



STATE OF LOUISIANA
COMPREHENSIVE PUBLIC
TRAINING PROGRAM

COURSE CATALOG
AND
PROGRAM
INFORMATION

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Comprehensive Public Training
Program
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THE COMPREHENSIVE PUBLIC **TRAINING PROGRAM**

The Comprehensive Public Training Program (CPTP) is the state-funded training program for state employees. Through CPTP, agencies are offered management development and supervisory training, and general application classes on topics such as computer software and writing skills.

Who conducts the Comprehensive Public Training Program?

The Comprehensive Public Training Program is a section within the Division of Administration. The Department of State Civil Service is the co-sponsor of the training program. The primary instructors for the program are staff of the Public Management Program, Division of Workforce Development, at Louisiana State University. Civil Service staff present courses on Civil Service rules, Performance Planning and Review, Documenting for Performance and Discipline, and training for Human Resource professionals.

Program policy is set by a nine-member Policy Board composed of representatives of the Governor's Office, the Division of Administration, the Department of State Civil Service, the Board of Regents, the House of Representatives, the Senate, the Judicial College, and a nonprofit, public interest organization.

Who can participate in the program?

The Comprehensive Public Training Program was established by the legislature in 1979 to "upgrade professional, technical, and managerial skills of state employees." All state employees are eligible to participate in appropriate classes with approval from their state agencies.

How is the program funded?

CPTP is funded through fees assessed annually to agencies having Civil Service employees, and through legislative appropriations for specific purposes. The amount of the agency fee is based on the agency's classified employee payroll. For more specific information on funding, contact Sam Breen, CPTP Administrator, at (225) 342-3620.

Where are the classes taught?

Classes are taught at central locations in major population areas including Baton Rouge, New Orleans, Shreveport, Monroe, Alexandria, Lake Charles, Lafayette, Hammond, and Houma/Thibodaux, as well as on site at agencies statewide.

How are the classes scheduled?

CPTP has changed its approach to scheduling in order to have shorter, more specialized classes to make it easier for participants to access training. Classes are scheduled in blocks of time ranging from one-half day to two days in length. Agencies may request that classes be taught on site at times compatible to work schedules. All classes are taught during the work day, and employees are considered at work when attending classes. Some classes are "open" registration, meaning that employees from all participating state agencies are invited to submit applications. Participants are registered for these classes on a first-come, first-served basis. Other classes are "agency specials," meaning that the agency requests the class for its own employees. To arrange special classes for employees of your agency, contact Sam Breen or Karen Puckett at (225) 342-7002.

What is the National Certified Public Manager Program?

There is a national consortium composed of over 24 governmental entities committed to providing state-of-the-art management development training for governmental employees. Louisiana is an accredited member of this national consortium. The consortium regularly reviews our management development program to ensure that it meets the agreed upon professional standards. Our last reaccreditation review was conducted in the spring of 2000. The Certified Public Manager certificate is the capstone certificate in the Louisiana Management Development Program.

What are management development certificates?

CPTP is undergoing changes to its management development certificates. Currently, the certificates that are being offered are the Certificate for Managing People and the Professional Certificate.

COMMUNICATION BETWEEN AGENCIES AND CPTP

The Comprehensive Public Training Program has a network of 300 coordinators in state agencies. These coordinators play a vital role in the program. They serve as two-way communicators responsible for getting information about the training program to the appropriate people in their agencies and for passing information back to CPTP about specific training needs of their agencies.

In order to function effectively, the coordinator performs the following activities:

1. Participates in the development of the agency's plan for using the CPTP and fully understands how the CPTP fits into the agency's overall training strategy.
2. Understands the CPTP curriculum and the agency's training plan in order to counsel employees on classes appropriate for their current positions.
3. Reviews training needs of the agency. CPTP staff is available to assist the agency in prioritizing their training needs.
4. Publicizes the training courses offered by CPTP in their agency through written correspondence, meetings with managers, and face-to-face contacts.
5. Assists in the development of internal procedures for making special training requests, initiates contact with CPTP concerning these requests, participates in discussions concerning the content of special classes, and makes arrangements for presentations of these classes.
6. Attends CPTP coordinators' meetings, distributes the schedule of open classes, answers inquiries about classes and attendance eligibility, and processes registrations.
7. Participates in the development of internal procedures for approving applications for classes and signs applications to indicate that internal procedures have been followed.
8. Keeps CPTP training records for the agency.

Your agency CPTP Coordinator is: _____

MANAGEMENT DEVELOPMENT PROGRAM

The Comprehensive Public Training Program offers agencies a variety of supervisory and management training designed to provide the appropriate training for supervisory personnel. CPTP has undergone a major redesign of its curriculum to enhance managerial and supervisory employees' ability to perform their jobs.

CPTP is currently offering the Certificate for Managing People. The certificate requires testing for all classes and a project that addresses all job outcomes presented in the classes and complies with an agreement between participants and their agencies on project selection, implementation, and grading criteria.

CPTP also offers the Professional Certificate for those employees who are not supervisors, but are in professional level jobs in their agencies.

Agencies should develop internal policies to guide employees into the training suited to their needs. CPTP will work with agencies when requested to help develop customized training plans for their employees.

CERTIFICATE FOR MANAGING PEOPLE

This certificate includes the following seven courses, requires at least a 70 percent passing score on the test for each course (except Civil Service courses), and successful completion of a work-related project graded by both CPTP and the participant's agency. Courses may be taken in any order:

Two of the following three Civil Service Classes:

Common Myths That Affect Good Supervision	OR	1 day
Controlling Absenteeism & Tardiness in State Government	OR	1 day
Civil Service Essentials for Supervisors		1 day
Documenting for Performance & Discipline		1 day
Performance Planning and Review		1 day
Developing a Motivated Work Group		1.5 days
Building Better Performance Through Employee Skill Development		1 day
Conducting an Effective Job Interview		1.5 days
Conducting Productive Employee Performance Reviews		1 day
Improving Employee Performance Through Coaching		<u>1.5 days</u>

Total: 10.5 days

Participants will be required to do a work-related project as a requirement to earn the certificate. The purpose of the project plan is to ensure the focus is on job outcomes and to enhance the transfer of learning. **The project cannot be begun until the participant has completed all courses for the certificate he or she is trying to earn.**

Participants will apply to CPTP to do the project so eligibility can be verified. Participants will prepare an Action Learning/Project Agreement which will outline what the project will be and how the employee plans to demonstrate job outcomes. This agreement must be approved and signed by the employee, the agency, the Public Management Program, and CPTP. There will be pre-determined general criteria defining how the project will be graded. A three-person team will be set up to grade each project, consisting of an instructor, one person from the agency, and one person chosen by CPTP (i.e. staff member, CPM Society member, etc.).

PROFESSIONAL CERTIFICATE

This certificate is available for individuals who are not currently serving as managers or supervisors. These employees have expressed a desire to learn and improve performance, but are not currently eligible for the management certification because they are not supervisors or managers. The Professional Certificate consists of the following courses:

Developing Effective Teams, Part 1	1 day
Developing Effective Teams, Part 2	1.5 days
Developing Effective Teams, Part 3	1.5 days
Dealing With Change	1 day
Effective Conflict Resolution Strategies	1 day
Providing Quality Service	1 day
Effective Problem Solving and Decision Making	2 days
Managing Work Time Effectively	1 day
Effective Business Writing	1 day
Ethical Behavior in the Workplace	<u>1 day</u>

Total: 12 days

Instead of a project requirement as included in the Certificate for Managing People, assessment for the Professional Certificate is done through an assessment center, which involves simulations reflecting the participants' actual work settings. Assessments consist of case study exercises and in-basket exercises, which are used to assess the job outcomes for the courses in the certificate and to enhance the transfer of learning.

COURSES OFFERED THROUGH CPTP

The following list of classes are appropriate for employees functioning in a **traditional office environment, including, but not limited to**, engineers, health care professionals, social workers, accountants, geologists, chemists, educators, office management, delegated appointing authorities, and similar groups. More detailed listings of classifications for which this training is applicable should be determined by each state agency.

When agency policy allows non-supervisors to apply for the courses that are open only to managers and supervisors, CPTP accepts those applications with an attached letter from the appointing authority giving specific job-related reasons for attendance.

BUILDING BETTER PERFORMANCE THROUGH EMPLOYEE SKILL DEVELOPMENT

The primary purpose of this one-day course is to share strategies and techniques that can be used before, during, and after training to ensure support for the transfer of knowledge and skills to improve performance on the job. The strategies and techniques for transferring learning are presented in the course. Also included is a brief introduction to the many performance factors that can play important roles in the employee training process. Class participants are encouraged to examine their work environments carefully in order to recognize the factors that may be affecting worker performance. The information in this course enables all of the stakeholders involved in a training intervention to play their respective roles in ensuring that transfer of learning occurs. This course highlights the fact that managers and supervisors must ensure that employees have both the necessary job skills and opportunities for learning transfer. **This class is open to all levels of management and to those with special permission from their agencies.**

Learning Objectives:

- Apply strategies to work with employees to identify training needed to perform their job duties.
- Apply strategies to structure work activities to enhance employee skill development (i.e., OJT).
- Develop a plan to promote transfer of learning to enhance job performance.

Job Outcomes:

- Provide opportunities for employee orientation, training, and development.

CONDUCTING AN EFFECTIVE JOB INTERVIEW

This 1 1/2-day class will provide a basic introduction to effective interviewing skills. Participants will learn how to forecast necessary staffing levels based on required skills and changes in technology, perform a job skill analysis, prepare behavior-based interview questions, apply the basic requirements of employment laws to work situations, follow legally required interviewing guidelines, and develop a system to evaluate and select job candidates. **This class is open to management and to those with special permission from their agencies**

Learning Objectives:

- Develop a consistent system to evaluate candidates and select the most qualified candidate.
- Apply the basic requirements of employment law to specific work-related situations.
- Perform a skill analysis and prepare behavior-based interview questions for use in an employment interview.
- Demonstrate effective interviewing skills.
- Assess qualifications of candidates for a specific job opening.
- Evaluate current interviewing skills and develop an action plan for improvement.

Job Outcomes:

- Takes an active role in recruiting and retaining staff.

CONDUCTING PRODUCTIVE EMPLOYEE PERFORMANCE REVIEWS

This 1-day class will teach participants how to conduct performance reviews in a way that is productive and helpful to workgroup performance. Participants will learn how to use performance feedback to reinforce or improve job performance, use PPR to develop employee behavioral expectations, conduct a performance feedback interview, and apply tools and procedures to negotiate an employee performance improvement plan. **This class is open to current supervisors and managers only.**

Note: This course is designed to complement the Performance Planning and Review course taught by the Department of Civil Service.

Learning Objectives:

- Define the fundamentals of motivation.
- Use performance feedback that reinforces or improves job performance.
- Use PPR process as a basis for developing/writing employee behavioral expectations.
- Demonstrate effective performance feedback skills.
- Distinguish employee performance feedback from employee discipline.
- Conduct a performance feedback interview in a constructive manner.
- Practice providing feedback, based on appropriate documentation, to ensure employee is aware of his/her current level of performance.
- Communicate performance expectations.
- Apply tools and procedures to negotiate a performance improvement plan.

Job Outcomes:

- Sets performance expectations for subordinates and gives them timely feedback about their progress.
- Assesses employee performance and conducts constructive performance reviews.

DEALING WITH CHANGE

This class will help participants implement strategies to help themselves adapt to various changes in their work situations. Participants will learn how to identify areas of resistance and negative mental models, manage their personal reactions to change, apply techniques that will foster creativity and innovation during the change process, and identify ways to be proactive when changes are being implemented.

Learning Objectives

- Responds constructively to change and setbacks.
- Modifies behavior and work methods in response to new information, changing conditions, or unexpected obstacles.
- Adjusts as quickly as possible to new situations that need attention.
- Helps to create a work climate that encourages and recognizes innovation.
- Proactively manages conflict that results from change.

Job Outcomes

- Apply change process steps to reduce resistance to change.
- Manage reactions to change using an individual transition model.
- Analyze mental models that influence change.
- Apply techniques that will foster creativity and innovation during the change process.
- Apply strategies and techniques to help create an empowering work climate.

DEVELOPING EFFECTIVE TEAMS, PART I--COMMUNICATIONS

This class will help participants improve their communication and feedback strategies. Participants will be able to: identify barriers to communication; use nonverbal communication effectively; listen actively; use effective feedback techniques; determine when various communication strategies should be used; and consider the necessary factors when selecting the most effective message type. **This class is open to all levels of management and to those employees with special permission from their agencies.**

Learning Objectives:

- Demonstrate strategies to overcome barriers to interpersonal communication.
- Use nonverbal cues to communicate with and better understand others.
- Apply techniques to improve listening skills.
- Demonstrate feedback skills to show understanding of message.
- Apply strategies to minimize defensiveness in interactions with others.
- Apply strategies for selecting the most effective message type.

Job Outcomes:

- Communicates ideas and facts verbally in a clear and organized way.
- Adjusts style, tone and level of verbal communication to fit the audience and situations.
- Listens to others and shows understanding of what they are saying.
- Anticipates the implications of words and actions inside and outside of workgroup.

DEVELOPING EFFECTIVE TEAMS, PART 2—UNDERSTANDING INDIVIDUAL PREFERENCES

The course is designed to help participants identify their personality preferences and thus to better understand themselves and others. The concept of personality preference is used in this course to encourage participants to explore how this concept might relate to them as individuals and as members of teams. Participants will analyze the impact of perceptions on team effectiveness, apply strategies to make use of individual differences to improve teamwork, and learn how to use communication strategies in work situations based on individual preferences. Participants will examine their self-perception and complete a self-assessment to determine their preferences for the ways in which they interact and work with others. They will also compare and contrast the different preferences that people may have. This process will help participants appreciate their own strengths and the strengths of other team members and become more flexible when working with others.

This course is based on Jung's personality preferences that serve as the foundational research for the Myers-Briggs Type Indicator (MBTI). The MBTI (in full and abbreviated versions) is a nonjudgmental instrument in which there are no "rights and wrongs." **This class is open to all levels of management and to those with special permission from their agencies. Developing Effective Teams Part 1 is a prerequisite to this course.**

Learning Objectives:

- Analyze the impact of perceptions (of self and others) on team effectiveness.
- Apply strategies to make use of individual differences to improve teamwork.
- Adapt and demonstrate communication strategies in work situations based on individual preferences.

Job Outcomes:

- Adjusts styles tone, and level of communication to fit the audience and situation.
- Considers and responds appropriately to the needs, feelings, and capabilities of all individuals.
- Treats all individuals with sensitivity and respect.

- Create a climate in which everyone is respected and recognized for their contributions.

DEVELOPING EFFECTIVE TEAMS, PART 3—GROUP DYNAMICS

This class discusses strategies and techniques for developing effective teams. Participants will learn about the stages of team development, skills essential to working in a team environment, relationship-building roles, strategies for handling team conflict, and problem solving strategies. Discussion will emphasize building and maintaining a sense of community in the workplace. **This class is open to all levels of management and to those with special permission from their agencies. Developing Effective Teams Parts 1 and 2 are prerequisites to this course.**

Learning Objectives:

- Apply the stages of team development to improve work group effectiveness.
- Apply basic skills critical to working in a team environment.
- Examine the task facilitating and relationship building roles of team members.
- Apply strategies to deal with team conflict.
- Develop strategies for overcoming problems in teams.

Job Outcomes:

- Demonstrates cooperation and teamwork within the department, office, and work group.
- Participates in group problem solving and decision making.
- Demonstrates open communication with fellow team members.
- Demonstrates ability to effectively handle team conflict.

DEVELOPING A MOTIVATED WORK GROUP

This 1 1/2-day class examines motivation and goal setting as components of managing work group performance. Participants will learn how to link goal setting with individual action plans, strategies, objectives, and goals of the agency. Participants will be able to diagnose motivation-related performance problems. Class exercises will enable participants to use practical techniques to improve and maintain motivation. **This class is open to all levels of management and to those with special permission from their agencies.**

Learning Objectives:

- Evaluate motivation-related performance problems.
- Apply appropriate motivational strategies for given situations.

Job Outcomes:

- Motivates employees at all levels to work toward the department's goals, objectives, and strategies.

EFFECTIVE CONFLICT RESOLUTION STRATEGIES

This 1-day class explores strategies for managing interpersonal and intra-group conflict. Participants will learn about causes of conflict, individual conflict management styles, appropriate use of management styles and principles of complaint management. Emphasis will be placed on creating win-win situations in the workplace. Participants will be able to apply skills learned to their work situations.

Learning Objectives:

- Analyze a conflict situation to determine cause and effect.
- Analyze how a manager's conflict management style influences the outcome.
- Apply various strategies for resolving interpersonal conflict.
- Develop win-win situations within the work group.

- Apply guidelines to mediate conflicts between employees.

Job Outcomes:

- Manages or resolves conflicts, confrontations, and disagreements in an appropriate manner.
- Takes steps to prevent destructive conflict situations.
- Seeks to resolve formal and informal complaints related to the work groups' responsibilities.

EFFECTIVE PROBLEM SOLVING & DECISION MAKING

This 2-day class teaches participants effective problem solving skills. The instructor will guide participants through the process of diagnosing problems, identifying the root causes of problems, and generating and evaluating solutions to problems. Case situations will be used to help participants learn how to apply the problem solving process to their own work situations. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:

- Diagnose potential and actual problems.
- Demonstrate the ability to identify the root causes of problems.
- Use creative problem solving techniques to generate multiple solutions.
- Evaluate alternative solutions and select the best based on available data.

Job Outcomes:

- Recognizes and defines problems and issues.
- Uses appropriate methods to analyze and interpret data.
- Generates multiple solutions based on data analysis.
- Recommends appropriate solutions to problems.

EFFECTIVE PRESENTATION SKILLS

This 2-day class is designed to provide participants the necessary classroom skills for trainers. Participants will learn 13 ways to improve the use of visuals, to understand the correct ways to use easel pads, and how to avoid 10 deadly sins common to many presentations. The class also introduces participants to proper "platform" skills, and provides tips on how to turn audience resistance into something useful. The class includes opportunities for participants to make at least two presentations and receive feedback on those presentations. This class presumes that (1) some participants may not have had any presentation experience, and (2) other participants have had a great deal of experience in delivering presentations – and the needs of both types will be addressed. **This class is open to managers, trainers, and staff who make formal presentations as part of their current job responsibilities.**

Learning Objectives:

- Understand the importance of designing presentations with opening, middle, and closing segments.
- Appreciate the importance of effectively using audiovisuals, including overhead transparencies, easel pads, erasable boards, and multimedia projectors.*
- Avoid common presentation errors in speech, use of media, and delivery style.
- Understand how to turn audience resistance into something useful.
- Apply some of the correct training techniques modeled by the instructor.

(*This class *does not* instruct individuals on the use of multimedia projectors nor the software graphics programs used with them. This particular learning outcome refers to the packaging of visually presented information rather than on how to use high-tech equipment.)

ETHICAL BEHAVIOR IN THE WORKPLACE

This 1 day course will help participants learn how to evaluate work situations to identify potential ethical problems and conflicts of interest. Participants will learn how to comply with rules and/or laws governing potential areas of conflict, promote awareness of ethical behavior in work groups, and anticipate the implications of words and actions within work group goals. **This class is open to management and to those employees with special permission from their agencies.**

Learning Objectives:

- Evaluate work situations, identify potential ethical problems and/or conflicts of interest, and recommend appropriate behavior.
- Develop a plan to comply with rules governing the most prevalent potential areas of conflict, including acceptance of gratuities, maintaining impartiality, and the disclosure of information.
- Develop a plan to promote awareness of ethical behavior in the work group.

Job Outcomes:

- Models and encourages high standards of honesty and integrity.
- Promotes ethical practices in all organizational activities.
- Applies department/office policies in a consistent manner.
- Demonstrates consistency between words and actions.
- Exercises power, authority, and influence appropriately to achieve department/office goals.

EXCELLENCE IN CUSTOMER SERVICE, Part 1

Customer interaction skills are crucial to the success of everyone in an agency. This 1/2-day session offers a unique opportunity for participants to learn and/or brush up on the basic techniques and principles that will enable them to sharpen customer communication skills, enhance their job performance and level of professionalism, gain confidence with customers, and help to build their agencies' overall image. Topics include: Four Steps to Excellent Customer Service; Exceptional Telephone Communication – A Dozen Tips for Becoming the Best; and Irate Customers – Serving Their Needs With a Smile. **This class is open to all employees.**

Learning Objectives:

- Gain a better understanding of the importance of providing excellent customer service.
- Recognize and better utilize the four steps to excellent customer service.
- Formulate a proactive approach for handling the “challenging” customer.
- Identify and develop effective face-to-face and telephone customer service.

EXCELLENCE IN CUSTOMER SERVICE, Part 2

Providing customers with effective, efficient, and responsive customer service of the highest quality is the state customer service standard. This class offers a unique opportunity for participants to learn more about telephone skills, additional techniques for dealing with challenging customers, and tips for providing the best possible service to your “good” customers. **This class is open to all employees.**

Learning Objectives:

- Illustrate the basic techniques and principles for providing the best possible service to customers.

- Examine participants' strengths and developmental areas in the customer service aspects of their jobs.
- Examine eight effective customer service skills and their application.
- Develop strategies for providing great customer service on the telephone.
- Practice additional techniques for professionally dealing with "challenging" customers.

IMPROVING EMPLOYEE PERFORMANCE THROUGH COACHING

This 1 1/2-day class presents the coaching process and strategies for improving employee performance. Participants will learn to document employee behavior in a consistent and organized manner, to recognize employee performance problems that need coaching, conduct positive and corrective feedback coaching sessions and develop actions plans to enhance employee job performance. In addition to the coaching process, the course also explains what to do if coaching does not work. **This class is open to current supervisors and managers.**

Learning Objectives:

- Document employee behavior in a consistent and organized manner.
- Diagnose the cause of employee performance problems.
- Conduct a positive feedback coaching session.
- Conduct a corrective coaching session.
- Develop action plans to enhance employee job performance.

Job Outcomes:

- Develops others through coaching and mentoring.
- Takes appropriate corrective actions with employees.
- Recognizes achievement of performance expectations.

INDIVIDUAL DIFFERENCES AND DIVERSITY IN THE WORKPLACE

This 1-day class will examine the ways we handle the individual differences among people in the workplace. Participants will learn how and why we have different perceptions about people and how those perceptions can affect teamwork and productivity in positive and negative ways. Participants will practice dealing with different dimensions of diversity in structured exercises and learn how to create a climate in which all employees' contributions are recognized and appreciated.

This class is open to all levels of management and to those employees with special permission from their agencies.

Learning Objectives:

- Apply approaches to foster an environment in which people from diverse backgrounds work cooperatively and effectively in achieving organizational goals.
- Create a work group that values and understands diversity.
- Develop methods, behaviors, and attitudes helpful in managing a diverse workforce.

Job Outcomes:

- Recognizes the value of individual differences at all levels of the organization.
- Creates a climate in which everyone is respected and recognized for their contributions.
- Provides employment and development opportunities to support a diverse group of employees.

MANAGER'S ROLE IN WORKFORCE AND SUCCESSION PLANNING

Targeted to upper and middle managers, this course describes the role managers should play in the succession planning process. The purpose of this course is to introduce the concepts associated with succession planning and

describe what role managers should play in succession planning. Succession planning enables state agencies to provide training and development opportunities to the agency's future leaders. Succession planning helps you "build bench strength." This course helps upper and middle managers answer these two questions: When your workforce retires, who will be ready to replace these experienced employees? What strategies have you implemented to ensure that your agency will be properly staffed with qualified supervisors, managers and leaders?

Learning Objectives:

- Define succession planning.
- Make decisions about the agency's next steps regarding succession planning.
- Identify the manager's role in succession planning.

Job Outcomes:

- Recommends effective strategies that fit the external environment which the department/office faces.
- Applies a long-term perspective when developing strategic plans.
- Develops objectives and strategies that fit with the department/office's long-term vision.
- Develops and implements methods to share knowledge with others who need it.

MANAGING AND IMPROVING WORK PROCESSES

This 2-day class examines how work processes impact work effectiveness. Participants will learn how to analyze current work processes, develop a process performance tracking system, break down processes into tasks and apply a process improvement strategy. Skills learned in this class will be applicable to the management of any work process. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:

- Analyze current work processes using specific tools and techniques.
- Illustrate how linked processes affect internal and external customers.
- Develop a process performance tracking system.
- Apply techniques to break down processes into smaller, less intimidating tasks.
- Assess leadership competencies required to process management and improvement.

Job Outcomes:

- Manages and plans work as a process rather than focusing only on individual jobs.
- Designs work processes to meet the needs of customers of the work group.
- Measures and monitors outputs of work processes.
- Works to ensure that work processes are as simple as possible.
- Changes work processes when a new approach appears better.

MANAGING WORK TIME EFFECTIVELY

This one-day course examines the habits we have in managing our time, and how the concepts of importance and urgency affect our productivity. Participants will identify the activities that determine their use of time and will learn and practice an effective method for prioritizing and sequencing work tasks. Participants will also examine how large projects and long-term expectations impact daily and weekly planning. **This class is open to all employees.**

Learning Objectives:

- Develop proactive strategies to remove the barriers to effective and efficient time management.
- Practice planning and prioritizing work activities while taking into account short and long-term objectives.

Job Outcomes:

- Modifies behavior and work methods in response to new information, changing conditions, or unexpected obstacles.
- Works on a number of different projects without losing focus.

PLANNING & ACCOUNTABILITY

This 2-day class is designed to facilitate the performance measures phase of the strategic planning process. The course will provide an introduction to the role of performance management, an overview of the strategic planning process, and tools to develop methods to measure results. **This class is open to managers and supervisors only.**

Learning Objectives:

- Explain the roles and functions of performance management.
- Link performance measurement to the strategic planning process.
- Formulate and document performance measures to meet agency objectives.
- Use performance measures to gauge performance.
- Develop a plan for tracking and updating performance measures.

Job Outcomes:

- Applies a long-term perspective when developing strategic plans.
- Develops performance measures that fit with the department/office's long-term vision.
- Adjusts strategic plans in response to changes inside and outside the department.

PROFESSIONALISM & PRODUCTIVITY FOR NON-SUPERVISORS

This 2-day class is designed to provide participants with the tools and strategies necessary to enhance their level of professionalism while also increasing their level of productivity. Elements of professionalism covered include professional behavior, communicating as a professional, managing conflict as a team professional, personal organization and productivity, and personal goal setting. **This class is open to non-supervisory employees only.**

Learning Objectives:

- Define professionalism and identify the key attributes of a professional.
- Appreciate the importance of your role within the organization.
- Assess current levels of professional behavior and develop strategies for improving effectiveness.
- Explore the various elements involved in communicating as a professional and formulate techniques for enhancing skills.
- Examine the aspects of work organization/time management, recognize personal time wasters and generate strategies for increasing productivity.
- Recognize the importance of functioning as a team player, and identify guidelines for managing conflict.
- Develop personal goals for enhancing overall efficiency and effectiveness.

PROVIDING QUALITY SERVICE

This 1-day class provides a foundation that will help participants address the basic service needs of their customers. Participants will learn how to assess individual situations to identify potential opportunities for providing good service. Participants will also learn specific strategies to help them meet the needs of customers

working with state government. Additionally, participants will learn strategies for dealing with difficult and challenging customers. This class is different from the Excellence in Customer Service Parts 1 and 2 classes, and is suitable for all employees, whether or not they have taken any other customers service classes.

Learning Objectives:

- Help state employees better understand the importance of meeting the basic needs of customers.
- Recognize and better utilize the three steps to exceptional customer service.
- Formulate a proactive approach for handling the “challenging” customer.
- Examine participants’ strengths and developmental areas in the customer service aspects of their jobs.
- Examine and practice strategies for providing exceptional customers service on the telephone.

Job Outcomes:

- Provides service to meet the basic needs of internal and external customers.
- Models and encourages high standards of customer service.
- Demonstrates a positive attitude when serving customers.
- Demonstrates appropriate behavior when dealing with challenging customers and difficult situations.

WORKPLACE NEGOTIATION SKILLS

This 1-day class will help participants learn how to negotiate in the work place. Participants will learn how to use interest-based negotiating between work groups, clarify points of view, and apply win-win persuasive techniques and apply methods to gain cooperation from others. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:

- Apply strategies for clarifying points of view.
- Practice interest-based negotiating between work groups.
- Apply win-win persuasive techniques as appropriate.

Job Outcomes:

- Identifies and understands interests and positions of others (e.g., co-workers, citizens, customers).
- Applies appropriate negotiation approaches to find mutually acceptable solutions to problems or conflicts.
- Persuades others to commit to action when appropriate.

WRITING FOR MANAGERS

Managers will learn to say what they mean in a clear, concise style. Through lecture, examples, and practice exercises, managers will gain confidence in their ability to plan and structure reports, letters, and memos. Correct formatting of various types of documents will be provided, as well as appropriate style strategies in professional written communication. Although this course is not intended as a review of grammar and punctuation, time will be reserved for participants' questions about these subjects.

Learning Objectives

- Communicates ideas and facts in writing in a clear and organized manner.
- Adjusts style, length and level of written communication to fit the audience and the situation.
- Reviews and critiques others writing in a constructive way.

Job Outcomes

- Apply techniques for documenting events to improve productivity.
- Write clear and concise action-oriented letters, memos, and reports.

- Apply grammatical rules to written communication.
- Analyze miscommunication problems that occur in written communication.

TESTS AND TESTING OUT

Each management development course taught by CPTP will have a test given at the end. The minimum passing score on all tests is 70 percent. Participants will have to pass all tests to earn the certificates.

No more than 50 percent of the courses offered may be tested out of. In order to test out of a class, a participant will need to:

1. formally request to test out by submitting a request in writing to CPTP; and
2. take the test that is normally given at the end of that class and score at least 70 percent (a participant trying to test out will have only one opportunity to take the test without taking the class); and
3. include the job outcomes for that class in the project that is submitted to earn the appropriate certificate.

Course credit for the tested-out-of class would not be official until the project is successfully completed and includes the job outcomes for that class.

CLASSES FOR FIRST-LINE SUPERVISORS FUNCTIONING OUTSIDE THE TRADITIONAL OFFICE ENVIRONMENT

These classes are designed for first-line supervisors whose jobs fall outside of the traditional office environment. Examples of these job categories include trades/crafts, maintenance, security, health care, production, transportation, and food service. Additional classes specifically designed for these participants are in the process of being developed. More information will be provided as soon as it is available.

EFFECTIVE SUPERVISORY PRACTICES, Part 1 (2 days)

This two-day course will serve as the foundation for effective supervisory practices in the workplace. Part I includes an overview of teamwork, communication, diversity, motivation, and corrective feedback. This course also has a valid and reliable supervisory skills survey for participants to evaluate their supervisory competencies.

Learning Objectives:

- Identifies and implements effective supervisory skills.
- Overcomes communication barriers.
- Uses effective listening skills within work group.
- Understands what diversity is and how it affects work group productivity.
- Applies the three steps when confronted with an employee's motivation problem.
- Utilizes the four steps of the corrective feedback process.

Job Outcomes:

- Communicates ideas and facts verbally in a clear and organized way.
- Thinks about other people's reactions before saying something.
- Gives negative feedback in a helpful manner.
- Understands the importance of having different types of people in a work group.
- Supervises the work group so all employees feel respected and recognized for their contributions.
- Motivates, guides, and teaches others to be better at their jobs.
- Encourages cooperation and teamwork within the work group.
- Builds trust and open communication within the work group.

EFFECTIVE SUPERVISORY PRACTICES, Part 2 (2 days)

This two-day course is the final course of the two-part supervisory series. This course provides the next step in evaluating one's supervisory practices. This course covers the topic areas of problem solving, leadership skills, coaching, ethical behavior, and progressive discipline. Through this course, participants will learn to set action plans for individual development and will help participants build a stronger foundation in supervisory practices.

Learning Objectives:

- Demonstrates the ability to identify the root causes of problems.
- Uses creative problem solving techniques to generate multiple solutions.
- Evaluates alternative solutions and selects the best one based on available data.
- Evaluates the benefits of individual vs. group decision-making approaches for a given situation.
- Identifies barriers to delegating tasks and activities.
- Understands and implements the steps in delegating tasks.
- Develops a plan to promote awareness of ethical behavior in the work group.

Job Outcomes:

- Gathers enough relevant data about problems and issues to conduct a complete analysis.
- Generates multiple solutions based on data analysis.
- Recommends appropriate solutions to problems.
- Exercises good judgment by making sound and well-informed decisions.
- Supports group problem solving and participative decision-making.
- Delegates authority with responsibility.
- Promotes ethical practices in all organizational activities.
- Models and encourages high standards of honesty and integrity.
- Develops others through coaching and mentoring.
- Takes appropriate corrective actions with employees.

CLASSES TAUGHT BY **DEPARTMENT OF CIVIL SERVICE**

The following classes are scheduled as part of the Comprehensive Public Training Program, and are taught by Department of Civil Service to provide employees with a better understanding of the Civil Service system in state government. Each class description includes information about participant eligibility and prerequisites, if any.

CIVIL SERVICE ESSENTIALS FOR SUPERVISORS (1 Day)

In this 1-day class, participants will discuss a variety of supervisory responsibilities within the context of the Civil Service system. Participants will learn why the merit system was created and ways through which they can better manage employees' behavior, schedules, and performance. Topics include the following: an overview of the supervisor's fundamental role in the PPR process; dos and don'ts of interviewing and reference checking; avoiding harassment and discrimination in the workplace; prohibited political activities for classified employees; managing employees' work schedules; assigning duties to employees; a supervisor's role in the chain of command; and how to orient new employees. **This class is open to all supervisors and managers, and human resources and legal staffs. This is a required course for participants working toward the Certificate for Managing People.**

COMMON MYTHS THAT AFFECT GOOD SUPERVISION (1 Day)

This 1-day class examines a number of harmful, common myths that exist in the state government workforce. These myths negatively impact productivity and morale. Belief in them can result in supervisors who feel powerless to do a good job. Participants will identify these myths and work with them in common sample work situations. Participants will then learn specific courses of action they can apply to correct behavior resulting from these false beliefs. A few of the myths that will be discussed in class include: "A state employee can't be fired;" "All employees should get a merit increase;" "All employees must be treated the same;" "Employees can take leave whenever they wish;" plus several others. **This class is open to all supervisors and managers, and human resources and legal staffs. This is a required course for participants working toward the Certificate for Managing People.**

CONTROLLING ABSENTEEISM AND TARDINESS IN THE WORKPLACE (1 Day)

This 1-day class provides practical techniques for controlling absenteeism and tardiness and why these need to be controlled. It includes how to manage different types of leave, especially annual and sick leave. Participants will learn what rights state employees do and do not have in using leave. Supervisors will learn their options and responsibilities in controlling absenteeism. **This class is open to all supervisors and managers, and human resources and legal staffs. This is a required course for participants working toward the Certificate for Managing People.**

CURRICULUM FOR HUMAN RESOURCE PROFESSIONALS (6 Days)

This special curriculum was developed specifically for the state's human resource professionals who need to have an in-depth knowledge of the various areas of human resources management. Topics covered include classification, pay and compensation, operations, personnel management, disciplinary actions, appeals procedures and hearings, legal issues, training, benefits and employee relations. **Enrollment is limited to Human Resources employees only. PRIORITY is given to human resource professionals (HR directors, managers, and analysts, etc.), and if space permits, other human resources staff in support positions (i.e., administrative secretaries, clerk chiefs, etc.) may attend.**

DOCUMENTING FOR PERFORMANCE AND DISCIPLINE (1 Day)

This 1-day class provides an overview of the disciplinary process for Civil Service employees. Participants will learn the definitions of "cause" and "impairment of public service" as provided in the Louisiana State Constitution. Actual Civil Service Commission and court decisions will be reviewed to enhance participants' understanding of the legal requirements for successfully completing disciplinary actions. **Open to all current supervisors and managers and Human Resources staff. This is a required course for participants working toward the Certificate for Managing People.**

PERFORMANCE PLANNING AND REVIEW TRAINING FOR SUPERVISORS (1 Day)

This 1-day class provides participants with basic information concerning the major components of the new Civil Service performance planning and review system: planning, documentation, and evaluation. **Open to all supervisors and managers. This is a required course for participants working toward the Certificate for Managing People.**

COMPUTER-BASED TRAINING

The Comprehensive Public Training Program offers self-paced, computer-based training in several popular software packages for personal computers. Our current library includes training on many computer skills applications, including Windows; Microsoft Office products; Lotus Notes; Internet Explorer; Novel GroupWise; web development software, etc. The library is continually updated and/or /revised.

In addition to computer skills courses, CPTP also offers computer-based training on professional development topics. Topics available in this library include preventing sexual harassment, grammar and writing skills, telephone skills, diversity in the workplace, conflict resolution, conducting effective meetings, and coaching employees in the workplace.

Computer-based training can be delivered in two different formats to meet the needs of all agencies:

1. Web-Based Internet:

Web-based training is now being offered through MindLeaders Internet website. The benefits of using the Internet for this training are:

- No local administration is required; you do not need to send in monthly or quarterly reports on usage
- Users automatically have access to all of the available courses
- Course updates and maintenance are done at a central location
- Reports are available to you on usage for your agency

If your agency blocks Internet access but you would like to allow users to access this one site, we can provide information for making that possible.

2. Stand alone CD-ROM Check-Out:

This is the solution for people who do not have access to the web. CPTP will send you CDs which can be installed onto a server for intra-agency use or onto a designated computer or computers for individual use.

Ordering Procedures:

For ordering information or if you have any questions or need any assistance in selecting the appropriate deployment methods for your agency, please call Rosanna Marino at the CPTP office, at 225-219-4190.

REGISTRATION PROCEDURES

Registration is conducted through CPTP coordinators in each agency. The CPTP class schedule is updated regularly on the CPTP web site (<http://www.doa.louisiana.gov/cptp/cptp.htm>), and notices of updates are sent to the Coordinators via an email.

Employees should complete a separate CPTP class registration form for each class they wish to attend. These registration forms can be obtained from agency CPTP Coordinators, by request from the CPTP office, or through the CPTP web site. The employees should obtain supervisory approval and then return the registration form to their agency CPTP coordinators. The coordinators obtain any other approvals required by the agencies and send the completed forms to the Comprehensive Public Training Program at the following address. The forms may also be faxed to our office:

Comprehensive Public Training Program
P. O. Box 94095
Baton Rouge, LA 70804-9095
FAX: (225) 219-4191
Web address: www.doa.louisiana.gov/cptp/cptp.htm

CLASS SCHEDULING

Participants registering for an "open" class will usually receive notification in the mail at their home address about three weeks before the class. Participants who do not receive notification should not go to class. Coordinators are encouraged to call CPTP whenever there are questions about registration.

CLASS CANCELLATION

Participants who cannot attend a class for which they are registered should call the Comprehensive Public Training Program at (225) 342-4739 to cancel their registration. Participants should inform their agency CPTP coordinators that they are canceling their registration. **Late cancellations cause CPTP numerous problems, including wasting valuable resources.** Participants should cancel by 8:00 a.m., on the last working day before the start of the class. Those who do not cancel and do not attend the class will be reported to their agency as a "bill" (or a "no-show"). This means we were unable to offer that class space to another state employee.

REGISTRATION FOR MAKE-UP CLASSES

A participant who misses part of a class must make up the missed segment to receive credit for the class. After checking with their supervisors, participants may schedule make-ups directly with the Comprehensive Public Training Program by calling (225) 342-4739. Participants should inform their agency coordinators of the date they are attending a make-up segment.

MAKE-UP TESTS

Every participant who registers for a CPTP management development class is automatically registered for any testing. Participants who need to retake or make up a test may call the Public Management Program at LSU (225/578-6645) to schedule them.

SPECIAL REQUESTS

State agencies may request any of the classes described in this brochure to be offered exclusively for its employees either on site or at some location convenient to the agency. **All requests for special classes must be in writing and signed by the agency head or his or her designee.**

The staff of the Comprehensive Public Training Program hopes that state agencies will consider this program the primary source of training for its employees. This catalog is designed to give agencies an idea of what CPTP can do for them. The program is not limited to these areas, however. If an agency has a training need that is not met by the classes described in this material, CPTP would like to have the opportunity to talk with you.

All that is needed to start the process is a letter, signed by the agency head or his or her designee, requesting assistance with a particular training need. The letter should include any relevant details about the training that is needed and the employees to receive the training. Send letters of request for special training to Sam Breen, CPTP Administrator, Comprehensive Public Training Program, Division of Administration, P. O. Box 94095, Baton Rouge, LA 70804-9095.

Participants needing special accommodation relating to a disability should contact Sam Breen or Karen Puckett at the CPTP office at least fifteen working days before the start of the class they are scheduled to attend.

GENERAL INFORMATION

Participants will continue to receive a certificate of attendance for each class they attend. CPTP classes may be used for CEUs for some professions. Each profession has its own criteria for determining appropriate courses and providers of CEUs. Contact CPTP whenever you need further information about CEUs.

For more information about the management development program or the Comprehensive Public Training Program in general, call Sam Breen or Karen Puckett in CPTP Administration at (225) 342-4739.