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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 Overview* * *Section 2 – Role of the Supervisor* * *Section 3 – The Supervisor as an Advocate* * *Section 4 – PMP Behaviors* * *Section 5 – Communication* * *Section 6 – 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* |
| **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:   * *Explain how supervision is vital to CDOT being able to achieve its goals and objectives* * *Describe the roles and responsibilities of the Supervisor* * *Explain the role of the supervisor as an advocate of CDOT and their employees* * *Identify and explain the components of the supervision competency on CDOT’s performance appraisal form* * *Describe when to communicate information to employees and the channels available to do so* * *Identify the actions you can take to transition from the role of the employee to that of the supervisor* | |

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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* * *Identify the role of the supervisor as a representative of CDOT* * *Explain how effective supervision is vital to CDOT being able to achieve its goals* * *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:   * Identify how time is spent as a supervisor * Identify the two jobs of a supervisor (supervision and product or service) * Identify the three roles of the supervisor (Advocate for CDOT, Advocate for Employees, and Mentor and Coach Employees) * Explain the responsibilities of the supervisor * Explain tips and tricks for managing supervisorial duties | | | | | | |
| **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 | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| *Role in the Organization Chart* | |  | |  | X |  |  |

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| **Section 03: Role of the Supervisor** | | | **Time:** 30 minutes | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * 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 connecting their work to the mission, 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 * Explain the supervisor’s role as an advocate of employees (e.g., listen to concerns and address as able, recognize for good work, develop skills and abilities, encourage new ideas and innovation) | | | | | | |
| **Business Process** | * Supervision | | | | | | |
| **Terms and Concepts** | * **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** |
| *Three peaks poster* | |  | |  | X |  |  |
| *CDOT Mission Vision and Values* | |  | |  | X |  |  |

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| **Section 04: Performance Management Behaviors** | | | **Time:** 30 Minutes | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Identify/Explain the components of the Supervision competency on CDOT’s performance appraisal form * Model accountability for behaviors * Develop and encourages employees’ ability to perform job tasks and interactions through feedback and coaching. * Communicate with employees in an open respectful way to provide frequent and ongoing communications. * Resolve personnel issues, conflicts or work related problems appropriately; keeps supervisor informed. * Complete administrative paperwork accurately and timely. * Conduct timely and effective employee performance planning meetings with supporting records, forms and documents. * Sets and adjusts performance expectations, assignments, priorities and distribution of work to inspire a shared vision and direction. * Acknowledge and recognize the positive work efforts and accomplishments of the team. * Collaborate with peers to discuss and resolve mutual supervisory issues. * Use CDOT values to make ethical decision when faced with conflicting choices | | | | | | |
| **Business Process** | * Performance Management | | | | | | |
| **Terms and Concepts** | * **Performance Evaluation** – The process by which individual employee performance is assessed and evaluated * **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 | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
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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 and when 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.) * Explain what should be communicated upward to your supervisor and downward to your team | | | | | | |
| **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: 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 you should stop and/or 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 * Describe how to deal with disgruntled employees who did not get your promotion | | | | | | |
| **Business Process** | *None* | | | | | | |
| **Terms and Concepts** | *None* | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| *None* | |  | |  |  |  |  |

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| **Section 07: Conclusion** | | | **Time:** 10 Minutes | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Summarize what you have learned * Describe the help resources available to you (people and resources) * Practice what you have learned by passing the course assessment | | | | | | |
| **Business Process** | *None* | | | | | | |
| **Terms and Concepts** | *None* | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| *None* | |  | |  |  |  |  |