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| **Expectations of a CDOT Supervisor** | |
| **Course Title** | Expectations of a CDOT Supervisor |
| **Course Description** | This course is designed to teach participants about the roles and responsibilities of being a supervisor at CDOT. |
| **Target Audience** (Total #) | *CDOT Supervisors (350)* |
| **Process** | *Management and Supervision* |
| **Sections** | * *Learning Logistics* * *Section 1 - Course Introduction* * *Section 2 – Role of the Supervisor* * *Section 3 – CDOT Mission, Vision and Values* * *Section 4 – PMP Behaviors* * *Section 5 – Communication* * *Section 6 – Coaching and Feedback* * *Section 7 – Moving from a Peer to a Supervisor* * *Conclusion* |
| **Course Duration (Est.)** | *3 Hours* |
| **Delivery Method(s)** | *eLearning* |
| **Prerequisites** | * *None* |
| **SME(s)** | *Morgan Murphy* |
| **Training Developer(s)** | *Jason Prince* |
| **Training Evaluator** | *Morgan Murphy* |
| **Instructor(s)** | N/A |
| **Frequency** | *Once and then as required based upon demand* |
| **Course Content Reviewer(s) and Approver** | *Morgan Murphy and others as required* |
| **Location** | *eLearning* |
| **List of Training Materials Required to Support Course Delivery** | * See individual course sections |

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| **Course Purpose** |
| This course is designed to provide participants with a basic introduction to supervision at CDOT. | |
| **Course Objectives** |
| Upon completing this course, participants should be able to:   * *Identify* * *Describe* | |

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| **Section: Learning Logistics** | | | **Time:** 10 minutes | | | | |
| **Section Objectives:** | Upon completing this section, participants should be able to:   * *Introduce the course* * *Introduce the course agenda* * *Describe how to navigate the course* * *Introduce the Course design (skipping sections)* | | | | | | |
| **Business Process** | * N/A | | | | | | |
| **Terms and Concepts** | * *None* | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| *Printable Course Guide (Presentation in Notes View)* | |  | |  | X |  |  |

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| **Section 1: Course Overview** | | | **Time:** 20 minutes | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * *Identify the course learning objectives* * *Describe the role of the supervisor* * *Identify the role of the supervisor as a representative of CDOT* * *Explain why supervisor is important to you and your team* * *Explain the course design (option section for peer to supervisor for section seven of the course)* | | | | | | |
| **Business Process** | * *Supervision* | | | | | | |
| **Terms and Concepts** |  | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| Key Terms and Concepts | |  | |  | X |  |  |

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| **Section 02: Role of the Supervisor** | | | **Time:** 30 minutes | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Describe what a supervisor is at CDOT * Explain the responsibilities of the supervisor * Describe the role of the Supervisor as an advocate of the organization * Identify the two jobs of supervisors (supervision and product or service) * Identify the role of the supervisor as a sponsor to employees * Describe the role of the supervisor in Performance Management * Recognize the role of the supervisor as a communicator | | | | | | |
| **Terms and Concepts** | * **Supervisor** – An individual who is responsible for providing instructions and direction to employees and is held accountable for the completion of the teams tasks * **Supervision** – The process of directing the work of a team towards the accomplishment of the goals of the of the organization * **Performance Management** – Is about the people at CDOT, communication, dialogue and working together to accomplish our goals and objectives * **Advocate** – One of the roles of the supervisor; in this case to support the policy and procedures to CDOT. | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| *Role in the Organization Chart* | |  | |  | X |  |  |
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| **Section 03: The Supervisor as an Advocate of CDOT and Employees** | | | **Time:** 30 minutes | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Evaluate when you need to communicate the mission, vision, values and peaks * Identify when to communicate the mission, vision, values and peaks to employees * Describe how to make your team accountable for living the values of CDOT by connect their job to missions vision and values * Explain how to communicate information about CDOT to employees (new initiatives, updates to existing and other communication about CDOT activities * Express how to communicate changes to policies and procedures to employees | | | | | | |
| **Business Process** |  | | | | | | |
| **Terms and Concepts** | * **Advocate** – a person who publicly support a cause or policy | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| *Three peaks poster* | |  | |  | X |  |  |
| *CDOT Mission Vision and Values* | |  | |  | X |  |  |
| *Iceberg of ignorance* | |  | |  | X |  |  |

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| **Section 04: Performance Management Behaviors** | | | **Time:** 30 Minutes | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Explain what the Performance Management process is and how it is conducted at CDOT (timeframes) * Describe how the supervisor can use goals to eliminate barriers to improvement * Create relevant goals to help employees improve * Identify how to use performance management to connect with employees * Explain how to provide constructive feedback * Describe how to turn performance management into a yearlong process and not just the a twice a year event * Walk through of the Performance Management website (<http://intranet.dot.state.co.us/employees/performance-management>) | | | | | | |
| **Business Process** | * Performance Management | | | | | | |
| **Terms and Concepts** | * **Performance Evaluation** – The process by which individual employee performance is assessed and evaluated * **Employee Improvement** – The process by which the Supervisor works with the employee to correct performance and refocus on employee success * **Employee Development** – The process by which the employee is coached to develop new skills * ***Performance Expectations*** – One or more short-term objectives related to the specific job related skills of an employee or to a similar skill set the employee is looking to acquire * ***Competencies*** – Job related skills or abilities that are used by an employee to successfully perform the duties of their position * ***S.M.A.R.T Goal*** – a mnemonic used to create a high quality goal. It stands for **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-Bound | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| Performance Planning checklist | | X | |  |  |  |  |
| Midyear Performance Review Checklist | | X | |  |  |  |  |
| *Final Performance Review Checklist* | | X | |  |  |  |  |
| *Technical Guidance - Performance Management* | |  | | X |  |  |  |
| *http://intranet.dot.state.co.us/employees/performance-management* | |  | |  | X |  |  |

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| **Section 05: Communication** | | | **Time:** 30 Minutes | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Explain how to conduct a one-on-one meeting with an employee and the importance of the meeting (get to know the employee, share concerns, report on progress, track goals, recognize issues, give feedback) * Explain how to conduct a team meeting with multiple employees * Identify what the consequences are of not communicating to employees * Describe how to share information with employees (Let employee know as soon as you can, Avoid rumors, provide feedback, share what you can) * Identify the common communication channels within CDOT (The LOOP, on-air chats, The Watercooler, In Motion Magazine, Connect webpage. Etc.) | | | | | | |
| **Business Process** | *None* | | | | | | |
| **Terms and Concepts** | * ***Ongoing Communication***– The process where there is continuous and ongoing communication between the employee and their supervisor throughout the performance plan year * ***Performance Communication***– Communication between the employee and the supervisor about performance goals, competencies and other expectations about work performance | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| * One-on-one meeting checklist | |  | |  |  | X |  |
| * Team meeting checklist | | X | |  |  |  |  |
| * Agenda temple | | X | |  |  |  |  |

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| **Section 06: Coaching and Feedback** | | | **Time:** 30 Minutes | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Describe what coaching and feedback is and the difference between the two. * Identify the signs of poor performance * Explain what kind of feedback to provide to all employees and how to provide effective feedback using WITS (Why, Immediate, Think Small and Specific) * Restate the five stages of the performance coaching process (Prevention, Identification, preparation, Conducting the session and Follow-up * Prepare for a coaching session and difficult conversations * Describe the importance of following-up on the feedback and coaching sessions with your employees * Identify the various ways to recognize employees at CDOT (Traveling coin, Kudos, Badges, etc) * Identify what to do if the performance needs of your employees moves beyond coaching and feedback (progressive discipline) | | | | | | |
| **Business Process** | *Performance Management* | | | | | | |
| **Terms and Concepts** | * **Coaching** – Providing ongoing feedback to employees to create a shared understanding of what needs to be achieved or how it needs to be accomplished based on the needs of the organization * **Feedback** – the process of providing helpful information or criticism to an employee with the goal of improving performance * ***Performance Documentation Form***– A form used to document both positive performance and performance that needs improvement * ***Performance Management*** – The process by which CDOT involves its employees, as a group and individuals in improving the organization and accomplishing the goals and objectives | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| * Performance Log | |  | |  | X |  |  |

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| **Section 07: Moving from a Peer to a Supervisor** | | | **Time:** 15 Minutes | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Understand the forming, storming, norming and performing stages of new leadership * Describe how to talk to your employees about your transition to a supervisor or manager * Identify which actions to stop and adopt as a new supervisor * Explain what to discuss with new employees about your new role * Identify how some of your previous relationships may change as a result of you promotion | | | | | | |
| **Business Process** | *None* | | | | | | |
| **Terms and Concepts** | *None* | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| *None* | |  | |  |  |  |  |

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| **Section 08: Conclusion** | | | **Time:** 10 Minutes | | | | |
| **Section Objectives** | * Course summary * Describe where participants can I get help from people and resources * Course complete * Course assessment | | | | | | |
| **Business Process** | *None* | | | | | | |
| **Terms and Concepts** | *None* | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| *None* | |  | |  |  |  |  |