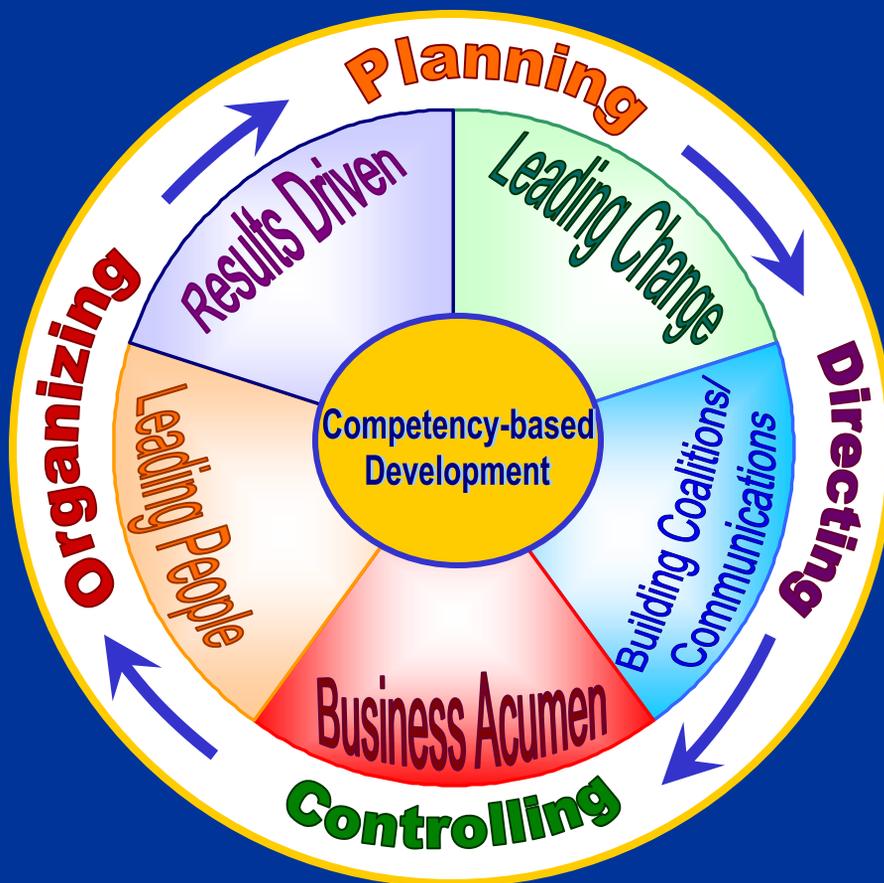




Corporate Supervisory & Managerial Training Curriculum



March 2003



Developed for the Department of Energy
by the Office of Training and Human Resource Development

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Executive Summary

This document contains a model for development of the Corporate Supervisory and Managerial Training curriculum in support of the Department's Human Capital Management and Succession Planning/Management initiatives.

Since 2001, the Department of Energy, through its workforce planning and restructuring efforts, has placed significant importance on addressing its human capital needs in support of the Department's Strategic Plan and mission accomplishment. More recently, the Department has begun to address the Strategic Human Capital initiative within the "President's Management Agenda" and periodically reports progress against the Office of Personnel Management's Human Capital Standards. The Leadership and Knowledge Management standard, within the Human Capital Standards, requires that agency leaders and managers effectively manage people, ensure continuity of leadership, and sustain a learning environment that drives continuous improvement in performance. The Department of Energy, through its accelerated Human Capital Management (HCM) and Succession Planning Initiatives is clearly focused on the development of current and future leaders. The Department of Energy, like other agencies, will report progress against these standards to ensure Department-wide accountability against the Human Capital Standards.

Current challenges for the Department of Energy include establishing programs that are linked to performance improvement in the areas of corporate Workforce Planning and Succession Management, E-Government and Knowledge Management, Resource Management, and Partnerships.

As the demand for federal leadership grows, the selection, development, and performance management of first line supervisors must be strengthened. Continuous investment in learning and workforce development is essential for improving the performance of the Federal Workforce and enhancing the services provided by the Federal Government. Workforce development is essential to attract and retain competent supervisors and managers as well as a knowledgeable and skilled workforce.

The Stakeholders include:

The Department of Energy has many stakeholders –Congress, the taxpayers, Unions, other Federal agencies, its Program organizations, and DOE senior managers, supervisors, and employees. Each of these stakeholders has an interest in the Department of Energy ensuring that its supervisors and managers are knowledgeable, skilled, and competent.

To meet the demand for competent supervisors and managers, a task group of DOE field and headquarters human resources, training and development representatives, and subject-matter experts worked collaboratively to develop a plan of action for successful implementation and deployment of a corporate Supervisory and Managerial curriculum. The curriculum developed will address the Leadership and Knowledge Management standard and will support the Department's efforts related to the President's Management Agenda.

This task group worked collaboratively to review current DOE sponsored supervisory training and DOE internal and external systems for identifying managerial and leadership skill development needs. The team recognized that the need for developing new leaders within the DOE has grown while the size of the DOE federal workforce has declined significantly. After benchmarking other federal agencies and organizations, it was determined that development of a multi-level, competency-based supervisory and managerial training curriculum model would support the necessary integration of DOE corporate training goals into DOE HCM Succession Planning and Workforce Initiatives.

Target Audience:

The target audience for this training includes new supervisors, team leaders, and experienced supervisors and managers.

Implementation:

The schedule for implementation has been accelerated to meet the President's Management Agenda. The accelerated schedule will be accomplished through phased implementation of training course delivery.

Program Contact Information

For additional information about DOE Supervisory and managerial training, please contact Jeanne Williams Office of Training and Human Resource Development 202-287-1685 [http://Jeanne.Williams@hq.doe.gov](mailto:Jeanne.Williams@hq.doe.gov)

DOE SUPERVISORY / MANAGERIAL FRAMEWORK



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Supervisory and Management Training

Program Overview

The Supervisory and Managerial Training model is designed to provide competency-based training and development for supervisors and managers at the Department of Energy (DOE). It promotes continuous learning as part of the Department's Corporate Training Goals and Human Capital and Succession Planning initiatives, and prepare individuals for planning, organizing, directing and controlling work to accomplish the Department's mission.

Through a blended learning approach, the curriculum provides three levels of competency-based training. Level I targets team leaders and new supervisors; it provides them with foundations in leadership, supervision and management. Level-I is also suggested for employees who demonstrate sustained leadership potential. Level II is for new and experienced supervisors and team leaders. Level III provides senior managers and executives with specialized topics, training and development activities. The following is a framework that provides detailed information regarding the program objectives, structure, the competencies which guide the curriculum development and selection, and a listing of projected training and developmental activities that support these competencies.

Program Objectives:

- Develop competent and capable managerial leadership at all levels within the Department that fosters continuous learning and development
- Establish and institutionalize a competency-based training curriculum for managers/supervisors
- Prepare employees for increased leadership responsibilities across the Department

Program Structure:

This program will assist supervisors and managers in acquiring and developing the necessary competencies to **plan, organize, direct, and control** the work that will accomplish the Department's mission. Training and developmental activities will be provided using a blended-learning approach that will encompass DOE classroom courses, online learning courses, external course offerings, seminars, speaking forums, videos, and suggested reading. The structure includes:

- Level I Foundations in Leadership, Supervision and Management**
These training and developmental activities are designed for new supervisors and team leaders.
- Level II Core Supervision and Management** – Training and developmental activities at this level are geared toward new and experienced supervisors.
- Level III Specialized Topics in Supervision and Management**— Ongoing supervisory, managerial and leadership training and development activities are provided at this level. The primary focus will be on specialized topics relevant to experienced supervisors and managers. Session timeframes will vary from 2

hours to half day in length to accommodate the subject matter and participant availability.

Special topics include but are not limited to:

- Implementing Workforce/Succession Planning Initiatives
- Knowledge Management
- Equal Employment Opportunity (EEO)
- Diversity
- Personal Liability
- Political Savvy
- Strategic Budget Management
- Alternate Dispute Resolution
- Labor Management Relations (LMR)
- Communication
- Whistle Blower Protection Act
-

Senior-level managers and executives who have mastered Levels I and II may focus on activities at Level III. Senior managers, however, are invited to participate in Level I and II courses to share their expertise. At a minimum, all supervisors should achieve proficiency in the competency areas associated with Levels I and II.

DOE Supervisory/Managerial Competency Model



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DOE Supervisory and Management Development Competency Matrix

Competencies	Competency-Based Curriculum Levels			SKILL AREAS
	Level I Foundations in Leadership, Supervision, & Management	Level II Core Supervision & Management	Level III Specialized Topics in Management & Supervision	
Continual Learning	●	●	●	Planning
Decision-making	●	●	●	
Flexibility	●	●	●	
Resilience	●	●	●	
Interpersonal Skills	●	●	●	
Integrity/Honesty	●	●	●	
Leadership	●	●	●	
Oral Communication	●	●	●	
Problem Solving	●	●	●	
Technical Credibility	●	●	●	
Written Communication	●	●	●	Organizing
Accountability		●	●	
Conflict Management		●	●	
Human Resource Management		●	●	
Influencing/Negotiating		●	●	
Leveraging Diversity		●	●	
Partnering		●	●	Directing
Political Savvy		●	●	
Team Building		●	●	
Creativity/Innovation			●	
Entrepreneurship			●	Controlling
External Awareness			●	
Financial Management			●	
Planning & Evaluating			●	
Service Motivation			●	
Strategic Thinking			●	
Technical Management			●	
Vision			●	

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Level I—Competencies Associated New Supervisors and Team Leaders

Continual Learning – Grasps the essence of new information; masters new technical and business knowledge; realistically assesses own strengths, weaknesses, and impact on others; seeks feedback from others; works persistently towards a goal; demonstrates self-confidence; invests in self-development; manages own time efficiently and seeks opportunities to master new knowledge.

Decisiveness – Exercises good judgment by making sound and well-informed decisions in a timely manner; takes action and risks when needed; makes difficult decisions when necessary and perceives the impact and implications of decisions; is proactive and achievement oriented.

Flexibility - Adapts to change in the work environment; effectively copes with stress. Adjusts rapidly to new situations warranting attention and resolution.

Interpersonal Skills - Considers and responds appropriately to the needs, feelings, capabilities and interests of others; provides feedback in a tactful manner; treats others with equity and respect. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization.

Leadership - Demonstrates and encourages high standards of behavior; adapts leadership style to situations and people, empowers, motivates, and guides others.

Oral Communication - Listens to others; makes clear and effective oral presentations to individuals and groups.

Problem Solving - Recognizes and defines problems; analyzes relevant information; encourages alternative solutions and plans to solve problems.

Resilience - Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

Technical Credibility - Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Understands linkages between administrative competencies and mission needs.

Written Communication - Communicates effectively in writing; reviews and critiques others' writing.

Level II – Competencies Associated with New and Experienced Supervisors and Managers

Accountability - Ensures the integrity of the organization's processes; promotes ethical and effective practices. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.

Conflict Management - Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner.

Human Resources Management - Ensures effective recruitment, selection, training, performance appraisal, recognition, and corrective/disciplinary action; promotes affirmative employment, good labor relations, and employee well being.

Influencing/Negotiating - Networks with, and provides information to, key groups and individuals; appropriately uses negotiation, persuasion, and authority in dealing with others to achieve goals.

Leveraging Diversity - Recognizes the value of cultural, ethnic, gender, and other individual differences; provides employment and development opportunities for a diverse workforce. Recruits, develops, and retains a diverse high quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.

Partnering - Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

Political Savvy - Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.

Team Building - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

Level III— Competencies Associated with Experienced Supervisors and Managers

Creativity and Innovation - Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.

Entrepreneurship – Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

External Awareness - Stays informed on laws, policies, politics, Administration priorities, trends, special interests, and other issues; considers external impact of statements or actions; uses information in decision-making.

Financial Management - Prepares and justifies budget; monitors expenses; manages procurement and contracting.

Planning and Evaluating - Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.

Service Motivation - Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.

Strategic Thinking – Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

Technology Management - Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision-making. Understands the impact of technological changes on the organization.

Vision - Creates a shared vision of the organization; promotes wide ownership; champions organizational change.

Level-I Classroom Training

Classroom Courses

- Introduction to Management/Supervision
- Federal Personnel Procedures Overview (“Survey Course”) for Managing Human Resources
- Program Management Overview
- Alternate Dispute Resolution
- Political Savvy
- Changing Dimensions
- The Federal Budgeting Process In DOE
- Creative Problem Solving and Decision Making

Level-II Classroom Training

Classroom Courses

- Management Skills for Supervisors and Managers
- Management Methods and Techniques for Managers Supervisors and Team Leaders
- Breaking the Code: Understanding Project Management
- Power and Influence **
- Constructive Conflict Resolution **
- Situational Leadership **
- Facilitation Skills **
- Managing Change **
- Building Cooperation on Teams: Playing the Game of Life **
- Coaching and Counseling for Improved Performance **

***A series of one-day sessions. Participants may select all or some of these courses*

Level-III Classroom Training

Classroom Courses

- Resolving Office and Interpersonal Conflict
- Project Planning
- Implementing Workforce/Succession Planning Initiatives
- E-Government and Knowledge Management
- Workplace Behavior
- Personal Liability
- Diversity and EEO
- Alternate Dispute Resolution
- Strategic Budget Management
- Whistle Blower Protection Act

Phase I --FY 2003 Proposed Course Delivery

Getting Back to Basics

Valuing and Leveraging Diversity

Constructive Conflict Resolution

Situational Leadership

Building Cooperation on Teams

The Inspirational Leader

Coaching and Counseling for Improved Performance

Federal Personnel Procedures for Managing Human Resources

Phase II FY 2004 Proposed Course Delivery

Managing Change

Management Skills for Supervisors and Managers

Personnel Procedures (Survey Course)

Creative Problem Solving and Decision Making

Building Cooperation on Teams: Playing the Game of Life

Power and Influence

Constructive Conflict Resolution

Federal Personnel Procedures for Managing Human Resources

DOE Training and Course Descriptions

BREAKING THE CODE: UNDERSTANDING PROJECT MANAGEMENT

COURSE DESCRIPTION: The purpose of this 3-day course is to introduce participants to DOE's Project Management system and processes in order to improve their performance as members of the project management team. Topics include: the DOE Strategic Management System; the phases of the DOE project management life cycle; the definition of the term "project baseline" and its use in managing DOE projects; and the major steps in planning, executing, and successfully completing performance based DOE projects

COURSE OBJECTIVES: By the end of this course, participants will be able to...

- Become familiar with the essential principles and concepts of the discipline of project management as it applies to the work and culture of the Department;
- Identify DOE's project management system and processes; and
- Understand thoroughly the performance requirements in the functional areas in which they respond and interact with DOE's project managers, project staff, and project contractors.

BUILDING COOPERATION ON TEAMS: PLAYING THE GAME OF LIFE

COURSE DESCRIPTION: In this one-day workshop, participants will examine the effects of competition, cooperation, risk taking and trust by playing the "Game of Life". Steps that managers, supervisors and team leaders can take to build cooperation, while maintaining the critical analysis necessary for effective decision making will be emphasized through a video, case studies, and discussion.

COURSE OBJECTIVES: By the end of the workshop, participants will be able to...

- Identify the effects of competition and cooperation on teams
- Recognize the symptoms of group-think
- Practice strategies for building cooperation on teams
- State the steps a leader can take to prevent group-think
- Identify ways of building trust in organizations

CONSTRUCTIVE CONFLICT RESOLUTION

COURSE DESCRIPTION This is a one day that provide simulations, case studies and role-plays, participants will examine the causes of conflicts; the different styles of responding to conflict; when each style is most appropriate; and strategies for managing conflicts to achieve better decisions and better relationships.

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

- Recognize the common causes of conflicts
- Identify five styles of responding to conflict
- State the pros, cons and appropriate situations for each style
- Use the steps of interest based negotiating in resolving a conflict

- Practice at least two techniques for managing conflicts on teams

DOE Training and Course Descriptions

CHANGING DIMENSIONS OF DOE

COURSE DESCRIPTION: This course is designed to provide the participant with knowledge of DOE's changing priorities and to provide an opportunity for active participation in DOE's future. Participants will obtain insight into the current issues and events affecting DOE. Senior-level guest speakers from major organizations have been invited to speak on the changes occurring in their programmatic areas and how they are adapting. The 4-day course includes workshops and a 1-day visit to Capitol Hill to observe Congressional activity. The last day will be closing out mid-day. Topics for the sessions include: managing for results in DOE; quality focus; environmental priorities; organizational initiatives; laboratory relationships; public policy process; Congressional policy perspectives; exploration of Capitol Hill; performance management; techniques for positive change in DOE; and developing action plans. Workshops include: Preparing for Change, Planning for Change; and Group Feedback.

COURSE OBJECTIVES: By the end of the workshop, participants will be able to...

- Provide access to key DOE organizational leaders
- Promote interaction with the DOE leadership regarding:
- Current and projected DOE policies
- Management systems and techniques
- Internal and external factors affecting change
- Provide insight into the public policy
- Develop group and personal action plans for implementing change

COACHING AND COUNSELING FOR IMPROVED PERFORMANCE

COURSE DESCRIPTION: Through case studies and role-plays, participants will practice conducting effective goal setting, progress review, and performance appraisal discussions, as well as diagnosing performance problems to determine effective solutions, implementation and follow-up.

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

- State the steps to be followed in conducting effective goal setting, progress review and performance appraisal discussions
- Identify key questions to be asked in diagnosing performance problems
- Develop possible solutions for a variety of performance problems
- Practice the steps of effective coaching

DOE Training and Course Descriptions

CREATIVE PROBLEM SOLVING AND DECISION MAKING

COURSE DESCRIPTION: This is a 2-day workshop designed to enable participants to learn a step-by-step process for identifying, analyzing, and resolving problems. Focus is on applying concepts and techniques to an integrated approach to creative problem solving and making effective decisions in ways that increase personal and organizational performance. Course content include examining the Kepner-Tregoe method of problem analysis and decision analysis; potential problem/opportunity analysis and situation appraisal. Additional focus is on questioning and listening skills, and transferring skills to the job.

COURSE OBJECTIVES: By the end of the workshop, participants will be able to...

- Ask incisive questions for making sound decisions
- Solve critical problems and manage complex issues
- Differentiate between root problems and their symptoms
- Use decisive actions to attack problems rather than reacting to them
- Work more effectively in teams and include input of others in problem-solving/decision making
- Apply proven principles for problem solving and understand the steps and processes for effective decision making

FACILITATION SKILLS

COURSE DESCRIPTION: This one-day workshop is for managers, supervisors and team leaders who want to increase their effectiveness in facilitating teams. Through case studies, role-plays, and simulations participants will examine the task and group relations behaviors which are necessary for successful goal accomplishment; the stages of group development; and intervention strategies for troubled teams.

COURSE OBJECTIVES: By the end of the workshop, participants will be able to...

- Define facilitation
- Identify task, maintenance and individually oriented roles and the facilitator's roles of "completing group action" and "filling in the gap"
- Recognize the stages of team development and the steps a facilitator to help teams move through these stages
- Demonstrate techniques to help groups define, analyze, generate solutions for, and evaluate solutions for problems
- Identify intervention strategies for a variety of team problems

DOE Training and Course Descriptions

MANAGEMENT SKILLS FOR SUPERVISORS AND MANAGERS

COURSE DESCRIPTION This is a 2-day course for new supervisors/managers who must make the transition from employee to manager. Course focus is on the supervisory/managerial functions of planning, organizing, directing and controlling. A variety of instructional methods include simulations, role-plays, videotapes, guided discussions and case studies will be used during the course.

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

- Recognize the most critical challenges faced by new supervisors/managers and develop strategies to successfully meet these challenges
- Create a climate for effective communication
- Develop objectives and action plans
- Describe the different leadership styles in situational leadership theory and choose styles in relationship to individual employee competencies and commitment
- Identify four developmental stages of teams and pinpoint appropriate leadership styles for each stage
- Use the performance diagnosis process and motivation theories in analyzing performance and discipline problems

MANAGING CHANGE

COURSE DESCRIPTION This one-day workshop will address the stages employees go through in responding to change. Through case studies and exercises, participants will examine typical behaviors at each stage and techniques team leaders, supervisors and managers can take to become effective change agents.

COURSE OBJECTIVES: By the end of the workshop, participants will be able to...

- State the four stages of responding to change
- Identify the characteristic behaviors of each stage
- Recognize ways in which managers can be most helpful in easing the transition through each stage
- Use force field analysis to plan for organizational change

DOE Training and Course Descriptions

POWER AND INFLUENCE

COURSE DESCRIPTION: Through case studies, analysis of the video, *12 Angry Men*, role-plays and a simulation, participants will analyze six styles of influencing others.

COURSE OBJECTIVES: By the end of the workshop, participants will be able to...

- Distinguish between formal and informal power
- Describe six styles of influence and the advantages and disadvantages of using each when managing employees
- Recognize advantages of reasoning and coalition-building styles in working with others
- Practice the steps of coalition building

FEDERAL PERSONNEL PROCEDURES FOR MANAGING HUMAN RESOURCES (SURVEY COURSE)

COURSE DESCRIPTION: This is 3-day designed to examine the manager's role in achieving and sustaining mission accomplishment through effective and efficient management of human and technical resources. Focus is on the management functions of planning, organizing, directing, and controlling. Course content include supervisory/managerial responsibilities in position management and classification, staffing, employee development, employee relations, equal employment opportunity and diversity, and labor management relations.

COURSE OBJECTIVES: By the end of the workshop, participants will be able to...

- Define the management functions of planning, organizing, directing and controlling
- State the purpose of the Federal Personnel Management System
- Identify prohibited personnel practices and Merit System Principles
- State the provisions of the Whistleblower Protection Act

SITUATIONAL LEADERSHIP

COURSE DESCRIPTION: This one-day workshop will focus on different theories of leadership, with an emphasis on situational leadership theory. Using a diagnostic instrument, participants will identify their preferred leadership styles. Through case studies and exercises, participants will get practice in diagnosing situations to determine appropriate leadership styles and demonstrating the skills that support each style.

COURSE OBJECTIVES: By the end of the workshop, participants will be able to...

- Define leadership
- Recognize the four styles of leadership
- Determine when each style would be appropriate
- Identify his or her preferred style(s)
- Demonstrate the appropriate supportive and directive behaviors for each style

DOE Training and Course Descriptions

THE INSPIRATIONAL LEADER

COURSE DESCRIPTION: This 1 day workshop is designed to help new and experienced managers better communicate with peers, employees and upper management. Focus is on learning individual leadership style; how and when to use all styles and how to adapt each style to accommodate a win/win solution and motivate employees.

COURSE OBJECTIVES: By the end of the workshop, participants will be able to...

- Identify their own leadership style
- Increase awareness regarding own leadership style
- Increase awareness of leadership style differences
- Increase effective internal communications, i.e., managing meetings

EFFECTIVE INTERPERSONAL SKILLS FOR TEAM LEADERS

Course Description: This 2-day workshop will teach participants how to consider and respond appropriately to the needs, feelings, capabilities and interests of others; how to provide feedback in a tactful manner; how to treat others with equity and respect. Participants will also learn how to respect, understand, value and seek out individual differences to achieve the vision and mission of the organization.

Course Objectives: By the end of the workshop, participants will be able to...

- Recognize and understand their primary communication style
- Adjust their communication style to meet the needs of others
- Understand why they respond the way they do to conflict and to different styles of behavior
- Improve their listening skills
- Maintain their own self-esteem and self-confidence and contribute to the self esteem of others
- Work through conflict or prevent conflict by avoiding destructive statements or actions
- Develop a concern for others in the workplace
- Recognize and use appropriate behavior to maintain harmonious and productive working relationships

DOE Training and Course Descriptions

VALUING AND LEVERAGING DIVERSITY

COURSE Description: This 1-day workshop is designed to address basic concepts of diversity. The focus is on the fast-changing workforce demographics; understanding how to manage the changing workforce and how to use the change to build a high performing team. Participants will also learn how to respect, understand, value and seek out individual differences to achieve the vision and mission of the organization.

Course Objectives: By the end of the workshop, participants will be able to...

- Understand the history of diversity and approaches taken to address it
- Explore the value of cultural, ethnic, gender and other individual differences
- Understand diversity as an asset and how to leverage it to build a high performing team and organization
- Learn and expand their understanding of workplace demographic trends
- Develop an individual Diversity Action Plan

GOAL-SETTING AND ACHIEVEMENT

Course description: This 1-day workshop will focus on how to set and achieve goals. It will explore the reasons goals are often not achieved; how to develop realistic, achievable goals and how to develop a strategic plan for success. The importance of a mission statement and ownership will also be explored.

Course Objectives: By the end of the workshop, participants will be able to...

- Explore the relationship between values and successful goal achievement
- Explore reasons for procrastination and learn how to prevent them and other self-defeating habits and obstacles to goal achievement
- Learn the right attitude, skills and habits that will 'jump start' and guarantee goal achievement
- Develop a realistic mission statement that will motivate and support goal achievement
- Identify What's In It For YOU (WIIFY)? - the *real* payoff - for achieving desired goals
- Learn how taking ownership of goals will promote and support successful achievement
- Develop a strategic plan for continued motivation and success to include: a built-in reward system; a positive support system; affirmations; visualization and graphic reinforcement

External Training and Course Descriptions

MANAGEMENT SKILLS FOR NEW SUPERVISORS

American Management Association - <http://www.amanet.org/index.htm>

COURSE DESCRIPTION: This course is for supervisors with one to two years of supervisory experience. Participants are provided three intensive days of learning that is primarily focused on the best of current management practices, and application of various supervisory techniques. Participants will discuss and explore various managerial skills for managing effectively.

LEARNING OBJECTIVES: By the end of the workshop, participants will be able to...

- Work within the four basic management functions: (planning, organizing, communicating and monitoring)
- Use differing supervisory styles appropriately for situations and individuals
- Cope with difficult employees and apply various motivation techniques
- Keep effective records
- Communicate effectively to get desired results
- Recognize the legal implications that accompany the supervisory role
- Create a motivational environment using a six-step coaching model

LEADERSHIP SKILLS FOR SUPERVISORS

American Management Association - <http://www.amanet.org/index.htm>

COURSE DESCRIPTION –This course is designed to assist team leaders and new supervisors with developing the leadership skills that are needed to keep up with their evolving management roles and responsibilities. Emphasis is on learning to develop interpersonal skills that help with communication, listening, and becoming more effective at influencing others. Participants will learn how to accomplish goals and control outcomes when dealing with staff, peers, management and other organizations.

COURSE OBJECTIVES: By the end of this course, participants will be able to...

- Identify the difference between managers and leaders
- Define what leadership is from the supervisors point of view
- Rank leadership characteristics
- Conduct performance discussions that result in enhanced productivity
- Identify and recognize how leaders build credibility and trust
- Develop individual/personal leadership skills

External Training and Course Descriptions

MAKING THE TRANSITION TO MANAGEMENT

American Management Association - <http://www.amanet.org/index.htm>

COURSE DESCRIPTION: This course is designed to assist managers and experienced supervisors with mastering the basics of coaching, delegating, communicating and motivating employees. Emphasis is on establishing achievable and measurable performance goals for employees, and developing alliances with peer managers who can become key sources of information and advice.

COURSE OBJECTIVES: By the end of this course, participants will be able to:

- Identify personal Behavioral Style Preferences
- Demonstrate the best way to communicate with others whose Style Preferences Differ from yours
- Understand Basic Laws and Regulations as they apply to performance reviews
- Avoid potential litigation
- Understand your new role, from your perspective and that of the boss, peers, and subordinates
- Build credibility as you establish new relationships
- Establish a presence as a manager or supervisor
- Delegate tasks to others, focusing on clear quality standards

LEADERSHIP AT THE PEAK

Center for Creative Leadership - <http://www.ccl.org/programs/oe.htm>

COURSE DESCRIPTION: This 5-day, residential program is designed for senior level managers and executives. This course provides an opportunity to senior level managers and executives evaluate their leadership style and effectiveness with emphasis on high-level challenges of their work and peers through a blended learning approach of self-discovery, self-development and fitness activities set in contemporary business themes. During this program, participants will assess who and where they are as leaders, benchmark themselves against others at the same professional level; and explore immediate and long-range impact of communication skills and leadership styles by participating in a simulated television interview session that focuses on public image and improve communication skills.

PRE-COURSE WORK

Because self-awareness is a key aspect of this program, participants will be asked to fill out several assessment surveys prior to attending. In addition, certain surveys require that the participant's direct reports, peers, and managers complete evaluations. The surveys will be sent directly to participants at least seven weeks prior to the program starting date and a deadline for completion.

COURSE OBJECTIVES: By the end of this course, participants will be able to focus on:

- Personal leadership effectiveness
- Immediate and long range communication styles
- Improving personal image

Recommended DOE Online Courses

Level I

- Implementing Performance-based Appraisals
- Appraising the Performance-oriented Team
- Competencies for Tomorrow's Managers
- Continuous Learning for Tomorrow's Managers
- Designing Successful Performance-based Appraisals
- Development Tools for Tomorrow's Managers
- Effective Management: Performance-based Appraisal
- Leading through Change
- Motivate and Recognize Employees
- Performance-based Appraisal: An Employee View
- Setting and Clarifying Standards
- The Manager as Coach and Counselor
- Understand and Confront Performance Problems
- Using Formal Discipline Measures
- Annual Ethics Training

Level II

- Annual Ethics Training
- Effective Mentoring
- Mentoring Strategies in the 21st Century
- Leading the Workforce Generations Simulation
- Introduction to Work Force Generations
- Leading Generations X and Next
- Leading Silent Generation and Baby Boom Workers
- Managing Budgets Effectively
- The Basics of Budgeting
- The Mentoring Manager
- Contentious Tactics and Conflict Escalation
- Cross-generational Workers in the 21st Century
- Attracting, Developing, and Retaining Generations

Level III

- Annual Ethics Training
- Communicating and Reinforcing Change
- Overcoming the Challenges of Change
- Manager's Primer for Ensuring Accountability
- Change Leadership
- Managerial Leadership: Motivating Employees
- Managerial Leadership: Leading Through Change
- Confronting and Resolving Conflict
- Making Cross-generational Teams Work
- Microsoft Project
- Sexual Harassment
- The Manager as Project Champion
- Understanding Conflict

Recommended Articles



“Employee Involvement, Commitment, and Cooperation: Keys to Successful Supervision”

Supervision, Feb. 98, Vol. 59, Issue 11, page 12, 4 pages, W.H. Weiss

The article focuses on several factors that influence the relations between employees and supervisors. Highlights of the article are a discussion on how the attitudes and feelings of employees affect the success of the company, the importance of orienting new employees, how to deal with an employee who has low morale, aspects of good morale, and ways to empower employees. Weiss is a consultant in industrial management.

“Guidelines on How to be an Effective Leader”

Supervision, Feb. 94, Vol. 55, Issue 2, page 3, 4 pages, W.H. Weiss

This article discusses guidelines for being an effective supervisor in an industrial setting. It covers: common ways for getting along with employees; promotion of cooperation within the organization; the importance of leaders to understand the scope of their supervisory authority. The author is a prolific writer of business and management articles that appear regularly in a wide variety of national publications.

“Leadership That Gets Results”

Harvard Business Review, Mar/Apr 00, Vol. 78, Issue 2, page 78, 12 pages, Daniel Goleman

This article focuses on effective leadership strategies to increase employee performance. It presents a discussion of six distinct leadership styles, and how they work together. The article deals with the effect of each style on corporate climate, patterns that accommodate each style, and the importance of using as many styles as possible. Goleman is the co-chairman of the Consortium for Research on Emotional Intelligence in Organizations, based at Rutgers University.

“Supervisory Techniques: A Supervisor’s Perspective”

Supervision, June 98, Vol. 59, Issue 6, page 11, 3 pages, Sherwood E. Afholderbach

Focuses on the skills and techniques in employee supervision. This article covers the “Commandments of Leadership” that will help create a solid foundation to support the role of supervisor. Additional areas covered include; building and effective team, characteristics to develop trust, and performance management. The author is a maintenance supervisor with over twenty-six years experience.

Recommended Articles



“Managing People”

Harvard Business Review, Jan/Feb 95, Vol. 73, Issue 1, page 10, 2 pages, Renato Tagiuri

Managers need to know that they are being effective, and instructing and inspiring people without getting in the way. Tagiuri reports on ten essential managerial behaviors to achieve effective leadership in business. The article covers: results of consultation with experts; qualities of a good manager; list of effective managerial behavior. The author is Professor Emeritus of Social Sciences in Business Administration at the Harvard Business School.

“Management May Be Hazardous To Your Personality”

Supervision, April 2000, Vol. 56, Issue 4, page 3, 4 pages, J.R. Waddell

Who you are, what you do, and how you do it form others’ perceptions of your personality. The article focuses on how perceptions of supervisors affect interpersonal communication. It surveys the personality traits of typical supervisors, the importance of self-evaluation, and offers strategies for self-improvement. Waddell teaches at Graceland College and writes as well as lectures on the psychology of communication in law, teaching, and management.

“The Truth About Training”

CMA Management, March 2000, Vol. 74, Issue 2, page 48, 3 pages, Michael J. Landa

Knowing how to effectively lead, as opposed to manage, is a challenge that most supervisors face when trying to ensure superior employee performance. Topics covered in this article that constitute employee-centered or supportive management; management training gap. The author is the president of Organization Assessment and Change.

“Leadership vs. Management”

Supervision, April 2000, Vol. 61, Issue 4, page 8, 3 pages, John Kumle, Nancy J. Kelly

Leadership and management are arguably two opposing styles of employee supervision. This article looks at the difference between the two styles, as well as touching on the topics of teamwork, and the benefits of a team-based environment.

Recommended Articles



“Where Do You Fit In?”

Incentive, Oct. 96, Vol. 170, Issue 10, page 65, 2 pages, Ken Blanchard, Bob Nelson

This article provides an overview of the four developmental styles that make up the Situational Leadership II model. This model is utilized as a method to help recognize employees’ attitudes about work, and the corresponding type of recognition that would be most effective at each level. The four styles discussed are the enthusiastic beginner, the disillusioned learner, capable but cautious contributor, and self-reliant achiever. Blanchard is chairman of Blanchard Training and Development, Inc. Nelson is the vice president of Blanchard Training and Development, Inc.

Developing the Leaders Around You: How to Help Others Reach Their Potential

Thomas Nelson, March 1995, Audio, 2 Cassettes, **John C. Maxwell**

Developing leadership qualities in others is the way to ensure success in today’s competitive world, because the one asset that truly appreciates within any organization is people. Systems become dated. Buildings deteriorate and machinery wears. But people can grow, develop, and become more effective if they have a leader who understands their potential value.

Everything Managing People Book: Quick and Easy Ways To Build, Motivate and Nurture A First-Rate Team

Adams Media Corporation, Publisher, December 2001, Paperback, 304 pages, Gary McClain, Ph.D., Deborah S. Romaine

If you’re a manager, you know that people are the key to everything you do. Whether you’ve just moved into the corner office or are a long-time manager. The Everything Managing People Book provides all you need to create a winning team and guides you through all aspects of managing - from hiring and firing to motivating and promoting. The authors empower you with the tools you need to conquer these daunting challenges:

- Handle corporate changes in structure and policy
- Keep production going during corporate downsizing
- Adjust to new management
- Deal with difficult employees
- Play peacemaker during disputes with other managers
- Write constructive employee evaluations
- Manage your time efficiently

Recommended Books



Leaders

Warren Bennis, Burt Nanus, Harper and Row, Publishers, New York, 1997 (Second Edition) 256 pages

This is a book about leaders and how they have developed their skills and taught themselves the competencies of leadership. It is based on the analysis of the skills and strategies found in the country's top leaders. The book focuses on: how leaders get their people to focus on their goals; aligning people behind goals; establishing truth and creating an atmosphere of self-respect.

Leadership

McGraw-Hill Book Company, New York, 1989. 310 pages, Leonard R. Sayles

Sayles notes that in a complex world, the search is for one-minute answers, but leadership isn't that easy. The book is designed for both real managers coping with the struggles of their profession, and also students seeking to develop themselves for managerial careers. There is a focus on the skills and conceptual understandings required to coordinate five critical tasks of monitoring work flow, motivating subordinates, negotiating lateral relationships, working the hierarchy, and introducing change in structure.

Management of Organizational Behavior

Paul Hersey, Ken Blanchard, Prentice-Hall Inc., New Jersey, 1982. (Fourth Edition) 345 pages

Best-selling book based on fundamental ideas from the applied behavioral sciences that have been successfully applied in thousands of organizations throughout the world. The book identifies a framework that may be helpful in integrating independent approaches from various disciplines to the understanding of human behavior and management theory. The concentration is on the interaction of people, motivation, and leadership.

One Page Management

William Morrow and Company, New York, 1989. 160 pages, Riaz Khadem, PH.D., Robert Lorber, PH.D.

The authors provide a radically simple, effective way to achieve highest performance through a unique organization of critical information. It is written as a parable to help individuals in diverse organizations to use information in a way that creates a winning environment.

Supervising and Managing People

The McGraw-Hill Companies, Publishers, August 1996, 3rd Edition, Paperback, 114 pages

Your inside guide to overseeing staff. Gain insights into employment legalities, effective feedback, teamwork, motivation, discipline, and much more. This book contains *words to live by, cases in point, skill builders, time savers, red alerts*, and additional *special topics* to help new supervisors make the transition from one of the gang to boss.

Recommended Books



Taking Charge on the Job

Ballantine Books, New York, 1978 165 pages, Lyn Taetzsch, Eileen Benson

Assertiveness is a two-way communication process for negotiating with people around you while respecting the rights and needs of others. This book will help you understand the power and pitfalls of interpersonal contact between you and subordinates, peers, and top executives. It goes through the Idea, Method, and Practice of successfully and effectively expressing needs and wants.

The First-Time Manager

AMACOM, Publisher, February 1997, 4th Edition, Paperback, 224 pages, Loren B. Belker

The First-Time Manager is filled with expert information on all the basics of the job, from managing time and stress to motivating and counseling employees. Written in an easy-to-read conversational style. It includes 11 new chapters on today's crucial issues, such as how to master team-building skills, recognize and appreciate the work of employees, move beyond the organizational chart and see how things really get done and maintain a clear perspective by balancing work with other interests.

The Leadership Challenge

Jossey-Bass publishers, San Francisco, 1996 (Second Edition) 405 pages, James M. Kouzes, Barry Z. Posner

Emphasizing the critical role of leadership in human organizations, a leadership handbook offers guidelines for business, government, education, and community sectors that take into account the ever-changing needs of modern-day life. Through research, interviews, and the experience of hundreds of managers, Kouzes and Posner show how leadership can be learned and mastered in all of us. The book explores characteristic leadership, the five fundamental practices of leadership, and the effective application of leadership.

The One-Minute Manager

Kenneth Blanchard PH.D, Spencer Johnson, M.D., Berkley Publishing Co., New York, 1993. 111 pages

A phenomenon when first published, the strategies of One Minute Management are as timely as ever, and will remain so as long as job satisfaction, employee morale, and profit and productivity building are top workplace priorities. The utilization of these three easy-to-master management techniques will save time and increase productivity: *One Minute Goal Setting*, *One Minute Praisings*, and *One Minute Pyramids*.

Recommended E-Books

Hiring Great People, Kevin C. Klinvex, Matthew S. O'Connell

Loyalty Rules! How Today's Leaders Build Lasting Relationships, Frederick F. Reichheld

Managing Staff Selection and Assessment, Paul Iles

Managing the Flexible Workforce, Richard Pettinger

MS Reader eBook, Microsoft Corp.

Retaining Top Employees, J. Leslie McKeown

The Future of Work: The Promise of the New Digital Work Society, Charles Grantham

The Headhunter's Edge, Jeffrey E. Christian

The Quest for Loyalty: Creating Value through Partnerships, Frederick F. Reichheld, Scott Cook

Why Pride Matters More Than Money, Jon R. Katzenbach

Assessment Tools and Techniques

SKILLSCOPE

Center for Creative Leadership
<http://www.ccl.org/skillscope>

Skillscope is a “user friendly” and inexpensive straightforward assessment tool. Focus is on the effective and efficient 360 feedback tool that assesses 15 key job-related skills essential for managerial success.

ASSESSMENT FEEDBACK RESULTS:

- Insightful feedback report on job-related strengths and weaknesses
- Clear and quick graphic access to development needs
- Development Planning Guide workbook to assist with interpreting feedback report for action planning

THE KEIRSEY TEMPERAMENT SORTER

<http://www.keirsey.com/frame.html>

The Keirsey Temperament sorter is available online and is relatively easy to complete in about 15 minutes. The online Keirsey Temperament sorter contains 70 questions and the online Keirsey Character Sorter contains 36 questions. Keirsey focus is on four temperaments that are described as **Guardians, Artisans, Idealists, and Rationals**. Characteristics of the temperaments are categorized as:

Guardians = supervisor, inspector, provider, and protector

Artisans = promoter, operator, performer, composer

Idealists = teacher, counselor, champion, healer

Rationals = field marshal, mastermind, inventor, architect

The Keirsey format for reporting temperament preferences is similar to that of Myers Briggs Type Indicator. For example the MBTI and the Keirsey Temperament Sorter indicate preferences as E or I, S or N, T or F and J or P. The results are 16 personality types in the following variations:

Guardians = ESTJ, ISTJ, ESFJ, ISFJ

Artisans = ESTP, ISTP, ESFP, ISFP

Idealists = ENFJ, INFJ, ENFP, INFP

Rationals = ENTJ, INTJ, ENTP, INTP

After completion of the online questionnaire, the results are reported almost immediately. The results also provide a description of your preference type.