STATE OF LOUISIANA
COMPREHENSIVE PUBLIC TRAINING PROGRAM

COURSE CATALOG
AND
PROGRAM INFORMATION

FEBRUARY 2001

Division of Administration
Comprehensive Public Training
Program
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TABLE OF CONTENTS

<div style="border:1px solid black; text-align:center;">

THE COMPREHENSIVE PUBLIC
TRAINING PROGRAM

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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, School of Human Resource Education and Workforce Development, at Louisiana State University.   Civil Service staff present courses on Civil Service Rules and Regulations for Supervisors, Performance Planning and Review, Key Elements of Civil Service Disciplinary Actions, 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 a special curriculum 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 "functional" management development certificates?

Effective January 2001, CPTP has adopted four functional certificates that eligible supervisors and managers may earn. These certificates may be earned in any sequence (each stands apart from the others). The concept of functional certificates allows participants and/or agencies to choose a specific area of management in which to concentrate their efforts. The four functional certificates are Certificate for Building Effective Teams, Certificate for Managing People, Certificate for Managing Work, and Certificate for Advanced Managerial Skills.

COMMUNICATION BETWEEN
THE AGENCY 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 are 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
CERTIFICATES OFFERED BY CPTP

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.

The Management Development curriculum includes four functional certificates with testing for all classes except those taught by Civil Service; one project for each functional certificate 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.

Participants who earn all four functional certificates are then eligible to earn the Certified Public Manager certificate by completing the CPM requirements. The CPM will be the fifth and final certificate.

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.

The Certificate in Supervisory Techniques (CST) is being phased out effective July 1, 2003 (see page 25 of this catalog for further information).   Individuals and/or agencies may choose to take or require individual classes from any of the four functional certificates in any order. The new functional certificates being offered by CPTP are as follows.

These new certificates may be completed in any order:

CERTIFICATE FOR BUILDING EFFECTIVE TEAMS
This certificate includes the following seven courses, requires at least a 70 percent passing score on the test for each course, and successful completion of a work-related project graded by both CPTP and the participant's agency. Courses without prerequisites may be taken in any order:

Developing Effective Teams-Part I	1.5 days
(formerly Effective Communication Skills Part I)	
Developing Effective Teams-Part II (Part I is prerequisite)	1.5 days
(formerly Effective Communication Skills Part II)	
Developing Effective Teams-Part III (Parts I & II are prereqs.)	1.5 days
Developing a Motivated Work Group	1.5 days
Effective Conflict Resolution Strategies	1.5 days
(formerly Using Effective Strategies to Manage Conflict)	
Encouraging Creativity in Teams	1 day
Individual Differences and Diversity in the Workplace	<u>1.5 days</u>
Total:	10 days

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:

Civil Service Rules & Regulations for Supervisors	2 days
Key Elements of Disciplinary Action	1 day
Performance Planning and Review	1 day
Building Better Performance Through Employee Skill Development	2 days
Conducting Productive Employee Performance Reviews	1 day
Improving Employee Performance Through Coaching	1.5 days
Promoting Learning in the Workplace	<u>1 day</u>
Total:	9.5 days

CERTIFICATE FOR MANAGING WORK

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

Accountability in Work Groups	2 days
Applying Decision-Making Strategies	1.5 days
Effective Problem Solving	1.5 days
Facilitating Change	1 day
Managing and Improving Work Processes	2 days
Managing Customer Service Systems	1.5 days
Managing Work Time Effectively	1 day
Workplace Negotiation Skills	<u>1 day</u>
Total:	11.5 days

CERTIFICATE FOR ADVANCED MANAGERIAL SKILLS

This certificate includes the following seven courses, requires at least a 70 percent passing score on the test for each course, and successful completion of a work-related project graded by both CPTP and the participant's agency. **This certificate will not be offered until September, 2001**:

Building Productive Working Relationships (Partnering)	1 day
Conducting An Effective Job Interview	1.5 days
Developing an Effective Planning Process	1 day
Ethical Behavior In The Workplace	1.5 days
Long-range Planning	1 day
Technical Writing	2 days
Technology Management	<u>2 days</u>
Total:	10 days

CERTIFIED PUBLIC MANAGER CERTIFICATE

The fifth and final certificate will be the Certified Public Manager certificate. The work simulation portion of this certificate will not be offered again before July 1, 2001.

In order to earn the Certified Public Manager designation, employees will need to complete the course, test, and project requirements to earn the four certificates outlined above (41 days), plus complete the following additional requirements (9 days) for a total of 50 days of training. The CPM is a national designation which cannot be awarded to participants with less than 50 days of approved course work:

Elective Courses	6 days
Work Simulation Exercises	<u>3 days</u>
	Total: 9 days

The classes listed on pages 46 are appropriate for supervisory and managerial 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 Management Development Program, CPTP accepts those applications with an attached letter from their appointing authority giving specific job-related reasons for attendance.

Detailed descriptions of the course content, learning objectives, and job outcomes for each class in the four functional certificates begin on page 7.

CERTIFICATE FOR BUILDING EFFECTIVE TEAMS (10 DAYS)

The Certificate for Building Effective Teams I includes the following seven courses:

DEVELOPING EFFECTIVE TEAMS, PART I

This 1 1/2-day class will help participants improve their communication and feedback strategies. Participants will learn how to overcome barriers to communication, use nonverbal communication effectively, listen actively, use effective feedback techniques, determine when various communication strategies should be used, consider the necessary factors when selecting the most effective message type, and apply supportive communic ation strategies. **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 others.
? Apply techniques to improve listening skills.
? Demonstrate verbal and nonverbal feedback skills to show understanding of message.
? Apply supportive communication response styles.
? Deliver constructive feedback as a form of feedback.
? 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

This 1 1/2-day class helps participants deal with the many interpersonal communication challenges they face at work. Participants will learn how to analyze personal communication styles, use tact and diplomacy when dealing with others, confront issues rather than people, apply strategies to minimize defensiveness in interactions with others, communicate across cultures, and treat others with respect. **This class is open to all levels of management and to those with special permission from their agencies.**

Developing Effective Work Teams Part I is a prerequisite to this course.

Learning Objectives:
? Compare interpersonal communication styles.
? Demonstrate effective feedback techniques in a given situation.
? Demonstrate ability to confront the issue instead of the person.
? Apply strategies to minimize defensiveness in interactions with others.
? Demonstrate effective communication strategies for the work environment.
? Apply cross-cultural communication skills.

Job Outcomes:
? Provides positive feedback in a way that reinforces or encourages desirable behavior.
? Considers and responds appropriately to the needs, feelings, and capabilities of all individuals.
? Provides constructive feedback.
? Treats all individuals with sensitivity and respect.
? Creates a climate in which everyone is respected and recognized for their contributions.

DEVELOPING EFFECTIVE TEAMS, PART 3

This 1 1/2-day 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, techniques for empowering employees and creating a motivating team climate, strategies for managing team conflict and overcoming barriers to team performance. Team skills will be presented in the context of typical work groups found in state government. **This class is open to all levels of management and to those with special permission from their agencies.**

Developing Effective Work Teams Parts 1 and 2 are prerequisites to this course.

Learning Objectives:
? Develop a delegation plan.
? Apply strategies and techniques that empower employees.
? Create a work climate that motivates employees and prevents employee problems.
? Analyze the effect of a manager's behavior on an individual and on work groups.
? Apply the stages of team development to improve work group effectiveness.
? Apply the basic skills critical to working in a team environment.
? Evaluate the current level of team performance within your work group.
? Practice strategies for handling difficult team members.
? Apply techniques to manage team conflict.
? Diagnose roles and relationships to improve team cooperation.
? Apply strategies to overcome barriers to becoming a performing team.

Job Outcomes:
? Delegates authority with responsibility.
? Coaches, motivates, and guides others toward goals and accomplishments.
? Encourages cooperation and teamwork within the department, office, and work group.
? Supports group problem-solving and participative decision making.
? Builds trust and open communication among team members.

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:
? 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 1/2-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. **This class is for management employees only. A separate class, Handling Interpersonal Conflict in the Workplace, is available for other employees.**

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.

ENCOURAGING CREATIVITY IN TEAMS

This 1-day class will help participants implement strategies to develop creativity in teams. Participants will learn how to encourage innovation, set goals based on various methods for implementing innovation, challenge old ideas, and create a climate that cultivates creative thinking. **This class is open to all levels of management and to those with special permission from their agencies.**

Learning Objectives:
? Apply strategies to encourage innovation.
? Set goals based on varied methods of thinking.
? Apply strategies to overcome mental blocks and break mental models.
? Create a climate that encourages creative thinking.

Job Outcomes:
? Designs new approaches, services, and capabilities to meet identified needs.
? Takes necessary action to implement new approaches, services, and capabilities.
? Remains open to new ideas and approaches.

INDIVIDUAL DIFFERENCES AND DIVERSITY IN THE WORKPLACE

This 1 1/2-day class will look at the value of individual differences and identify obstacles to achieving diversity in the workplace. Participants will learn how to apply basic requirements of employment laws to work situations,

compare and contrast different cultures, examine the diversity climate of the work group or organization, plan and implement organizational practices to maximize the advantages of diversity, and create a climate in which all employees' contributions are recognized. **This class is open to all levels of management and to those employees with special permission from their agencies.**

Learning Objectives:
? Apply strategies 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.
? Apply cross-cultural communication skills.
? Develop methods, behaviors, and attitudes helpful in managing a diverse workforce.
? Apply the basic requirements of employment laws to specific work-related situations.
? Examine crucial organizational realities that necessitate managing diversity.
? Build vocabulary for recognizing and negotiating cultural differences that may arise.
? Compare and contrast your culture with other cultures to assess how you use culture to perceive the world.
? Examine the diversity climate of your work group or organization with respect to individual and group/inter-group factors.
? Plan and implement organizational systems, policies, and practices to manage people so that potential advantages of diversity are maximized while potential disadvantages are minimized.

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 workforce.

CERTIFICATE FOR MANAGING PEOPLE (9.5 DAYS)

The Certificate for Managing People includes the following seven courses:

BUILDING BETTER PERFORMANCE THROUGH EMPLOYEE SKILL DEVELOPMENT

This 2-day class explores ways for the supervisor to incorporate on-the-job training into work activities. Participants will also learn how to develop a plan to create work unit new employee assimilation programs, how to identify employee training needs, and how to develop a plan to enhance the employees' transfer of learning to improve job performance. Participants will learn the importance of their roles in developing the employees they supervise. **This class is open to all levels of management and to those with special permission from their agencies.**

Learning Objectives:
? Develop a plan to create opportunities for training and development and assimilation into the work unit.
? 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 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.

IMPROVING EMPLOYEE PERFORMANCE THROUGH COACHING

This 1 1/2-day class presents the coaching process and strategies for improving employee performance. Participants will learn about performance counseling, specific coaching strategies, and motivation techniques. Coaching is presented as an effective tool for improving employee performance while also building employee commitment. Class exercises will enable participants to return to the job ready to implement effective coaching. **This class is open to current supervisors and managers.**

Learning Objectives:
? Conduct a constructive performance counseling session.
? Document employee behavior in a clear and organized manner.
? Apply Civil Service Rules and legal mandates to case studies to determine whether disciplinary action is an appropriate method for dealing with unacceptable employee behavior/performance.
? Design informal reward and recognition strategies.

Job Outcomes:
? Develops others through coaching and mentoring.
? Takes appropriate corrective actions with employees.
? Recognizes achievement of performance expectations.

PROMOTING LEARNING IN THE WORKPLACE

This 1-day class will explore principles of adult learning and characteristics of effective leaders and supervisors. Participants will learn how to evaluate managerial and supervisory competencies, gather data for professional development, develop a plan for self-improvement, and create a climate of continual learning in their work group. **This class is open to all levels of management and to those with special permission from their agencies.**

Learning Objectives:
? Illustrate the characteristics of an effective supervisor.
? Assess personal managerial and supervisory competencies using the Louisiana Managerial/ Supervisory Survey (LMSS).
? Use dual-rating LMSS to obtain data needed for professional development.
? Develop a self-improvement plan based on information gathered from multiple sources.
? Develop an understanding of adult learning principles.

Job Outcomes:
? Evaluates personal strengths and weaknesses and assesses their impact on others.
? Seeks feedback from others and uses it for self-improvement.
? Develops and implements methods to share knowledge with others who need it.

The Certificate for Managing People also requires that participants attend the following three classes taught by the Department of Civil Service:

CIVIL SERVICE RULES & REGULATIONS FOR SUPERVISRORS

This 2-day class is designed to provide supervisors and managers with information on components of the personnel system administered by the Department of Civil Service and their responsibilities under that system. **This class is open to all supervisors and managers, human resources staff and legal staff.**

KEY ELEMENTS OF CIVIL SERVICE DISCIPLINARY ACTIONS

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. **This class is open to all current supervisors and managers and human resources staff.**

PERFORMANCE PLANNING AND REVIEW TRAINING FOR SUPERVISORS

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. **This class is open to all supervisors and managers.**

CERTIFICATE FOR MANAGING WORK (11.5 DAYS)

The Certificate for Managing Work includes the following eight courses:

ACCOUNTABILITY IN WORK GROUPS

This 2-day class will explore ways to promote accountability in work groups. Participants will learn how to develop performance indicators for measuring the success of a work group, create outcome progress reports, align individual work responsibilities with work group plans, compare performance indicator targets to actual work group performance, implement measurement systems to track work group results, develop employee behavioral expectations consistent with the PPR process, and implement strategies to hold employees accountable for achieving behavioral expectations. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:
? Employ a strategic planning process such as the one provided in Manageware to promote accountability in an individual work group.
? Develop performance indicators using criteria consistent with Manageware for measuring the success of an individual work group.
? Create outcome progress reports.
? Align work responsibilities and activities with work group operational plans.
? Show results of a work group activity by comparing performance indicator targets against actual performance of the activity.
? Implement measurement systems that accurately track results.
? Use PPR rules as a basis for developing/writing behavioral expectations.
? Implement strategies to hold employees accountable to achieve behavioral expectations.

Job Outcomes:
? Takes personal responsibility for work products and services of his/her group.
? Assures that his/her work group's results are measured.
? Tracks results of programs or activities and takes corrective action when necessary.
? Encourages subordinates to take responsibility for work products and services.

APPLYING DECISION-MAKING STRATEGIES

This 1 1/2-day class will help participants learn to apply multiple decision-making strategies. Participants will learn how to gather information for decision-making, evaluate the benefits and risks of individual versus group decision-making approaches, recognize the role values play in the decision-making process, distinguish between fact and inference when making decisions, evaluate potential outcomes of various decisions, and establish decision-making criteria. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:
- **?** Apply multiple decision-making strategies.
- **?** Use appropriate data collection techniques to gather available information for decision-making.
- **?** Evaluate the benefits of individual vs. group decision-making approaches for a given situation.
- **?** Assess the level of risk associated with each alternative.
- **?** Demonstrate ability to recognize the role that values play in making decisions.
- **?** Demonstrate ability to distinguish between facts and inferences in making decisions.
- **?** Demonstrate ability to remain objective in the decision-making process.
- **?** Demonstrate ability to use decision-making techniques.
- **?** Evaluate the potential outcomes of various decisions.
- **?** Establish decision-making criteria that consider implications outside the work group.

Job Outcomes:
- **?** Acts decisively when quick action is required, even in uncertain situations.
- **?** Makes difficult or unpopular decisions when necessary.
- **?** Exercises good judgment by making sound and well-informed decisions.
- **?** Considers all factors when making decisions (e.g., legal aspects, political implications, organizational culture, special interests).

EFFECTIVE PROBLEM SOLVING

This 1 1/2-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.

FACILITATING CHANGE

This 1-day class will help participants implement strategies and techniques to help supervisors and their employees adapt to various work situations. Participants will learn how to facilitate unlearning, reduce resistance to change, manage conflict resulting from change, and develop a contingency plan to handle unexpected situations. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:
- ? Apply unlearning/unfreezing techniques.
- ? Apply change process steps to reduce resistance to change.
- ? Manage employees' reactions to change using individual stage models.
- ? Develop a contingency plan to handle unexpected situations.

Job Outcomes:
- ? Proactively manages conflict resulting from change.
- ? 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.

MANAGING AND IMPROVING WORK PROCESSES

This 1 1/2-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 CUSTOMER SERVICE SYSTEMS

This 1 1/2-day class presents strategies and techniques to enhance customer service. Participants will learn how to articulate the mission of government service, develop strategies to motivate employees to high quality public service, lead a customer-driven work group, provide excellent telephone and face-to-face service to the public, illustrate ways an organization can change to better serve customers, and apply strategies to respond to customer complaints and concerns. **This class is open to management and to those with special permission from their agencies. (Will be available after July 1, 2001.)**

Learning Objectives:
- **?** Analyze current work processes using specific tools and techniques.
- **?** Articulate to employees the mission of government service.
- **?** Develop strategies to motivate employees to high quality public service.
- **?** Demonstrate proactive and achievement of quality oriented behavior.
- **?** Develop personal plan to adjust to customer needs.
- **?** Develop strategies for leading a customer-driven work group.
- **?** Develop plans for tracking employee performance to improve quality of service.
- **?** Apply strategies to respond to customer complaints and concerns.
- **?** Use continuous improvement to enhance customer service.
- **?** Demonstrate effective techniques for providing excellent telephone and face-to-face service to the public.
- **?** Apply 4 strategies to achieve excellent customer service.
- **?** Illustrate the ways an organization can change to better serve customers.

Job Outcomes:
- **?** Encourages employees to believe in the spirit of customer service.
- **?** Creates and supports a climate that encourages employees to provide quality public service.
- **?** Demonstrates a personal commitment to quality public service.
- **?** Identifies customers/clients and other interested parties (e.g., program users, community, stakeholders, etc.).
- **?** Establishes and uses feedback systems to understand customer/client expectations.
- **?** Integrates customer/client needs and expectations into development and delivery of services.
- **?** Improves the quality of services, products, and processes on an ongoing basis.

MANAGING WORK TIME EFFECTIVELY

This 1-day class examines the various approaches that can be used to manage time effectively. Participants will identify the activities that determine their use of time and learn the keys to effective time management. Particular emphasis will be placed on establishing work priorities to maximize effective use of time. The course will present a flexible approach that can be adapted to fit most participants' preferred time management style. Participants will practice by developing a prioritization plan to be used on the job. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:
- **?** Apply time management approaches to manage stressful work situations.
- **?** Apply strategies to deal effectively with pressure.
- **?** Practice goal setting and prioritizing techniques.
- **?** Demonstrate how to prioritize outcomes and practice the mechanics of sequencing short-term goals to support priorities.
- **?** Practice prioritizing daily activities while simultaneously considering short or long-term goals.

Job Outcomes:
- **?** Maintains a professional demeanor in stressful or difficult situations.
- **?** Works on a number of different projects without losing focus.

WORKPLACE NEGOTIATION SKILLS

This 1-day class will help participants learn how to negotiate in the workplace. Participants will learn how to analyze negotiation strategies to determine the best strategy to use, how use interest-based negotiating between work groups, apply strategies for framing and reframing issues, clarify points of view, and apply win-win persuasive techniques and influencing strategies. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:
? Apply strategies for framing and reframing issues.
? Apply strategies for clarifying points of view.
? Practice interest-based negotiating between work groups.
? Analyze various negotiation strategies to determine the best strategy to apply.
? Apply win-win persuasive techniques as appropriate.
? Apply appropriate influencing strategies.
? Apply appropriate negotiating strategy to establish rapport and cooperation with others.

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.
? Gains cooperation from others to get information and to accomplish department/office goals.

CERTIFICATE FOR ADVANCED MANAGERIAL SKILLS (10 DAYS)

The Certificate for Advanced Managerial Skills includes the following seven courses. These courses will be available after July 1, 2001:

BUILDING PRODUCTIVE WORKING RELATIONSHIPS (PARTNERING)

This 1-day class will help participants learn strategies to establish and maintain working relationships. Participants will learn how to solicit support from management, approach problem situations with an understanding of organizational dynamics, build and strengthen internal support bases, promote individual and group partnerships, share information and resources across groups to achieve organizational goals. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:
? Use strategies to approach problem situations with a clear understanding of organizational realities and dynamics.
? Use contacts to build and strengthen internal support bases.
? Apply strategies to obtain support from higher-level management.
? Apply strategies to promote individual and group partnerships.
? Use strategies to share information and resources across work groups to achieve organizational goals.
? Apply strategies to establish and maintain working relationships with internal organizational units (e.g., other program areas and support functions).

Job Outcomes:
? Builds productive working relationships with key individuals and groups.
? Collaborates with a variety of individuals and groups from both within and outside the department/ office.

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:
? Apply strategies to forecast required staffing levels that consider factors such as skills required and changes in technology.
? Apply the basic requirements of employment laws to specific work-related situations.
? Perform skill analysis and prepare behavior-based interview questions to be used in an employment interview.

Learning Objectives (cont'd.)
? Develop a consistent system to evaluate and select the most qualified job candidate.
? Create job descriptions.
? Assess qualifications of applicants (e.g., knowledge, skills, and abilities) for a specific job opening.

- **?** Select interview candidates.
- **?** Demonstrate effective interviewing skills that comply with Civil Service/ agency requirements.

Job Outcomes:
- **?** Anticipates impact of possible changes in staff (e.g., retirement, expertise, T.O.).
- **?** Takes an active role in recruiting and retaining staff.

DEVELOPING AN EFFECTIVE PLANNING PROCESS

This 1-day class examines a planning system to help managers and supervisors manage their work groups more effectively by aligning work group goals with their agency's goals. Participants will learn how to apply key goal-setting principles, develop performance indicators to measure the success of their work unit, monitor problems encountered in implementing a plan, and assure that work responsibilities are aligned with the work group's plan. Techniques taught in this class are consistent with the Division of Administration's Office of Planning and Budget requirements for the budget process. **This class is open to management and to those employees with special permission from their agencies.**

Learning Objectives:
- **?** Create strategies that support work group activities.
- **?** Develop performance indicators such as those found in Manageware for measuring the success of an individual work unit.
- **?** Monitor actual problem situations relating to strategic plan implementation.
- **?** Align work responsibilities and activities with work group strategies.

Job Outcomes:
- **?** Create a direction for the work group that fits with the department's vision.
- **?** Recommends changes based on the strategic plan for the work group.

ETHICAL BEHAVIOR IN THE WORKPLACE

This 1 1/2-day class will help participants learn how to evaluate work situations to identify potential ethical problems and conflicts of interest. Participants will learn how to develop a plan to comply with rules and/or laws governing potential areas of conflict, promote awareness of ethical behavior in work groups, anticipate the implication of words and actions within work groups, differentiate between various types of power and influence, and use personal power to focus on accomplishing 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 and/or laws governing the most prevalent potential areas of conflict: acceptance of gratuities, maintaining impartiality, disclosure of information.

Learning Objectives (cont'd.)
- **?** Develop a plan to promote awareness of ethical behavior in the work group.
- **?** Practice case studies illustrating nondiscriminatory behaviors in work practices.
- **?** Anticipate the implication of words and actions within the work group.

- **?** Differentiate between types of power and influence.
- **?** Apply appropriate power base to fit a given situation.
- **?** Apply appropriate influencing strategy to achieve work group goals.

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.

LONG RANGE PLANNING

This course is in the process of being developed. It will be available in the fall of 2001.

TECHNICAL WRITING

This course is in the process of being developed. It will be available in the fall of 2001.

TECHNOLOGY MANAGEMENT

This course is in the process of being developed. It will be available in the fall of 2001.

CERTIFIED PUBLIC MANAGER CERTIFICATE

The Certified Public Manager designation is available to participants who have completed all requirements to earn the four functional certificates and completed a 3-day work simulation exercise and 6 days of elective courses. There is a total of 50 training days required to earn the Certified Public Manager, which includes the 41 days for the functional certificates.

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 functional certificates.

No more than 50 percent of the courses in each certificate 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.

NEW PROJECT REQUIREMENTS FOR THE FOUR FUNCTIONAL CERTIFICATES

Participants will be required to do a work-related project as a requirement to earn each functional certificate. The purpose of this 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.).

SUBSTITUTION AND ELECTIVES

Course credit for courses in the new management development curriculum will be given to participants for classes taken in the former management development curriculum with the same (or almost the same) title if they have been taken within the past five years. (Contact CPTP for a list of the appropriate courses that maps to former curriculum.)

Electives will still be required to earn the capstone, CPM certificate. The number of hours has been reduced from 60 to 36 (6 days). Participants will be allowed to substitute for all 36 hours of electives.

Criteria for submitting and reviewing substitutions of outside courses for elective credit hours is unchanged at this time, and may be awarded under any one of the following conditions:

1. The substitution course addresses a management topic in one of two areas, human skills or administrative and legal issues, **that is not included in the current CPTP course offerings**. A candidate can receive no more than 30 hours of substitution credit in each of the two course work areas. **The course must have been taken within the past three years**.

2. The substitution course is similar to one currently taught in the CPTP program, but the participant could not travel to attend the CPTP course, or the course has not been offered during the last 12 months. The course must have been taken within three years of entering the Management Development Program.

3. Thirty hours of elective credit is awarded for candidates who have graduate management degrees. Other graduate degrees will qualify if 50 percent of the course work is in management or administration.

4. The substitution course is an upper-level college course (4000 or above) on a management topic   taken after the participant's date of employment with the state.

Procedures for submitting substitution requests:

1. The applicant completes the class registration form. The applicant should write "substitution" on the line for course title.

2. The applicant should attach documentation of the substitution courses taken including:

   - College transcript or certificate of completion showing name of institution and date taken;
   - Copy of the course outline or course description;
   - Credentials of instructor (not needed for academic credit courses);
   - An explanation of how the course complements and extends the management development topics (not needed for academic credit courses).

3. The applicant signs the form and sends it to the CPTP Administrator, Comprehensive Public Training Program, Division of Administration, P. O. Box 94095, Baton Rouge, LA 70804-9095.

4. The CPTP Administrator submits the application and documentation to a subcommittee of the CPTP Policy Board for review. This subcommittee recommends action to the Policy Board. The Policy Board may accept or reject the subcommittee's recommendation.

CREDIT FOR EMPLOYEES WHO HAVE COMPLETED ALL OR PART OF THE CST REQUIREMENTS

1. **For employees who have previously earned the Certificate in Supervisory Techniques, credit will be given as follows** :

   The Certificate for Building Effective Teams (all courses, tests, and project)
   Civil Service Rules & Regulations for Supervisors
   Effective Problem Solving (course and test)

2. **For employees who have completed Levels I, II, and III of the previous management development program and the associated tests, who are only lacking the project** :

   Until July 1, 2003, employees will be able to complete a project that covers topics that were taught in Levels I, II, and III, and earn the Certificate in Supervisory Techniques.   The project requirement would be completed using the rules and format in effect before January 26, 2001. Once they earn the CST, they fall into scenario 1 above.

3. **For employees who have completed Levels I and II and the associated tests, but not Level III:**

   Until July 1, 2003, CPTP will combine the following courses and offer them as Level III. They will also be offered as standalone classes. All three classes do not need to be taken during the same week, but Developing Effective Teams Part 2 must be taken before Developing Effective Teams Part 3. After completing these three classes, participants will be credited for Level III:

   - Developing Effective Teams Part 2 (see page 7 for Learning Objectives and Job Outcomes)
   - Developing Effective Teams Part 3 (see page 8 for Learning Objectives and Job Outcomes)
   - Effective Problem Solving (see page 15 for Learning Objectives and Job Outcomes)

   Employees may take this "Level III" and the associated tests, complete the project, and take Civil Service Rules & Regulations for Supervisors if they have not already taken it, and earn the Certificate in Supervisory Techniques.

   The project requirement would be completed using the rules and format in effect before January 26, 2001. Employees taking this Level III will <u>not</u> be required to take Developing Effective Teams, Part I before taking Developing Effective Teams, Part 2. Once these employees earn the CST, they fall into scenario 1 above.

4. **For employees who have completed only Level I of the management development program:**

   Credit will be given for completing the Developing a Motivated Work Group course (1.5 days). The remainder of the hours earned in Level I will be counted as elective credit toward the Certified Public Manager certificate (2.5 days).

   These employees will not be eligible to earn the CST, but rather could work toward any of the new functional certificates and the CPM certificate.

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 available in the fall of 2001.

EFFECTIVE SUPERVISORY PRACTICES (ESP, PARTS I & II)   (4 days)

This 4-day class is taught in two 2-day sessions spaced about one month apart. It covers the fundamentals of supervision and begins with a discussion of how the supervisor's job is different from the jobs of the employees he or she supervises. The first-line supervisor has a difficult job, and the goal of this class is to help the supervisor feel more comfortable with the additional responsibility of supervising. Participants spend a great deal of time on group activities that use skills needed by first-line supervisors. The participants practice leadership methods that will improve day-to-day job functions and encourage excellence on the part of employees in their units.

Learning Outcomes:
? Understand the supervisor's role and the skills necessary to be an effective supervisor.
? Recognize the four functions of management.
? Identify four leadership styles based on the emphasis a supervisor places on tasks (directive behavior) and/or on people (supportive behavior).
? Understand delegation, determine its purpose, and develop a plan for delegation.
? Define interpersonal communication and the communication model.
? Recognize barriers to communication and overcome these barriers.
? Use effective listening skills.
? Identify when to use on-the-job training (OJT) and its benefits.
? Plan, implement, and follow up with a successful OJT plan.
? Understand the supervisor's role as coach.
? Understand motivation techniques and know how to create a motivating climate.
? Apply the process of performance-based supervision (the Performance Appraisal Process).
? Establish an effective time management system.
? Identify employee performance problems.
? Use progressive discipline.
? Understand the importance of documentation.
? Identify and explain the federal and state laws affecting equal employment opportunity and fair employment practices.

EFFECTIVE SUPERVISORY PRACTICES (ESP, PART III)   (2 days)

This 2-day class, designed for first-line supervisors, continues the study of the fundamentals of supervision begun in Effective Supervisory Practices (Part I and II). Participants will examine the impact and benefits of diversity in the workplace. The class material expands on the process of documenting employee performance and emphasizes the importance of conflict resolution and getting results through empowerment. Participants will take part in individual and group activities to practice skills presented in the class.

Learning Outcomes:
? Appreciate the value of proper documentation.
? Explain the key points of FOSA and how it is linked to corrective action.
? Accomplish the supervisor's role in the documentation process.
? Understand the importance of diversity in the work unit.
? Deal with diversity problems that interfere with the efficient functioning of the workplace.
? Understand the nature and causes of conflict.
? Develop approaches to minimizing and/or resolving conflict.
? Identify the key components of the empowerment process.
? Understand how trust levels between workers and supervisors influence the level of empowerment.
? Identify barriers to empowerment and explore ways to overcome them.

OTHER CLASSES OFFERED BY CPTP

Following is a listing of other classes currently offered through the Comprehensive Public Training Program, with eligibility statements included for each:

EFFECTIVE PRESENTATION SKILLS (2 Days)

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.)

ENGLISH FOR THE WORKPLACE (1 Day)

Worried about where to put that comma or whether or not to capitalize a word? Learn answers to these and other English grammar, punctuation, and usage questions in this one-day class. The instructor will review concepts that will help participants produce correctly worded, punctuated, and formatted documents. The materials participants take away from this class will be a handy guide for future questions about grammar and related English subjects. **This class is open to all employees.**

EXCELLENCE IN CUSTOMER SERVICE, Part 1 (½ Day)

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 (½ Day)

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.

GETTING ALONG WITH DIFFICULT PEOPLE (½ Day)

Have you ever been left speechless or felt like shouting or crying about the behavior of someone you work with, a hostile customer, or even your boss? Most of us have to deal with difficult people on some level every day. Participants will learn techniques to identify, understand, and cope with the difficult people who come into their lives. They will gain the tools and strategies necessary to help them stay in control in the face of irritating or intimidating behavior.

Topics include identifying the major types of behavior, communicating successfully with difficult personalities, turning negative situations into positive ones, and developing confidence to deal with confrontational situations. Anyone who struggles with the aggravation, frustration and pain of dealing with truly difficult people will benefit from this program. **This class is especially designed to assist "front-line" employees.**

Learning Objectives:
- **?** Identify and handle the most common types of difficult people.
- **?** Understand what triggers difficult people to behave the way they do.
- **?** Use and control your emotions to get the results you want.
- **?** Identify ways you can change your behavior so that the interaction between you and the difficult person will change.
- **?** Describe and understand approaches useful in dealing with specific difficult people.
- **?** Create a plan for developing a more productive relationship with a specific difficult person you have encountered.

HANDLING INTERPERSONAL CONFLICT IN THE WORKPLACE (1 Day)

This 1-day class explores strategies for handling interpersonal conflict which may arise in the workplace. Participants will learn about causes of conflict, individual conflict management approaches, assessing con- flict management approaches, and strategies for handling interpersonal conflict. **This class is open to non-supervisory employees only.**

Learning Objectives:
- **?** Analyze a conflict situation to determine cause and effect.
- **?** Analyze how an individual's conflict management style influences the outcome.
- **?** Apply various strategies for resolving interpersonal conflict.

Job Outcome:
- **?** Manages or resolves conflicts, confrontations, and disagreements in an appropriate manner.

PROFESSIONALISM & PRODUCTIVITY FOR NON-SUPERVISORS (2 Days)

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.

PUBLIC CONTACT (1 Day)

This 1-day class emphasizes the employee's role in delivering excellent service to the public and in developing a positive image for state government. Topics include principles of public contact, communication basics, and strategies that will help ensure customer satisfaction. **This class is open to all employees.**

Learning Objectives:
? Appreciate the importance of providing effective, efficient, and overall responsive customer service to all citizens of the state.
? Identify and utilize effective methods for providing the public with excellent service -- both on the telephone and in person.
? Respond effectively when handling the "challenging" customer.
? Apply strategies for meeting and/or exceeding customer expectations.

COURSES OFFERED THROUGH THE USE OF TECHNOLOGY

CPTP offers the availability of computer-based training on many professional development topics. Topics available in our current library include preventing sexual harassment, grammar and writing skills, telephone skills, diversity in the workplace, conflict resolution, team building, conducting effective meetings, and coaching employees in the workplace. See page 33 for further information about the technology-based training program.

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 RULES AND REGULATIONS FOR SUPERVISORS (2 Days)

This class is designed to provide supervisors and managers with information on components of the personnel system administered by the Department of Civil Service and their responsibilities under that system. **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 in Supervisory Techniques until July 2003, and for participants working toward the Certificate for Managing People.**

CURRICULUM FOR HUMAN RESOURCE PROFESSIONALS (5 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.**

KEY ELEMENTS OF CIVIL SERVICE DISCIPLINARY ACTIONS (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.**

TECHNOLOGY-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 over 35 computer skills applications, including Windows 95, Windows 98, and Windows NT 4.0 ; Microsoft Office 97 products; Microsoft Office 98 products; Microsoft Office 2000 products; WordPerfect 8.0 for Windows; Lotus Notes Rel. 5; Internet Explorer 5.0; and Novel GroupWise 5.0 The library is updated/revised annually each July.

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, team building, conducting effective meetings, and coaching employees in the workplace.

Technology-based training can be delivered in a variety of formats to meet the needs of all agencies:

1. **Web-Based Internet**:
Web-based training is now being offered through NETg's XtremeLearning Internet website. Courses are available in two versions for the web. Training is available on the Internet as either Browser Playable or Component Downloadable. The benefits for 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. **Web-Based Intranet**:
If your agency users do not have access to the Internet, but you still want a web-based training solution, you may install the training on your agency Intranet if your agency has one. You will need to have a technical support person install and maintain the training on your web server. NETg technical support staff will work with them to get the site up and running.

3. **Local Area Network (LAN)**:
You may install Skill Vantage Manager (the launching and tracking application) and the courses you need on your local area network. If you use this method, you will be responsible for installing and maintaining the courses, and sending monthly usage reports to CPTP. NETg will provide instructions for the installation.

4. **Stand alone CD-ROM Check-Out**:
This is the solution for people who do not have access to the web or to a local area network. CPTP will send you individual CDs for the specific courses you request which can be played on any computer with a CD ROM drive.

5. **Diskettes:**
If you do not have a CD-ROM drive, many of the courses are available on diskette.

Ordering Procedures:
Agencies should request "TBT" courses using the most current technology-based training request form, which lists all the courses that are available. Please indicate the deployment option(s) that your agency needs. Send all orders to CPTP, Attn: Monique Fontenot, P.O. Box 94095, Baton Rouge, LA 70804, or fax orders to Monique at 225-219-4191.

CPTP Coordinators will need to involve their information services personnel in determining the courses and deployment options that are appropriate for your environment.

If you have any questions or need any assistance in selecting the appropriate deployment methods for your agency, please call Monique at CPTP at 225-219-4190.

REGISTRATION PROCEDURES

Registration is conducted through CPTP coordinators in each agency. The CPTP class schedule is distributed to agency CPTP coordinators about twice a year and posted on the CPTP web site. Updates are posted on the web site as well as sent to the Coordinators via an email newsletter.

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 sends 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.state.la.us/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, PTP 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 certificates or the Comprehensive Public Training Program in general, call Sam Breen or Karen Puckett in CPTP Administration at (225) 342-4739.