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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 |  |  |
|  |  |  | 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*  |  |  |  |  |  |