

CPS Training Center Courses
&
The Competency Dictionary
from California State's
Human Resource Modernization Project

Cross Reference Guide

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Introduction

Human Resources Modernization Project

The Department of Personnel Administration and the State Personnel Board are partners on a project to modernize California State Government's human resource system. The HR Mod Project will streamline hiring, reward performance, and simplify the State's vast classification system.

One step in this process was to develop a competency dictionary. The Competency Dictionary helps identify general competencies for occupational groups.

The dictionary:

- defines a general competency
- identifies behaviors associated with that competency

As these terms are applied to each occupational group, DPA and SPB may refine definitions and behavioral indicators.

This dictionary applies to general competencies and may not address technical competencies.

You can also [get the competency dictionary as a PDF](#).

In order to make it easier for a state employee to match these competencies to our training courses we have created a cross reference guide.

The first section of this guide lists each competency, such as Mentoring, with the title of an associated CPS training session, such as Generational Challenges. In the online version of our guide descriptions of the class can be seen by clicking on the title.

The second section of the guide lists each CPS training class and the associated competency. In the online version of our descriptions of the competency can be seen by clicking on its name.

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HR Mod Competencies

Analytical Thinking

Approaching a problem by using a logical, systematic, sequential approach.

Behavioral indicators:

- Makes a systematic comparison of two or more alternatives
- Makes connections and patterns among systems and data issues
- Notices discrepancies and inconsistencies in available information
- Identifies a set of features, parameters or considerations to take into account in analyzing a situation or making a decision
- Approaches a complex task or problem by breaking it down into its component parts and considering each part in detail
- Weighs the costs, benefits, risks, implications, and chances for success, when making a decision
- Identifies many possible causes for a problem
- Weighs the priority of things to be done
- Recognizes key actions and underlying issues and problems

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Applies Technology to Tasks

The use of technology in the performance of one's job. Includes the integration and acceptance of new technology when appropriate.

Behavioral indicators:

- Accepts and understands the benefits of using technology in the performance of work
- Uses technology to simplify and streamline tasks
- Is open to learning new technology techniques to enhance the job

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Change Leadership

- Managing, leading, and enabling the process of change and transition while helping others deal with their effects.
- Behavioral indicators:
- Develops new approaches, methods, or technologies
- Develops better, faster, or less expensive ways to do things
- Recognizes the potential benefits of change
- Recognizes and manages the challenges that can accompany change
- Encourages others to value change

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Client Focus

Identifying and responding to current and future client needs; providing excellent service to internal and external clients.

Behavioral indicators:

- Solves customer problems quickly and effectively
- Talks to customers (internal or external) to find out what they want and how satisfied they are with what they are getting
- Discovers and meets underlying needs of customers
- Lets customers know they are willing to work with them to meet their needs
- Finds ways to measure and track customer satisfaction
- Presents a positive manner with customers

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Communication

Listens to others and communicates in an effective manner.

Behavioral indicators:

- Knows that listening is essential to understanding
- Ensures that others involved in a project or effort are kept informed about developments and plans
- Ensures that important information from management is shared with employees and others as appropriate
- Shares ideas and information with others who might find them useful
- Keeps manager informed about progress and problems
- Ensures that regular consistent communication takes place within area of responsibility
- Gives and receives constructive feedback

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Conflict Management

- Preventing, managing, and/or resolving conflict.
- Behavioral indicators:
- Recognizes differences of opinion, brings them out into the open for discussion, and looks for win-win solutions
- Uses appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups
- Finds agreement on issues and follows through on implementation
- Deals effectively with others in an antagonistic situation

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Creative Thinking

Ability to look at situations from multiple perspectives. Tendency or ability of individual to do or create something new. Creates solutions to problems using novel methods and processes.

Behavioral indicators:

- Personally develops a new product, service, method, or approach
- Sponsors the development of new products, services, methods, or procedures
- Proposes new approaches, methods, or techniques
- Develops better, faster, or less expensive ways to do things
- Works cooperatively with others to produce innovative solutions

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Decision Making

Making decisions and solving problems involving varied levels of complexity, ambiguity and risk.

Behavioral indicators:

- Makes critical and timely decisions in difficult or ambiguous situations
- Takes charge of a group when it is necessary to facilitate change, overcome an impasse, face issues, or ensure that decisions are made
- Makes tough appropriate decisions (e.g., closing a facility, reducing staff, accepting or rejecting a high-risk deal)

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Developing Others

Willingness to delegate responsibility, work with others, and coach them to develop their capabilities.

Behavioral indicators:

- Provides helpful, behaviorally specific feedback to others
- Shares information, advice, and suggestions to help others to be more successful; provides effective coaching
- Gives people assignments that will help develop their abilities and competencies
- Meets with employees on a regular basis to review their developmental progress
- Recognizes and reinforces people's developmental efforts and improvements
- Expresses confidence in others' ability to be successful

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Diagnostic Information Gathering

Identifying the information needed to clarify a situation and drawing out the information when others are reluctant to disclose it.

Behavioral indicators:

- Identifies the specific information needed to clarify a situation or to make a decision
- Gets more complete and accurate information by checking multiple sources
- Probes skillfully to get at the facts, when others are reluctant to provide full, detailed information
- Questions others to assess whether they have thought through a plan of action
- Questions others to assess their confidence in solving a problem or tackling a situation
- Asks questions to clarify a situation
- Seeks the perspective of everyone involved in a situation
- Seeks out knowledgeable people to obtain information or clarify a problem

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Empowering Others

Conveying confidence in employees' ability to be successful, especially at challenging new tasks; sharing significant responsibility and authority; allowing employees' freedom to decide how they will accomplish their goals and resolve issues.

- Behavioral indicators:
- Gives people latitude to make decisions in their own sphere of work
- Lets others make decisions and take charge
- Encourages individuals and groups to set their own goals, consistent with business goals and their mission
- Expresses confidence in the ability of others to be successful
- Encourages groups to resolve problems on their own; avoids prescribing a solution

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Ethics and Integrity

Degree of trustworthiness and ethical behavior of an individual with consideration for the knowledge one has of the impact and consequences when making a decision or taking action.

Behavioral indicators:

- Treats others fairly and with respect
- Takes responsibility for own work, including problems and issues
- Uses applicable professional standards and established procedures and policies when taking action and making decisions
- Identifies ethical dilemmas and conflict of interest situations and takes action to avoid and prevent them
- Anticipates and prevents breaches in confidentiality and/or security

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Flexibility

Adapting to and working with a variety of situations, individuals and groups. Openness to different and new ways of doing things; willingness to modify one's preferred way of doing things.

Behavioral indicators:

- Sees the merits of perspectives other than their own
- Demonstrates openness to new organizational structures, procedures, and technology
- Switches to a different strategy when an initially selected one is unsuccessful
- Demonstrates willingness to modify a strongly held position in the face of contrary evidence

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Forward Thinking

Anticipating the implications and consequences of situations and taking appropriate action to be prepared for possible contingencies.

Behavioral indicators:

- Anticipates possible problems and develops contingency plans in advance
- Notices trends and develops plans to prepare for opportunities or problems
- Anticipates the consequences of situations and plans accordingly
- Anticipates how individuals and groups will react to situations and information and plans accordingly

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Fostering Diversity

Promoting equal and fair treatment and opportunity for all.

Behavioral indicators:

- Seeks information from others who have different personalities, backgrounds, and styles. Includes them in decision-making and problem solving
- Communicates and cooperates with others who have a diversity of cultural and demographic backgrounds
- Makes it easy for others to feel valuable
- Includes in conversations people with diverse backgrounds, and invites them to be part of informal work-related activities
- Helps recruit and orient employees with a diverse cultural and demographic background

CPS Courses addressing this competency:

[Attitudes, Anxiety, and Anger](#)

[Basic Supervision I](#)

[Basic Supervision II](#)

[Basic Supv \(IDL\)](#)

[Continuous Improvement \(Intro to\)](#)

[Creative Discipline/Progressive Discipline](#)

[Customer Service Excellence](#)

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[Emotional Intelligence](#)

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[Exam Development](#)

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[Seven Habits](#)

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Global Perspective

The ability to recognize and address issues that are outside our local perspective. Issues are viewed without any pre-set biases or limitations. Ability to see the "big" picture.

Behavioral indicators:

- Has global experience: considers problems and opportunities from a global perspective
- Understands and takes into account global and local impacts on day-to day activities
- Role model for staff on global initiatives
- Demonstrates cultural awareness
- Proactive - prepares locally to support global activities
- Empathetic and sensitive to global issues

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Administrative Writing](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Supervision I](#)

[Basic Supervision II](#)

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Human Resource Management

The effective recruitment, selection, development, and retention of competent staff; includes making appropriate assignments and managing staff performance.

Behavioral indicators:

- Hires appropriate staff
- Delegates tasks according to ability
- Provides feedback on performance
- Rewards and reinforces positive performance
- Understands and complies with basic HR regulations and laws
- Conducts performance appraisal and provides feedback
- Addresses employee behavior problems

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Basic Supervision I](#)

[Basic Supervision II](#)

[Basic Supv \(IDL\)](#)

[Creative Discipline/Progressive Discipline](#)

[Exam Development](#)

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Influencing Others

The ability to gain others' support for ideas, proposals, projects, and solutions.

Behavioral indicators:

- Presents arguments that address others' most important concerns and issues and looks for win-win solutions
- Involves others in a process or decision to ensure their support. Offers trade-offs or exchanges to gain commitment
- Identifies and proposes solutions that benefit all parties involved in a situation
- Enlists experts or third parties to influence others
- Develops other indirect strategies to influence others
- Knows when to escalate critical issues to own or others' management, if own efforts to enlist support have not succeeded
- Anticipates the implications of events or decisions for various stakeholders in the organization and plans strategy accordingly

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Activity Based Costing](#)

[Administrative Writing](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Supervision I](#)

[Basic Supervision II](#)

[Basic Supv \(IDL\)](#)

[BCP Overview](#)

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Initiative

Identifying and dealing with issues proactively and persistently; seizing opportunities that arise.

Behavioral indicators:

- Identifies what needs to be done and takes action before being asked or required
- Does more than what is normally required in a situation
- Seeks out others involved in a situation to learn their perspectives
- Takes independent action to change the direction of events

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Activity Based Costing](#)

[Administrative Writing](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Math Skills](#)

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Interpersonal Skills

Extent to which an individual gets along and interacts positively with co-workers. Degree and style of understanding and relating to others.

Behavioral indicators:

- Understands the interests and important concerns of others
- Notices and accurately interprets what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior
- Anticipates how others will react to a situation
- Listens attentively to people's ideas and concerns
- Understands both the strengths and weaknesses of others
- Understands the unspoken meaning in a situation
- Finds non-threatening ways to approach others about sensitive issues
- Makes others feel comfortable by responding in ways that convey interest in what they have to say

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Administrative Writing](#)

[Attitudes, Anxiety, and Anger](#)

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[Wellness of Mind](#)

[Who Moved My Cheese?](#)

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[Writing Advantage](#)

[Writing Letters and Memos](#)

[Writing Skills for Analysts](#)

Learning

Desiring and making an effort to acquire new knowledge and skills for work. Concern for the acquisition of new job knowledge.

Behavioral indicators:

- Demonstrates an understanding of new information
- Masters new technical and organizational concepts and information
- Builds on strengths and addresses weaknesses
- Curious
- Pursues self-development on a continual basis
- Seeks feedback from others and is receptive to new ideas and perspectives
- Seeks opportunities to master new knowledge

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Activity Based Costing](#)

[Administrative Writing](#)

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[Basic Math Skills](#)

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[Written Communication](#)

Mentoring

Overall concern for the developmental level of an individual, a group of peers, or employees.

Behavioral indicators:

- Clarifies responsibilities, authority, and expectations
- Provides timely guidance and feedback to help staff accomplish a task or solve a problem
- Provides guidance in how to strengthen knowledge, skills, and competencies to improve personal and organizational performance
- Provides experiences to develop the employee's capability
- Communicates effectively and develops employees

CPS Courses addressing this competency:

[Administrative Writing](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Supervision I](#)

[Basic Supervision II](#)

[Basic Supv \(IDL\)](#)

[Continuous Improvement \(Intro to\)](#)

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Organizational Awareness

Understanding the workings, structure, and culture of the organization as well as the political, social, and economic issues affecting the organization.

Behavioral indicators:

- Understands the purpose of the organization including the statutory mandate, its customers, its products and/or services, and its measures of mission effectiveness
- Keeps current with issues, which may have a future impact on mission
- Understands and effectively works within the organization's structure and policies
- Supports the public service mission and goals

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Personal Credibility

Demonstrating concern that one be perceived as responsible, reliable, and trustworthy.

Behavioral indicators:

- Follows through on commitments
- Respects the confidentiality of information
- Respects the concerns shared by others
- Displays honesty and is forthright with people
- Carries their fair share of the work load
- Takes responsibility for own mistakes and does not blame others
- Conveys a command of the relevant facts and information

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Activity Based Costing](#)

[Administrative Writing](#)

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Planning and Organizing

Defining tasks and milestones to achieve objectives, while ensuring the optimal use of resources to meet those objectives.

Behavioral indicators:

- Anticipates and prepares for upcoming events ensuring adequate resources are available
- Considers the impact of something before it happens and makes necessary preparations or changes needed
- Puts things in a sequential and/or logical order in preparation for accomplishing a goal
- Provides/develops appropriate documentation to track progress of a project

CPS Courses addressing this competency:

[Administrative Writing](#)

[Basic Supervision I](#)

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Professional and Personal Development

The commitment to improve one's technical and personal growth.

Behavioral indicators:

- Continues to learn about and improve theories and principles
- Takes advantage of professional development opportunities
- Seeks out new learning experiences

CPS Courses addressing this competency:

[Activity Based Costing](#)

[Administrative Writing](#)

[Attitudes, Anxiety, and Anger](#)

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Professional Confidence

A justified belief in one's ability to do the job.

Behavioral indicators:

- Provides an opinion or advice when appropriate
- Takes a decisive course of action
- Expresses beliefs with conviction
- Expresses confidence in own judgment
- Seeks challenges and independence

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Administrative Writing](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Math Skills](#)

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Relationship Building

The ability to develop, maintain, and strengthen relationships with others inside or outside of the organization who can provide information, assistance, and support.

Behavioral indicators:

- Asks about the other person's personal experience, interests, and family
- Asks questions to identify shared interests, experiences, or other common ground
- Shows an interest in what others have to say; acknowledges their perspectives and ideas
- Recognizes the business concerns and perspectives of others
- Expresses gratitude and appreciation to others who have provided information, assistance, or support
- Takes time to get to know co-workers, to build rapport and establish a common bond
- Builds relationships with people whose assistance, cooperation, and support may be needed
- Provides assistance, information, and support to others, to build a basis for future reciprocity

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Administrative Writing](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Supervision I](#)

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Resource Management

Ensures the effective, efficient, and sustainable use of public service resources and assets; human and financial resources, real property and business information.

Behavioral indicators:

- Protects and uses resources and assets in the performance of work
- Identifies wasteful practices and opportunities for optimizing resource use
- Monitors to ensure the efficient and appropriate use of resources and assets

CPS Courses addressing this competency:

[Activity Based Costing](#)

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Results Orientation

Focusing personal efforts on achieving results consistent with the organization's objectives.

Behavioral indicators:

- Develops challenging but achievable goals
- Develops clear goals for meetings and projects
- Maintains commitment to goals, in the face of obstacles and frustrations
- Finds or creates ways to measure performance against goals
- Exerts unusual effort over time, in achieving a goal
- Exhibits a strong sense of urgency about solving problems and accomplishing work

CPS Courses addressing this competency:

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[Activity Based Costing](#)

[Administrative Writing](#)

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Risk Management

Identifying, assessing, and managing risk while striving to attain objectives.

Behavioral indicators:

- Willingness to take a chance
- Taking risk while considering the parameters of the organization
- Assessing the comfort level of participants, group, stakeholders, and sponsors before decision is made
- Creates options with levels of risk identified

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[Overview of Workforce Succ. Planning](#)

[Persuasive Communication](#)

[Plain Language Writing](#)

[Project Management](#)

[Sexual Harassment Prevention](#)

[Strategic Planning](#)

[Teamwork](#)

[Workforce Succession Planning](#)

[Workplace Violence Prevention](#)

Stress Management

The ability to function effectively when under pressure and maintain self control in the face of hostility or provocation.

Behavioral indicators:

- Remains calm under stress
- Handles several problems or tasks at once
- Controls their own response when criticized or provoked
- Maintains a sense of humor under difficult circumstances
- Manages own behavior to prevent or reduce feelings of stress

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Supervision I](#)

[Basic Supervision II](#)

[Basic Supv \(IDL\)](#)

[Creative Discipline/Progressive Discipline](#)

[Customer Service Excellence](#)

[Developing Analytical Skills](#)

[Emotional Intelligence](#)

[ESL Speaking and Listening Skills](#)

[FOCUS](#)

[Improving Employee Performance and](#)

[Accountability](#)

[Intro Analytical Skills](#)

[Project Management](#)

[Reading and Comprehension](#)

[Seven Habits](#)

[Seven Habits for Managers](#)

[Sexual Harassment Prevention](#)

[So You Want to be a Supervisor](#)

[Stress Management](#)

[Time Management](#)

[Wellness of Body](#)

[Wellness of Mind](#)

[Who Moved My Cheese?](#)

[Workplace Violence Prevention](#)

Team Leadership

Ability to effectively manage and guide group efforts. Includes providing appropriate level of feedback concerning group progress.

Behavioral indicators:

- Recognizes and rewards people for their achievements
- Acknowledges and thanks people for their contributions
- Expresses pride in the group and encourages people to feel good about their accomplishments
- Shares knowledge and resources and encourages the same of others
- Finds creative ways to make people's work rewarding
- Signals own commitment to a process by being personally present and involved at key events
- Identifies and promptly tackles morale problems
- Gives talks or presentations that energize groups

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Supervision I](#)

[Basic Supervision II](#)

[Basic Supv \(IDL\)](#)

[Continuous Improvement \(Intro to\)](#)

[Creative Discipline/Progressive Discipline](#)

[Customer Service Excellence](#)

[Developing Analytical Skills](#)

[Developing High Performance Teams](#)

[Emotional Intelligence](#)

[Generational Challenges](#)

[Government Meeting Planning](#)

[Grammar and Punctuation](#)

[Improving Employee Performance and](#)

[Accountability](#)

[Intro Analytical Skills](#)

[Leading Effectively](#)

[Leadership 360 Course](#)

[MultiCultural Workforce Mgmt](#)

[Performance Appraisal](#)

[Plain Language Writing](#)

[Project Management](#)

[Respect](#)

[Seven Habits for Managers](#)

[So You Want to be a Supervisor](#)

[Strategic Leadership](#)

[Strategic Planning](#)

[Teamwork](#)

[Time Management](#)

[Upward Leadership](#)

[Who Moved My Cheese?](#)

[Workforce Succession Planning](#)

[Writing Skills for Analysts](#)

Teamwork

Ability to effectively work and complete assignments in group settings. Works cooperatively with others to achieve common goals.

Behavioral indicators:

- Listens and responds appropriately to other team members' ideas
- Offers support for others' ideas and proposals
- Confers with other team members about their concerns
- Expresses disagreement constructively (e.g., by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group, etc.)
- Reinforces and gives credit to team members for their contributions
- Gives honest and constructive feedback to other team members
- Provides assistance to others when they need it
- Works toward solutions that all team members can support

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Supervision I](#)

[Basic Supervision II](#)

[Basic Supv \(IDL\)](#)

[Communicating with Data](#)

[Continuous Improvement \(Intro to\)](#)

[Creative Discipline/Progressive Discipline](#)

[Customer Service Excellence](#)

[Developing Analytical Skills](#)

[Developing High Performance Teams](#)

[E-Communications](#)

[Emotional Intelligence](#)

[Generational Challenges](#)

[Government Meeting Planning](#)

[Grammar](#)

[Grammar and Punctuation](#)

[Improving Employee Performance and](#)

[Accountability](#)

[Intro Analytical Skills](#)

[Leading Effectively](#)

[Leadership 360 Course](#)

[MultiCultural Workforce Mgmt](#)

[Plain Language Writing](#)

[Program Analysis and Eval](#)

[Project Management](#)

[Recruitment and Selection](#)

[Respect](#)

[Seven Habits](#)

[Seven Habits for Managers](#)

[Sexual Harassment Prevention](#)

[So You Want to be a Supervisor](#)

[Strategic Leadership](#)

[Strategic Planning](#)

[Stress Management](#)

[Teamwork](#)

[Time Management](#)

[Upward Leadership](#)

[Who Moved My Cheese?](#)

[Workforce Succession Planning](#)

[Workplace Violence Prevention](#)

[Writing Letters and Memos](#)

[Writing Skills for Analysts](#)

Thoroughness

Ensuring that one's own and other's work and information are complete and accurate; carefully preparing for meetings and presentations; following up with others to ensure that agreements and commitments have been fulfilled.

Behavioral indicators:

- Sets up procedures to ensure high quality of work
- Monitors the quality of work by setting up procedures
- Acts to verify information
- Checks the accuracy of own and others' work
- Develops and uses systems to organize and keep track of information or work progress
- Prepares for meetings and presentations
- Organizes information or materials for others
- Reviews and checks the accuracy of information in work reports

CPS Courses addressing this competency:

[Activity Based Costing](#)

[Administrative Writing](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Math Skills](#)

[Basic Supervision I](#)

[Basic Supervision II](#)

[Basic Supv \(IDL\)](#)

[Budget Process](#)

[BCP Overview](#)

[Communicating with Data](#)

[Completed Staff Work](#)

[Continuous Improvement \(Intro to\)](#)

[Cost Benefit Analyst](#)

[Creative Discipline/Progressive Discipline](#)

[Critical Thinking \(Intro to\)](#)

[Customer Service Excellence](#)

[Developing Analytical Skills](#)

[ESL Grammar and Writing](#)

[ESL Speaking and Listening Skills](#)

[Government Meeting Planning](#)

[Grammar](#)

[Grammar and Punctuation](#)

[Improving Employee Performance and Accountability](#)

[Intro Analytical Skills](#)

[Performance Appraisal](#)

[Plain Language Writing](#)

[Program Analysis and Eval](#)

[Project Management](#)

[Reading and Comprehension](#)

[Recruitment and Selection](#)

[Seven Habits for Managers](#)

[So You Want to be a Supervisor](#)

[Statistics](#)

[Strategic Planning](#)

[Stress Management](#)

[Teamwork](#)

[Technical Writing](#)

[Time Management](#)

[Writing Letters and Memos](#)

[Writing Letters, Memos, and Emails](#)

[Writing Skills for Analysts](#)

[Writing Style Tips](#)

[Written Communication](#)

Vision and Strategic Thinking

Supporting, promoting, and ensuring alignment with the organization's vision and values. Understanding of how an organization must change in light of internal and external trends and influences.

Behavioral indicators:

- Communicates a clear, vivid, and relevant description or picture of where the organization should be in 3, 5, or 10 years
- Expresses the vision in a way that resonates with others as demonstrated by their words and actions
- Builds a shared vision with others
- Influences others to translate vision to action

CPS Courses addressing this competency:

[AB1234 Local Agency Ethics](#)

[Activity Based Costing](#)

[Administrative Writing](#)

[Attitudes, Anxiety, and Anger](#)

[Basic Supervision I](#)

[Basic Supervision II](#)

[Basic Supv \(IDL\)](#)

[Communicating with Data](#)

[Continuous Improvement \(Intro to\)](#)

[Creative Discipline/Progressive Discipline](#)

[Developing Analytical Skills](#)

[Emotional Intelligence](#)

[Exam Development](#)

[Grammar and Punctuation](#)

[Improving Employee Performance and](#)

[Accountability](#)

[Intro Analytical Skills](#)

[Leading Effectively](#)

[Overview of Workforce Succ. Planning](#)

[Performance Appraisal](#)

[Persuasive Communication](#)

[Plain Language Writing](#)

[Program Analysis and Eval](#)

[Project Management](#)

[Reading and Comprehension](#)

[Recruitment and Selection](#)

[So You Want to be a Supervisor](#)

[Strategic Leadership](#)

[Strategic Planning](#)

[Stress Management](#)

[Teamwork](#)

[Time Management](#)

[Who Moved My Cheese?](#)

[Workforce Succession Planning](#)

[Writing Skills for Analysts](#)

Written Communication

Ability to communicate ideas, thoughts, and facts in writing. Ability/skill in using correct grammar, correct spelling, sentence and document structure, accepted document formatting, and special literary techniques to communicate a message in writing.

Behavioral indicators:

- Expresses ideas clearly and concisely in writing
- Organizes written ideas clearly. Tailors written communications to effectively reach an audience
- Uses graphics and other aids to clarify complex or technical information
- Spells correctly
- Writes using concrete, specific language
- Uses punctuation correctly
- Uses proper grammar
- Uses an appropriate business writing style

CPS Courses addressing this competency:

[Activity Based Costing](#)

[Administrative Writing](#)

[Basic Supv \(IDL\)](#)

[BCP Overview](#)

[Completed Staff Work](#)

[Continuous Improvement \(Intro to\)](#)

[Creative Discipline/Progressive Discipline](#)

[Developing Analytical Skills](#)

[E-Communications](#)

[ESL Grammar and Writing](#)

[Exam Development](#)

[Government Meeting Planning](#)

[Grammar](#)

[Grammar and Punctuation](#)

[Improving Employee Performance and](#)

[Accountability](#)

[Info Mapping: MBCO](#)

[Info Mapping: DPPD](#)

[Intro Analytical Skills](#)

[Performance Appraisal](#)

[Persuasive Communication](#)

[Plain Language Writing](#)

[Project Management](#)

[Reading and Comprehension](#)

[Recruitment and Selection](#)

[So You Want to be a Supervisor](#)

[Strategic Planning](#)

[Teamwork](#)

[Technical Writing](#)

[Writing Advantage](#)

[Writing Letters and Memos](#)

[Writing Skills for Analysts](#)

[Writing Style Tips](#)

[Written Communication](#)

CPS Training Center Courses

AB1234 Local Agency Ethics

2-hour course

This course meets the requirements of AB1234.

Objectives:

- Review ethics laws required by AB 1234, including those related to: Transparency in government; Fair process and due process; and Gifts, compensation and financial concerns
- Examine the role of ethics in the workplace to help develop a strategy for ethics within your agency

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Change Leadership](#)
[Communication](#)
[Conflict Management](#)
[Decision Making](#)
[Empowering Others](#)
[Ethics/Integrity](#)
[Forward Thinking](#)
[Global Perspective](#)
[HR Management](#)
[Influencing Others](#)
[Initiative](#)

[Interpersonal Skills](#)
[Learning](#)
[Organizational Awareness](#)
[Personal Credibility](#)
[Professional Confidence](#)
[Relationship Building](#)
[Results Orientation](#)
[Stress Management](#)
[Team Leadership](#)
[Teamwork](#)
[Vision and Strategic Thinking](#)

Activity Based Costing

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Applies Technology](#)
[Change Leadership](#)
[Client Focus](#)
[Communication](#)
[Creative Thinking](#)
[Decision Making](#)
[Diagnostic](#)
[Flexibility](#)
[Forward Thinking](#)
[Influencing Others](#)

[Initiative](#)
[Learning](#)
[Organizational Awareness](#)
[Personal Credibility](#)
[Professional and Personal Development](#)
[Resource Management](#)
[Results Orientation](#)
[Risk Management](#)
[Thoroughness](#)
[Vision and Strategic Thinking](#)
[Written Communication](#)

Administrative Writing

2-day course

This workshop for administrative assistants, secretaries, and other support staff will help you overcome the fear of writing (especially for another's signature), organize your thoughts, and communicate using clear, concise language.

Objectives:

- Develop your ideas with active, passive, and reader-focused styles
- Organize complete and coherent documents
- Create business-like and professional documents
- Identify and edit for clichés, bureaucratic jargon, and wordiness

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Client Focus](#)
[Communication](#)
[Creative Thinking](#)
[Decision Making](#)
[Diagnostic](#)
[Flexibility](#)
[Forward Thinking](#)
[Global Perspective](#)
[Influencing Others](#)
[Initiative](#)
[Interpersonal Skills](#)

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[Organizational Awareness](#)
[Personal Credibility](#)
[Planning and Organizing](#)
[Professional and Personal Development](#)
[Professional Confidence](#)
[Relationship Building](#)
[Results Orientation](#)
[Thoroughness](#)
[Vision and Strategic Thinking](#)
[Written Communication](#)

Attitudes, Anxiety, and Anger

1-day course

This one-day workshop is for all employees who wish to improve their working or personal relationships and reduce their own or another's – ANGER AND ANXIETY.

During this class, you will identify the specific root causes of anger, and be provided with the tools and understanding to either reduce or eliminate these internalized resentments. Anger is a natural emotion, but to elevate hurt feelings or continuing resentments, must be controlled or directed to less dangerous avenues. This class may also prove valuable to those who either manage or have a relationship with persons who seemingly are incapable of controlling their tempers.

Objectives:

- Identify each of the NINE styles of anger
- Identify a specific demonstrated style of anger – either our own or another's style – and set a plan of action to reduce the effects of that anger.
- Recognize the FOUR-STEP pattern of anger and how to alter/change that pattern
- Diagnose how anger and anxiety damages our physical and mental well being
- Overcome the harmful effects of stress, anxiety, and anger
- Learn to relax and laugh again – fully enjoy your life, your workplace, and yourself
- Recognizing Cultural, Gender, Age differences in handling anger

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Client Focus](#)

[Communication](#)

[Conflict Management](#)

[Creative Thinking](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Forward Thinking](#)

[Fostering Diversity](#)

[Global Perspective](#)

[Influencing Others](#)

[Initiative](#)

[Interpersonal Skills](#)

[Learning](#)

[Mentoring](#)

[Organizational Awareness](#)

[Personal Credibility](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Relationship Building](#)

[Stress Management](#)

[Team Leadership](#)

[Teamwork](#)

[Thoroughness](#)

[Vision and Strategic Thinking](#)

Basic Math Skills

1-day course

Every person who does analytical work needs to have understanding of basic math skills in order to analyze the numbers. This course is designed to strengthen your basic math skills such as: calculating the mean, median, mode, and standard deviation; using the computer to “crunch the numbers”; and selecting which numbers to use. A review of basic math skills will be done to strengthen skills in addition, subtraction, multiplication, division, and algebraic manipulation; and practice on word problems will help strengthen math problem solving. Each participant should bring a laptop computer for use in class with Excel and the add-in for data analysis already installed. Completion of this course will help participants be ready to take a course in Statistics, which is strongly recommended for analysts, supervisors, and managers. This course replaces the “Effective Use of Numbers” course.

Each participant should bring a laptop computer for use in class with Excel and the add-in for data analysis already installed.

Objectives:

- Calculate the mean, median, mode, and standard deviation; and know how to interpret the results
- Know the procedures to have the computer, using Excel, do the calculations
- Know how to review a word problem and organize a strategy to solve the problem

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Applies Technology](#)
[Creative Thinking](#)
[Diagnostic Initiative](#)

[Learning](#)
[Personal Credibility](#)
[Professional and Personal Development](#)
[Professional Confidence](#)
[Thoroughness](#)

Basic Supervision I

5-day course

This program is designed to assist the new supervisor in making the transition to a first-time supervisory position.

This program, combined with #409B, will meet the requirements of Government Code Section 19995.4(b) for new supervisor training. If the participant will be taking both courses #409A and #409B, it is recommended (but not required) that #409A be taken first. The subjects will be approached from the standpoint of modern supervision in the State system with a consideration of team concepts.

Objectives:

- Identify the role of the supervisor and techniques of supervision
- Use effective communication skills
- Recognize different approaches to leadership and use an effective leadership style
- Use effective time and stress management tools
- Identify sources of conflict and recommend alternatives for resolution
- Understand rules and regulations regarding ADA, Sexual Harassment Prevention, FMLA, and Workplace Safety

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Client Focus](#)

[Communication](#)

[Conflict Management](#)

[Creative Thinking](#)

[Decision Making](#)

[Developing Others](#)

[Diagnostic](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Forward Thinking](#)

[Fostering Diversity](#)

[Global Perspective](#)

[HR Management](#)

[Influencing Others](#)

[Initiative](#)

[Interpersonal Skills](#)

[Learning](#)

[Mentoring](#)

[Organizational Awareness](#)

[Personal Credibility](#)

[Planning and Organizing](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Relationship Building](#)

[Resource Management](#)

[Results Orientation](#)

[Risk Management](#)

[Stress Management](#)

[Team Leadership](#)

[Teamwork](#)

[Thoroughness](#)

[Vision and Strategic Thinking](#)

Basic Supervision II

5-day course

This program is designed to assist the new supervisor in making the transition to a first-time supervisory position.

This program, combined with #409A, will meet the requirements of Government Code Section 19995.4(b) for new supervisor training. If the participant will be taking both courses #409A and #409B, it is recommended (but not required) that #409A be taken first. The subjects will be approached from the standpoint of modern supervision in the State system with a consideration of team concepts.

Objectives:

- Identify key steps to problem solving and decision making
- Use planning, organizing, directing, and monitoring to achieve organizational objectives
- Understand collective bargaining agreements and the role of management in labor relations
- Handle and resolve grievances
- Apply a cooperative problem-solving approach in Labor-Management relations
- Identify issues of employment law relating to persons with disabilities
- Recognize and apply effective time management principles
- Recognize and apply effective techniques of stress management
- Understand the principle of equal employment opportunity and employment law
- Prevent sexual harassment
- Recognize the value of diversity in the workplace
- Delegate effectively
- Identify appropriate performance standards and appraise employee performance
- Identify the basic principles of the State disciplinary process
- List strategies and techniques for employee development

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Client Focus](#)

[Communication](#)

[Conflict Management](#)

[Creative Thinking](#)

[Decision Making](#)

[Developing Others](#)

[Diagnostic](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Forward Thinking](#)

[Fostering Diversity](#)

[Global Perspective](#)

[HR Management](#)

[Influencing Others](#)

[Initiative](#)

[Interpersonal Skills](#)

[Learning](#)

[Mentoring](#)

[Organizational Awareness](#)

[Personal Credibility](#)

[Planning and Organizing](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Relationship Building](#)

[Resource Management](#)

[Results Orientation](#)

[Risk Management](#)

Cross Reference CPS Training Courses to DPA Competencies

[Stress Management](#)
[Team Leadership](#)
[Teamwork](#)

[Thoroughness](#)
[Vision and Strategic Thinking](#)

Basic Supv (IDL)

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Change Leadership](#)
[Communication](#)
[Conflict Management](#)
[Creative Thinking](#)
[Decision Making](#)
[Developing Others](#)
[Diagnostic](#)
[Empowering Others](#)
[Ethics/Integrity](#)
[Flexibility](#)
[Forward Thinking](#)
[Fostering Diversity](#)
[HR Management](#)
[Influencing Others](#)
[Initiative](#)
[Interpersonal Skills](#)

[Learning](#)
[Mentoring](#)
[Organizational Awareness](#)
[Personal Credibility](#)
[Planning and Organizing](#)
[Professional and Personal Development](#)
[Professional Confidence](#)
[Relationship Building](#)
[Resource Management](#)
[Results Orientation](#)
[Stress Management](#)
[Team Leadership](#)
[Teamwork](#)
[Thoroughness](#)
[Vision and Strategic Thinking](#)
[Written Communication](#)

Budget Process

2-day course

This course is designed for people who prepare, review or administer budgets or who are preparing themselves for these roles. The workshop provides you with a comprehensive overview of the California budget process and offers hands-on problem solving, open discussions, and simulated situations. This course is intended to be taken in conjunction with course #643 (Budget Change Proposal Overview). For your convenience, some of the courses are scheduled on consecutive days.

Objectives:

- Understand the role of budgets in conducting state programs
- Describe the three stages of budgeting: a) Development; b) Enactment; and c) Administration
- Understand the numbers and language in the Governor's Budget and Appropriations Act
- Understand the differences between budgeting styles
- Understand constitutional and statutory provisions related to the budget process
- Track departmental budget preparation, its approval, and administration

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Communication](#)

[Creative Thinking](#)

[Diagnostic](#)

[Flexibility](#)

[Forward Thinking](#)

[Interpersonal Skills](#)

[Organizational Awareness](#)

[Planning and Organizing](#)

[Resource Management](#)

[Thoroughness](#)

BCP Overview

1-day course

This course is designed for persons who prepare, review, or administer Budget Change Proposals (BCPs), or those who are preparing themselves for these roles. This workshop provides you with an overview of the BCP process and offers discussions, exercises, and simulated situations. This course is intended to be taken in conjunction with course #642 (Budget Process Workshop). For your convenience, some of the courses are scheduled on consecutive days.

Objectives:

- Track the process for the preparation and approval of BCPs
- Prepare material for BCPs including problem statements, objectives, workload computations, and justifications
- Develop and analyze BCPs
- Avoid the major pitfalls in writing BCPs

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Communication](#)
[Creative Thinking](#)
[Decision Making](#)
[Diagnostic](#)
[Flexibility](#)
[Forward Thinking](#)

[Influencing Others](#)
[Interpersonal Skills](#)
[Organizational Awareness](#)
[Planning and Organizing](#)
[Resource Management](#)
[Thoroughness](#)
[Written Communication](#)

Communicating with Data

1-day course

Do you want to help your audience quickly grasp the message you want to send? This course will help you present numerical data to managers, decision makers, or the general public so they can readily understand the data. You will learn concepts, conventions, and mechanics behind the effective use of tables, charts, and graphs and practice using them. This is not a course in statistics; rather it is a course in presenting clear and easy-to-understand tables, charts, and graphs.

Recommendation: Bring one or more examples of real data from your assignments to use for practice.

Objectives:

- Effectively discriminate between relevant and irrelevant data
- Visually organize information to get your point across
- Determine the best way to effectively present your data so it will be understood quickly
- Develop simple tables, charts, and graphs for displaying data with clarity

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Communication](#)

[Creative Thinking](#)

[Diagnostic](#)

[Ethics/Integrity](#)

[Influencing Others](#)

[Learning](#)

[Organizational Awareness](#)

[Personal Credibility](#)

[Planning and Organizing](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Results Orientation](#)

[Teamwork](#)

[Thoroughness](#)

[Vision and Strategic Thinking](#)

Completed Staff Work

2-day course

This course for analysts will prepare you to effectively recommend solutions to management problems. The completed staff work process results in a product that will require only the manager's signature to implement recommendations.

Note: You should bring an example of a problem that you are working on or might work on in the future. It should be a problem that is expected to be resolved with a recommendation to your management.

Objectives:

- Identify barriers/problems that may be encountered in doing staff work and alternative solutions to overcoming those barriers
- Identify factors to consider when preparing a recommendation
- Demonstrate a 7-step approach in analyzing a practical, work-related case
- Prepare a written recommendation using the "action memo" format

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Creative Thinking](#)

[Decision Making](#)

[Diagnostic](#)

[Ethics/Integrity](#)

[Planning and Organizing](#)

[Results Orientation](#)

[Thoroughness](#)

[Written Communication](#)

Continuous Improvement (Intro to)

1-day course

You will learn the basic concepts of continuous improvement as they apply to meeting business objectives in a government setting.

Objectives:

- Define Continuous Improvement
- Identify your customers and what they want
- Use data to help solve problems
- Identify team processes and how they can help
- Use meetings effectively
- Understand your vision/mission
- Align policy and practice
- Deal with change and shifting paradigms

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Applies Technology](#)

[Change Leadership](#)

[Client Focus](#)

[Communication](#)

[Creative Thinking](#)

[Developing Others](#)

[Diagnostic](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Forward Thinking](#)

[Fostering Diversity](#)

[Global Perspective](#)

[Initiative](#)

[Interpersonal Skills](#)

[Learning](#)

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[Organizational Awareness](#)

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[Planning and Organizing](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Relationship Building](#)

[Resource Management](#)

[Results Orientation](#)

[Risk Management](#)

[Team Leadership](#)

[Teamwork](#)

[Thoroughness](#)

[Vision and Strategic Thinking](#)

[Written Communication](#)

Cost Benefit Analysis

1-day course

This workshop for analysts and managers introduces the rational, format, and uses of the basic cost-benefit analysis (CBA) model. You will learn when and how to use this resource allocation tool to augment your budgeting and cost-analysis skills. This course takes a hands-on, practical approach and assists you in applying CBA to a problem specific to your work setting. It will also provide you with direction for developing a CBA that can be submitted with a budget change proposal.

Objectives:

- List at least three instances when CBA is an appropriate tool for management decision making
- Enumerate the assumptions of CBA
- Discount a stream of cash flows, given a particular discount rate
- Explain the general model for a CBA problem
- Successfully apply and compute the CBA procedure for two different problems
- Distinguish between cost-benefit and cost-effectiveness analysis
- Describe one scenario relative to a work setting and pose it as a CBA model using supporting data

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Creative Thinking](#)

[Decision Making](#)

[Diagnostic](#)

[Forward Thinking](#)

[Learning](#)

[Planning and Organizing](#)

[Resource Management](#)

[Thoroughness](#)

Creative Discipline/Progressive Discipline

1-day course

Discipline is the least favorite job of every manager and supervisor. Unfortunately, sometimes discipline is required. This course provides tools for preventing the need for discipline, taking informal actions, and taking formal actions. This course also focuses on motivation, communication, and providing opportunities for improvement.

Objectives:

- How to provide a positive working atmosphere
- Understanding the Standards of Behavior and Job Performance
- Understand the Eight Steps of Coaching
- Understand the formal discipline processes including Skelly Rights, Writ of Mandate, and Formal Reprimand

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Communication](#)

[Conflict Management](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Forward Thinking](#)

[Fostering Diversity](#)

[HR Management](#)

[Influencing Others](#)

[Initiative](#)

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[Personal Credibility](#)

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[Written Communication](#)

Critical Thinking (Intro to)

2-day course

This course covers concepts and methods central to sound critical thinking. It provides skills useful to analysts during problem identification, identifying and evaluating alternatives, and other steps in the problem solving process

Objectives:

- Identify and evaluate critical thinking processes
- Identify and analyze the methods used in organizing thoughts
- Analyze issues and identify problems
- Understand types of problems
- Differentiate between problems and their causes
- Understand the difficulties associated with casual reasoning
- Demonstrate sound rational reasoning and problem solving
- Analyze arguments
- Distinguish between the parts of an argument
- Identify explicit and implicit premises
- Identify assumptions
- Identify and distinguish between different types of fallacies

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Decision Making](#)

[Diagnostic](#)

[Flexibility](#)

[Forward Thinking](#)

[Influencing Others](#)

[Learning](#)

[Results Orientation](#)

[Thoroughness](#)

Customer Service Excellence

1-day course

This workshop builds people skills and identifies critical issues necessary to improve customer relations.

Objectives:

- Define the basics of quality customer service
- Use humor, separation, active listening, and modeling to provide exceptional service
- Control angry or upset customers
- Apply techniques to create positive rapport with customers
- Identify ways to deal with customer complaint and attitudes
- Describe techniques to solve customer problems

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Client Focus](#)

[Communication](#)

[Conflict Management](#)

[Creative Thinking](#)

[Diagnostic](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Forward Thinking](#)

[Fostering Diversity](#)

[Influencing Others](#)

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[Interpersonal Skills](#)

[Learning](#)

[Mentoring](#)

[Organizational Awareness](#)

[Personal Credibility](#)

[Planning and Organizing](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Relationship Building](#)

[Resource Management](#)

[Stress Management](#)

[Team Leadership](#)

[Teamwork](#)

[Thoroughness](#)

Developing Analytical Skills

5-day course

The course is structured into two parts: Part One is a three-day skill building workshop related to roles and responsibilities of analysts and the essential skills and tools required to perform analytical work. You will then spend 20-40 hours back on the job completing a study of an organizational issue.

Approximately four to five weeks later, you will return for Part Two, a two-day session during which you will present your project orally and in writing. The instructor will assess each presentation.

Make-up sessions or partial days are not possible with this class.

This comprehensive course covers each step in an analytical project from beginning to end. It explains tools and techniques necessary at different phases of the study and gives participants an opportunity to apply their knowledge to an actual work project. This course will benefit Staff Services Analysts, Associate Governmental Program Analysts, Management Services Technicians, Personnel Technicians, Budget Technicians, or equivalent classifications.

Supervisor's note: you will need to work with the participant in selecting a work-related issue for study prior to attendance. You will receive instructions upon registration. You should provide the necessary work time for the participant to complete the project on the job – normally from 20-40 hours are needed.

Objectives:

- Identify and describe the roles and responsibilities of analysts in State government
- Learn and apply tools for gathering, organizing, and analyzing data
- Create alternatives and develop criteria to evaluate them
- Write an issue paper using a specified format
- State your analytical findings and recommendations in a ten-minute oral presentation
- Recognize skills for non-defensive communication and collaboration

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Applies Technology](#)

[Change Leadership](#)

[Client Focus](#)

[Communication](#)

[Conflict Management](#)

[Creative Thinking](#)

[Decision Making](#)

[Developing Others](#)

[Diagnostic](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

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Cross Reference CPS Training Courses to DPA Competencies

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[Professional Confidence](#)
[Relationship Building](#)
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[Thoroughness](#)
[Vision and Strategic Thinking](#)
[Written Communication](#)

Developing High Performance Teams

1-day course

Team leaders need to know the basic concepts of building and maintaining an effective team. Effective teams produce at higher levels with better quality. Building High Performance Teams will demonstrate the power of teams and show team leaders how to use accountability and responsibility to improve their team's measurable performance.

Objectives:

- Understand teams, the dynamics of team development, and the principles and practices of team building
- Develop a high performance team
- Develop and maintain team goals, expectations and ground rules
- Establish and clarify team roles and responsibilities
- Foster and promote collaboration and trust among team members
- Empower team members and motivate them to develop buy-in and ownership
- Manage the behavior of “difficult” people on your team
- Develop and maintain team commitment to goals and objectives

DPA Competencies addressed by this course:

[Communication](#)

[Conflict Management](#)

[Decision Making](#)

[Developing Others](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Forward Thinking](#)

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E-Communications

1-day course

As designed, most e-mail is sent with little editing or structure - creating confusion and multiple problems. Fortunately or unfortunately, it becomes a permanent record – with your name or Department's name attached. This one-day, interactive workshop provides tools to help the participant create clear and informative e-messages by improving the planning, writing, and editing processes. Any staff who writes, sends, or reads e-mail and wishes to improve their professional image and communication skills or those who are over-whelmed by the sheer number of daily e-messages and would like to control, organize, and manage the volume should attend this class.

Objectives:

- Create powerful – attention grabbing subject lines and purpose statements - leave the KISS to last
- Determine an effective format : ACTIVE, PASSIVE, OR READER FOCUS
- Comfortably cross CULTURAL and GLOBAL boundaries... without offending readers
- Instantly proofread for ATTITUDE or social embarrassment
- Use correct and specialized e-mail punctuation, grammar, smileys, emoticons, and acronyms
- Apply the Do's and Avoid the Do Not's of e-mail tone and approach – when to send, when not to send; to whom to send and to whom not to send e-mail
- Manage your e-mail load – create files, eliminate spam and e-mail clutter: when to read, when best to respond. – e-mail efficiency. Do Not allow e-mail to dominate your workday

DPA Competencies addressed by this course:

[Client Focus](#)
[Communication](#)
[Creative Thinking](#)
[Decision Making](#)
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Emotional Intelligence

1/2-day course

In today's workplace, our worth and performance are being judged by much more than our IQ. We are more likely to be judged by our emotional intelligence (EI). The effective use of emotional intelligence has proven to improve productivity and morale in the workplace. The skills gained by effectively using one's emotional intelligence have had a positive effect on both the personal and professional lives of those who apply their EI on a regular basis. In this class, participants will have the opportunity to gain an understanding of this valuable skill and its importance in today's workplace.

Objectives:

- Identify the personal and professional benefits of EI
- Be able to describe each of the five elements of EI
- Develop a structured approach to increasing their skill level in all five competencies

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Client Focus](#)

[Communication](#)

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ESL Grammar and Writing

2-day course

This course is for non-native speakers of English. In this class you will learn skills to help improve your grammar, discover tips for writing e-mail and other types of documents, and practice writing better sentences and paragraphs.

Objectives:

- Identify the major of parts of speech
- Apply rules for subject-verb agreement
- Learn to use various verb tenses correctly
- Understand and apply rules for article and preposition usage
- Identify and correct grammar errors in sample documents
- Discover techniques for combining and writing sentences correctly
- Write a paragraph that contains a topic sentence and supporting details
- Learn e-mail etiquette tips

DPA Competencies addressed by this course:

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ESL Speaking and Listening Skills

1-day course

This course is for non-native speakers of English. In this class, you will learn to recognize and use the sounds of American English, stress, rhythm, and intonation patterns. You will also have an opportunity to practice communicating your ideas in work-related situations while learning some helpful cultural tips.

Objectives:

- Improve confidence and skills in understanding and speaking English
- Recognize and use sounds of American English
- Recognize and use stress, rhythm, and intonation patterns
- Practice work-related speaking and listening skills
- Learn some practical cultural tips for work-related situations

DPA Competencies addressed by this course:

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Exam Development

2-day course

As the fourth class in the HR Academy series, the two (2) day Exam Development and Administration course explores the value and benefit of effective selection. It is expected that students have attended the Job Analysis class of the Human Resource Academy. Consequently, there is only a refresher on job analysis for selection purposes. This class allows students to learn and practice the development of structured oral examination questions and rating guides, written exam questions, job simulation and performance exercises as well as training and experience evaluation. The course provides an overview of other less frequently used testing instruments, such as assessment centers, biodata and psychological tests. Participants discuss exam administration issues, and instructors provide handy checklists of issues to consider when administering an exam. The course also covers the importance of providing a thorough orientation for structured oral exam panel members. Students practice by designing an oral panel orientation.

Objectives:

- The value and cost benefit of employment testing
- Exam types and their appropriate uses
- How to develop oral, written, T & E and job simulation exams
- Administering oral exams, including training oral board members
- Resources available for exam development
- Using a written exam item analysis to make decisions
- Setting pass-points
- Exam administration, confidentiality and security
- On-line testing

DPA Competencies addressed by this course:

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Cross Reference CPS Training Courses to DPA Competencies

FOCUS

1-day course

All participants receive a Franklin-Covey planner (a \$40 value) and will be taught how to use this instrument as well as other planning tools. This one-day, interactive course is ideal for individuals at all stages of life, particularly if you've recently started a new job, entered a new phase of life, or embarked on the pursuit of a lifelong dream, or simply want to be more productive. Make improvements in your personal or professional productivity by learning to set clear goals and by gaining control of competing demands that cause you to get off track.

People who take this class may also be interested in the Seven Habits of Highly Effective People.

Objectives:

- Master the skills of planning your weeks and organizing your days so your time is spent on tasks that really matter
- How to clearly define your goals and break them down into key tasks
- The ability to reduce stress by eliminating unnecessary activities
- Skills for mastering information management with a proven planning system
- How to balance work and life priorities to avoid burnout and cycle of frustration

DPA Competencies addressed by this course:

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Generational Challenges

4-hour course

Never in the history of American business have there been four generations in the workplace. The generational diversity and the challenges and opportunities it presents will be the focus of this class. Through an interactive learning process, participants will understand the differences between the four generations and learn how to recruit and motivate them.

Objectives:

- Overview of the differences between the four generations and common generational characteristics
- Understanding of the different motivational triggers for the generations
- A discussion regarding the new definition of organization loyalty
- Learning new recruiting methodologies that appeal to the Generation X's and Generation Y's

DPA Competencies addressed by this course:

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[Fostering Diversity](#)

[Mentoring](#)

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[Personal Credibility](#)

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[Teamwork](#)

Government Meeting Planning

1-day course

This course provides key information for both new and experienced government meeting planners. The planning process starts with strategic partnering and ends with a successful event. This course provides tools and techniques to make every large government meeting run smoothly.

Objectives:

- Learn about networking and conference planning
- Identify the key State government meeting partners
- Identify the effective steps in planning your meeting program
- List the different types of meeting participants
- Learn critical aspects of the Statewide Travel Program
- Identify common expenses and budget items
- Recognize the available resources and funding mechanisms
- Learn how to prepare for the unexpected
- Discover the crucial elements of site inspections and negotiating contracts
- Learn about the contract management process to keep your meeting on track and on budget

DPA Competencies addressed by this course:

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[Communication](#)
[Creative Thinking](#)
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Cross Reference CPS Training Courses to DPA Competencies

Grammar

3-day course

This program will debunk confusing myths about language and give you confidence in your ability to use and explain grammar, punctuation, and usage rules.

Objectives:

- Correctly apply contemporary rules for agreement, pronoun use, sentence construction, parallelism, and use of modifiers
- Correctly apply contemporary rules for using commas, semicolons, colons, quotation marks, hyphens, apostrophes, and other punctuation
- Review and apply rules for capitalization and writing numbers
- Apply contemporary grammar and usage standards to sample documents by editing and proofreading the samples
- Distinguish grammar rules from individual preferences or myths

DPA Competencies addressed by this course:

[Analytical Thinking](#)
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Grammar and Punctuation

1-day course

Is your grammar handbook collecting dust on your shelf? Why do so many writers guess at the “rules” rather than look them up? Could it be those frightening grammar terms, such as “antecedent,” “dependent clause,” and “subjunctive mood”? And does the question mark go inside the closing quotation or outside?

Whether you write or review documents, you will be more confident once you know the rules that govern grammar and punctuation. In this one-day class, we will review the basics of grammar, with a focus on sentence structure and syntax. As we identify and correct common grammar and punctuation errors, you will become informed drafters, making changes to your own documents as well as to those of others, not because “it sounds better,” but because you know the rules.

Objectives:

- Review the nuts and bolts of sentence structure
- Review correct use of commas, semicolons, colons, and dashes
- Identify and correct the run-on, comma splice, and fragment error
- Review rules of subject-verb agreement
- Review rules of pronoun-antecedent agreement
- Discuss common grammar myths, such as beginning sentences with “because,” ending sentences with prepositions, and splitting infinitives

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Applies Technology](#)
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Improving Employee Performance and Accountability

3-day course

This course is intended for supervisors and managers who are responsible to set expectations, improve employee performance, and ensure employee accountability. It encompasses job documentation, communicating expectations and coaching employees to ensure success. Participants will learn the steps to identify and establish performance measurements and conduct the Performance Appraisal/Individual Development Plan. Additionally, participants will learn to give continual positive and negative feedback as well as to provide the necessary ingredients for sufficient and effective documentation to support the progressive discipline process. Participants will know how to support the assessment of the appropriate adverse action when necessary. Most importantly, participants will be able to motivate employees to change behavior and learn the steps to sustain the new performance level.

Objectives:

- Be able to list how to set expectations to ensure employee accountability.
- Recognize the steps to identify and establish performance standards.
- Determine performance measurements to ensure accountability for each of the competencies listed on the Individual Development Plan (IDP).
- Apply the steps to effective employee coaching.
- Develop the ability to give more effective positive and negative feedback.
- Conduct the probationary performance review.
- Conduct an effective annual performance review/Individual Development Plan.
- Understand the necessary ingredients for sufficient and effective documentation.
- List the steps in the progressive discipline process.
- Support the assessment and facilitate the determination of the appropriate adverse action when necessary.
- Motivate employees to change behavior and the steps to sustain the new performance level

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Applies Technology](#)
[Change Leadership](#)
[Communication](#)
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Increasing Human Effectiveness

1-day course

Increasing Human Effectiveness is a personal development program, created by Edge Learning Institute, that empowers people with tools to break through self-imposed limitations, resulting in greater productivity and a healthier bottom line. It lays the foundation for self-management personal accountability. It focuses on the most significant causal factor that determines purposeful behavior – the personal beliefs and attitudes of people.

Objectives:

- Accept new ideas
- Displace non-productive attitudes, habits and beliefs
- Accept personal responsibility and become a more effective self-manager
- Overcome fear of failure and become more confident
- Motivate yourself and others with dignity

DPA Competencies addressed by this course:

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Influencing Others](#)

[Interpersonal Skills](#)

[Organizational Awareness](#)

[Personal Credibility](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Relationship Building](#)

Info Mapping: MBCO

2-day course

This course has been designed to provide the analytical and organizational techniques needed to develop concise, easy to read memos, reports, and other business communications that convey key information clearly, and generate expected results.

Objectives:

- Identify the purpose of each communication
- Define the specific action required from the reader
- Customize the message for different audiences to achieve greater results
- Organize communications to make information quick and easy to find
- Present information in the way that best suits the target audience

DPA Competencies addressed by this course:

[Communication](#)
[Creative Thinking](#)

[Written Communication](#)

Info Mapping: DPPD

3-day course

This course is designed to provide the analytical and organizational techniques needed to define, design, and develop effective procedures, policies and other documentation. This course applies to paper-based or online complex information that needs to be user-focused, task-oriented, accessible, usable, and easy to revise.

Objectives:

- Define audience information needs and requirements
- Design and develop information that meets user needs
- Organize complex documentation so users can easily find and understand information
- Implement a documentation project

DPA Competencies addressed by this course:

[Communication](#)
[Creative Thinking](#)

[Written Communication](#)

Intro Analytical Skills

5-day course

The course is structured into two parts: Part One is a three-day skill building workshop related to roles and responsibilities of analysts and the essential skills and tools required to perform analytical work. You will then spend 20-40 hours back on the job completing a study of an organizational issue.

Approximately four to five weeks later, you will return for Part Two, a two-day session during which you will present your project orally and in writing. The instructor will assess each presentation.

Make-up sessions or partial days are not possible with this class.

This comprehensive course covers each step in an analytical project from beginning to end. It explains tools and techniques necessary at different phases of the study and gives participants an opportunity to apply their knowledge to an actual work project. This course will benefit Staff Services Analysts, Associate Governmental Program Analysts, Management Services Technicians, Personnel Technicians, Budget Technicians, or equivalent classifications.

Supervisor's note: you will need to work with the participant in selecting a work-related issue for study prior to attendance. You will receive instructions upon registration. You should provide the necessary work time for the participant to complete the project on the job – normally from 20-40 hours are needed.

Objectives:

- Identify and describe the roles and responsibilities of analysts in State government
- Learn and apply tools for gathering, organizing, and analyzing data
- Create alternatives and develop criteria to evaluate them
- Write an issue paper using a specified format
- State your analytical findings and recommendations in a ten-minute oral presentation
- Recognize skills for non-defensive communication and collaboration

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Applies Technology](#)

[Change Leadership](#)

[Client Focus](#)

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Cross Reference CPS Training Courses to DPA Competencies

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[Written Communication](#)

Leading Effectively

1-day course

Leading Effectively helps managers and supervisors strengthen their abilities to challenge, inspire, enable, model, and encourage. These abilities will enable them to lead others in getting extraordinary things done in their organizations. Based on research presented in the best-selling book *The Leadership Challenge*, this workshop focuses on practices common to most extraordinary leadership achievements. The workshop also focuses on concrete behaviors that are the basis for these important leadership practices.

Objectives:

- Understand the difference between management and leadership
- Understand the key ingredients of effective leadership
- Identify their own leadership strengths and areas to improve
- Model the behavior they expect of others
- Inspire a shared vision
- Challenge the process in order to stimulate innovation and change
- Enable others to act by fostering teamwork, collaboration, and trust.
- Encourage the heart by recognizing and celebrating people's contributions

DPA Competencies addressed by this course:

[Change Leadership](#)

[Communication](#)

[Conflict Management](#)

[Developing Others](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

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Leadership 360 Course

DPA Competencies addressed by this course:

[Communication](#)
[Conflict Management](#)
[Developing Others](#)
[Diagnostic](#)
[Ethics/Integrity](#)
[Flexibility](#)
[Influencing Others](#)
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[Teamwork](#)

Legislative Bill Analysis

2-day course

This course is for any state employee who is required to analyze a bill to determine its impact on a state department or program.

Objectives:

- Describe the State of California legislative process including how a bill becomes law
- Define and discuss at least twenty terms related to the legislative process
- Name at least five different sources for locating information in order to analyze the impact of legislation
- Identify the key components and sections of a bill
- Be proficient reading different versions of a bill
- Know when to propose amendments and how to write amendment language
- Summarize a bill and learn how to get started writing the main sections of a bill analysis
- Use the internet as a legislative tool to subscribe to a bill and listen to committee hearings and to gather information including; background on specific Assembly and Senate bills, the legislative calendar and bill analyses prepared by legislative committees.

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Client Focus](#)

[Communication](#)

[Creative Thinking](#)

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Legislative Process

1-day course

This overview of the legislative process helps participants follow the path of a bill from its introduction in the Legislature to its signature by the Governor. Note: This class does visit the Capitol- please wear comfortable clothing and shoes.

Objectives:

- Tour the State Capitol and visit the Assembly and/or Senate chambers and a committee hearing room
- Outline the organization, staffing and committee structure and legislative process for the California Legislature
- Describe how the Executive Branch (departments, agencies, Governor's office) works with legislative staff throughout the legislative process
- List and describe the key sections of a bill and summarize how it becomes law
- Identify at least ten resources that will assist you in understanding the legislative process and learn how to utilize these resources effectively
- Use the internet for monitoring and tracking legislative activity

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Ethics/Integrity](#)

[Forward Thinking](#)

[Organizational Awareness](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Relationship Building](#)

MultiCultural Workforce Mgmt

1-day course

Multicultural Workforce Management is designed to help managers and supervisors in developing the communication, interpersonal, and group facilitation skills that help them more effectively supervise and manage individuals from different cultural backgrounds.

The workshop (1) builds awareness of key cultural differences, (2) focuses on key cross-cultural communication skills, (3) enhances skills in building relationships across cultures, and (4) provides strategies for developing a high performance multicultural team.

Objectives:

- Understand how specific cultural differences affect communication, interpersonal relationships, and teamwork in the workplace
- Develop key skills for effective cross-cultural communication
- Develop strategies for resolving on-the-job situations that produce misunderstandings and conflict
- Understand how to motivate international employees
- Build a cohesive and effective multicultural team
- Identify and manage cultural differences that may affect efforts at quality improvement, employee involvement, and employee participation

DPA Competencies addressed by this course:

[Client Focus](#)
[Communication](#)
[Conflict Management](#)
[Developing Others](#)
[Empowering Others](#)
[Flexibility](#)
[Forward Thinking](#)
[Fostering Diversity](#)
[Global Perspective](#)

[HR Management](#)
[Influencing Others](#)
[Interpersonal Skills](#)
[Organizational Awareness](#)
[Professional and Personal Development](#)
[Relationship Building](#)
[Team Leadership](#)
[Teamwork](#)

Overview of Workforce Succ. Planning

1-day course

This one-day class will provide an understanding of Workforce/Succession Planning. The class explores the upcoming "Perfect Storm" that will impact the global workforce. The Perfect Storm is a combination of changing technology, continuing cost containment, the growing importance of knowledge capital, four generations in the work place, coupled with a global shortage of people to fill existing positions.

Participants will have an opportunity to understand the steps of Workforce/Succession Planning and what is required to begin the Workforce/Succession Planning process.

Objectives:

- Understand the coming crisis faced by public sector
- Understand the basic principles of Workforce/Succession planning
- Identify common deterrents to effective workforce planning and brainstorm for solutions
- Learn the steps of a successful workforce/succession plan
- Consider next steps for their agency in developing a workforce plan

DPA Competencies addressed by this course:

[Change Leadership](#)

[Communication](#)

[Creative Thinking](#)

[Decision Making](#)

[Forward Thinking](#)

[Global Perspective](#)

[Organizational Awareness](#)

[Planning and Organizing](#)

[Professional and Personal Development](#)

[Resource Management](#)

[Risk Management](#)

[Vision and Strategic Thinking](#)

Performance Appraisal

1-day course

During this course for supervisors and managers, you will learn the knowledge and skills necessary to prepare, plan, and conduct performance appraisals and communicate expectations and results.

Objectives:

- Describe State of California rules relating to preparing employee Performance Appraisal and Probationary reports
- Identify various Individual Development Plan activities for a hypothetical employee
- Write performance plans to communicate performance expectations to employees
- Using sample tracking records, will prepare a written narrative evaluation of a hypothetical employee's performance

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Communication](#)

[Conflict Management](#)

[Creative Thinking](#)

[Decision Making](#)

[Developing Others](#)

[Diagnostic](#)

[Empowering Others](#)

[Ethics/Integrity](#)

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[Professional and Personal Development](#)

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[Relationship Building](#)

[Resource Management](#)

[Results Orientation](#)

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[Vision and Strategic Thinking](#)

[Written Communication](#)

Persuasive Communication

1-day course

Decision makers have little time to evaluate ideas and are expected to make effective decisions quickly. With an emphasis on preparation and delivery, you will learn how to assemble and present the information necessary to help your target audience recognize the value of your ideas and recommendations. Improve your working relationships and position yourself as an insightful contributor with the persuasive communication strategies covered in this one-day class.

Objectives:

- Identify persuasive data and how to deliver it
- Utilize emotional and logical persuasion techniques
- Match delivery method to message for maximum impact
- Understand communication barriers and how to break through them

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Applies Technology](#)
[Communication](#)
[Conflict Management](#)
[Creative Thinking](#)
[Decision Making](#)
[Empowering Others](#)
[Forward Thinking](#)
[Global Perspective](#)
[Influencing Others](#)
[Initiative](#)

[Interpersonal Skills](#)
[Learning](#)
[Organizational Awareness](#)
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[Professional Confidence](#)
[Relationship Building](#)
[Results Orientation](#)
[Risk Management](#)
[Vision and Strategic Thinking](#)
[Written Communication](#)

Plain Language Writing

1-day course

First, it's the law: Government agencies are to "write each document . . . in plain, straightforward language, avoiding technical terms as much as possible, and using a coherent and easily readable style" (California Government Code Section 6219).

Second, it works. When we in government write clearly, using plain English and a readable style, we benefit both the taxpayer, for whom we work, and also our colleagues, with whom we must communicate. Research shows that plain language writing is more precise, increases reader comprehension and comfort, and uncovers mistakes in analysis that bureaucratic writing disguises.

This half-day seminar introduces tips and techniques to improve clarity through plain English.

Objectives:

- Debunk myths surrounding government writing
- Identify and use plain language principles: common words, active voice, verb forms, and short, speakable sentences
- Establish criteria for clear writing
- Edit for clarity without compromising accuracy
- Edit for conciseness without compromising completeness
- Recognize and revise bureaucratic style

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Applies Technology](#)

[Change Leadership](#)

[Client Focus](#)

[Communication](#)

[Creative Thinking](#)

[Decision Making](#)

[Developing Others](#)

[Diagnostic](#)

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[Flexibility](#)

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[Global Perspective](#)

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[Risk Management](#)

[Team Leadership](#)

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[Vision and Strategic Thinking](#)

[Written Communication](#)

Program Analysis and Eval

3-day course

This program will introduce analysts to techniques for program analysis, evaluation, compliance monitoring, and cost analysis. This course was designed for those analysts who have developed basic analytical skills and who want to integrate those skills into an overall effort of program analysis and evaluation.

Please bring a small calculator with you to the class. Participants are also encouraged to bring information about a program that may be the focus of their analysis and evaluation.

Objectives:

- Develop workable problem statements and objectives
- Develop sources for data and use data collection methods
- Identify cost elements associated with a given program
- Prepare a cost analysis plan containing necessary components
- Interpret statistics for program analysis and evaluation
- Identify appropriate program evaluation criteria
- Develop workable plans for program analysis and program evaluation
- Prepare a report of findings

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Applies Technology](#)
[Client Focus](#)
[Communication](#)
[Creative Thinking](#)
[Decision Making](#)
[Diagnostic](#)
[Ethics/Integrity](#)
[Forward Thinking](#)
[Influencing Others](#)

[Learning](#)
[Organizational Awareness](#)
[Personal Credibility](#)
[Planning and Organizing](#)
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[Vision and Strategic Thinking](#)

Project Management

3-day course

This workshop for project leaders or supervisors will develop your skills in the areas of planning, organizing, and monitoring operations and projects. You may bring a work project to class.

Objectives:

- Use the “paired-comparison approach” to establish multiple project priorities
- Prepare project definition statements identifying project objectives
- Prepare “work-breakdown structure” diagrams
- Use a formal approach to estimate project component completion times
- Prepare “Linear Responsibility Charts” to identify project responsibilities
- Calculate cost variances, schedule variances, cost ratios, schedule ratios and critical project ratios to establish project status
- Identify different techniques for motivating project team members
- Prepare “risk assessment and planning” documents

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Applies Technology](#)

[Change Leadership](#)

[Client Focus](#)

[Communication](#)

[Conflict Management](#)

[Creative Thinking](#)

[Decision Making](#)

[Developing Others](#)

[Diagnostic](#)

[Empowering Others](#)

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Reading and Comprehension

1-day course

The course is designed to enhance reading skills by improving comprehension and increasing speed. The participants will learn and practice techniques for PRR System (Preview, Read, and Recall) by implementing simple and easily accessed tools, building vocabulary and, using focus assists. The participants will also overcome learned barriers to good reading habits like sub.vocalization, reading regression (rereading), and eye skipping- saving both energy and time.

Target Audience: Staff who must read and understand large volumes of written materials

Objectives:

- Increase measured reading speed by a minimum of 25%.
- Demonstrate, verbally and in writing, improved understanding of content.
- Save time and energy by reading material a minimum number of times – avoiding regressive reading.
- Improve vocabulary, define colloquial, jargon, and technical/specialized word phrases
- Process e-mail more quickly and efficiently by reading Actively - Recognizing key words and required action.
- Learn Speed Reading techniques that can be practiced and utilized to continue to improve reading habits

DPA Competencies addressed by this course:

[Communication](#)
[Flexibility](#)
[Interpersonal Skills](#)
[Learning](#)
[Personal Credibility](#)

[Planning and Organizing](#)
[Stress Management](#)
[Thoroughness](#)
[Vision and Strategic Thinking](#)
[Written Communication](#)

Recruitment and Selection

1-day course

Recruitment is the fifth class in the HR Academy series. Recruitment is a one (1)-day course designed to provide participants with tools and guidelines for improved recruitment. Recruitment should be planned as part of exam development. If not attended to, they can derail the best examinations.

Objectives:

- Selection Planning
- Scoring Models
- Developing a recruitment plan
- Improving your organization's image
- Working with job experts to identify great recruiting sources
- Creative recruitment techniques for hard-to-recruit-for positions
- Reducing large candidate pools
- Evaluating effectiveness of recruiting techniques
- Retaining talent

DPA Competencies addressed by this course:

[Applies Technology](#)
[Change Leadership](#)
[Client Focus](#)
[Communication](#)
[Creative Thinking](#)
[Decision Making](#)
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Respect

1-day course

People are being required to produce results while doing more with less which can lead to increased stress, conflict and tension in the workplace. Combine this with the challenges of a changing and diverse workforce and you have an opportunity for disrespectful, unproductive, and toxic work environments. This one day workshop will help individuals define respect for themselves and respect in the workplace. This workshop will provide the tools to make the necessary changes to contribute to a respectful workplace.

- Appreciate respect as a foundation for effective teaming
- Develop buy-in for building and maintaining a respectful workplace
- Accept personal responsibility for organizational culture
- Receive the tools to make changes necessary to contribute to a respectful workplace

DPA Competencies addressed by this course:

[Communication](#)

[Conflict Management](#)

[Ethics/Integrity](#)

[Flexibility](#)

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Seven Habits

3-day course

The principles taught in this program have a variety of applications depending on your desire and creativity. You will learn to deal effectively with challenges common to all organizations.

Habit 1: Be proactive.

Habit 2: Begin with the end in mind.

Habit 3: Put first things first.

Habit 4: Think win-win.

Habit 5: Seek first to understand, then to be understood.

Habit 6: Synergize

Habit 7: Sharpen the saw.

Objectives:

- Work toward principle-centered, value-driven, and mission-oriented personal and organizational development
- Manage time and resources in ways that focus on key roles and goals
- Enhance relationships and work more effectively with people
- Maintain balance and perspective
- Impact job functions with self-management and human interaction principles

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Communication](#)

[Creative Thinking](#)

[Forward Thinking](#)

[Fostering Diversity](#)

[Influencing Others](#)

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[Teamwork](#)

Seven Habits for Managers

2-day course

This two-day workshop focuses exclusively on the management applications of The 7 Habits, giving managers the tools to take initiative, resolve conflicts, and unleash the talents and passions of their teams. Designed to help managers and supervisors perform their roles effectively, this workshop will help you apply principles from The 7 Habits of Highly Effective People to create balance in a healthy, cohesive work environment.

Objectives:

- Increase resourcefulness and initiative
- Define the contribution you want to make in your role as manager
- Manage performance through a balance of accountability and trust
- Give constructive feedback
- Improve team decision-making skills by embracing diverse viewpoints

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Communication](#)

[Creative Thinking](#)

[Developing Others](#)

[Empowering Others](#)

[Forward Thinking](#)

[Fostering Diversity](#)

[HR Management](#)

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Sexual Harassment Prevention

2-hour course

This course is for employees and supervisors who need information on sexual harassment prevention in the workplace by focusing on what constitutes sexual harassment and what steps can be taken to prevent it. This training provides tools for identifying these behaviors and preventing them from escalating into a hostile environment.

This course meets the requirements of AB1825.

Objectives:

- How the law defines sexual harassment
- Determining when sexual conduct is unwelcome
- Determining whether a work environment is hostile
- Conduct that affects the job
- Other special issues (e.g., same gender harassment, 3rd party harassment, preference, defamation, retaliation)
- What preventive actions employers can take
- Employee responsibilities
- Supervisor responsibilities

DPA Competencies addressed by this course:

[Communication](#)
[Conflict Management](#)
[Ethics/Integrity](#)
[Flexibility](#)
[Forward Thinking](#)
[Fostering Diversity](#)
[HR Management](#)
[Influencing Others](#)
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So You Want to be a Supervisor

1-day course

This course is designed for people who are currently deciding whether a Supervisor job is right for them or not. At the end of the 1-day course, you will better understand what it takes to become a supervisor in State government and be able to determine if you are ready for the increased responsibilities associated with this position.

Objectives:

- Know the legal definition of a supervisor in California State Government
- Assess your attitude about and readiness for becoming a supervisor
- Discuss motivations for becoming a supervisor
- Gain insight into a typical day in the life of a supervisor
- Explore the benefits of being a supervisor for self and the organization
- Discuss some of the core competencies required to be a supervisor
- Discuss traits and behaviors of an effective supervisor
- Learn the many roles of a supervisor
- Examine the responsibilities and tasks of a supervisor
- Understand the Organization's expectations of Supervisors

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Communication](#)

[Conflict Management](#)

[Creative Thinking](#)

[Decision Making](#)

[Developing Others](#)

[Diagnostic](#)

[Empowering Others](#)

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[Vision and Strategic Thinking](#)

[Written Communication](#)

Statistics

4-day course

This course will introduce you to basic statistical concepts in a friendly and supportive environment. The material is presented in a graphical context with exercises for applying the concepts learned.

This course is separated into two parts to allow for exercises and learning. Generally the parts are one month apart.

Note: Please bring a small calculator with you to the class. You are encouraged to bring a laptop computer with Excel (version 5.0 or later), Quattro Pro, or another spreadsheet program that has statistical analysis capability (ask your LAN administrator if the "data analysis pak" is installed--check the "add-ins").

Prerequisite: It is essential that you have completed high school mathematics, including some algebra. Any study of statistics presumes basic math knowledge. Some participants may find it better to take course Basic Math Skills for Work, prior to attending this class.

Objectives:

- Understand basic statistical concepts, sampling, and sample size
- Create a frequency distribution and chart or graphic presentation
- Calculate central tendency measures: mean, median, and mode
- Calculate measures of variance: standard deviation
- Calculate and interpret tests of significance: t-test, ANOVA, Chi Square, Correlation/Regression, and Spearman r.
- Calculate a test of correlation
- Communicate data findings effectively using data presentation techniques

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Applies Technology](#)

[Communication](#)

[Creative Thinking](#)

[Diagnostic](#)

[Ethics/Integrity](#)

[Forward Thinking](#)

[Influencing Others](#)

[Learning](#)

[Personal Credibility](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Thoroughness](#)

Strategic Leadership

DPA Competencies addressed by this course:

[Change Leadership](#)

[Communication](#)

[Decision Making](#)

[Developing Others](#)

[Empowering Others](#)

[Flexibility](#)

[Forward Thinking](#)

[Global Perspective](#)

[Influencing Others](#)

[Initiative](#)

[Interpersonal Skills](#)

[Learning](#)

[Personal Credibility](#)

[Planning and Organizing](#)

[Professional and Personal Development](#)

[Relationship Building](#)

[Results Orientation](#)

[Team Leadership](#)

[Teamwork](#)

[Vision and Strategic Thinking](#)

Strategic Planning

1-day course

For managers, planning team members, and analysts, this workshop introduces the concepts and processes involved in developing, implementing, and maintaining a strategic plan. This workshop is often taken in concert with Measuring Your Organization's Performance and Performance Based Budgeting. Taken in series, these workshops will provide you with the foundation you need for developing a strategic plan in your department.

Objectives:

- Describe internal and external assessment processes
- List the importance of the mission, vision, and value statements
- Describe the linkage of goals and objectives for your organization
- List performance measures that show when a goal has been achieved
- Discuss the action plan describing the steps to achieve an objective
- Describe how to align workforce development programs with your strategic plan

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Applies Technology](#)
[Change Leadership](#)
[Client Focus](#)
[Communication](#)
[Creative Thinking](#)
[Decision Making](#)
[Developing Others](#)
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[Vision and Strategic Thinking](#)
[Written Communication](#)

Stress Management

1-day course

This one-day course will teach you coping techniques to reduce harmful effects of stress on productivity and personal well-being.

Objectives:

- Recognize three ways we react to stress, including flight, fight, and faint
- Describe how stress may affect our well being; emotionally, mentally, physically, and spiritually
- Identify and reduce stress producers found in the workplace
- Use time management and organization or workflow to lower stress
- Experience positive effects of stress using "bright side" attitudes

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Client Focus](#)

[Communication](#)

[Conflict Management](#)

[Diagnostic](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Forward Thinking](#)

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[Professional and Personal Development](#)

[Professional Confidence](#)

[Relationship Building](#)

[Stress Management](#)

[Teamwork](#)

[Thoroughness](#)

[Vision and Strategic Thinking](#)

Teamwork

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Client Focus](#)

[Communication](#)

[Conflict Management](#)

[Creative Thinking](#)

[Decision Making](#)

[Developing Others](#)

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[Written Communication](#)

Technical Writing

3-day course

This workshop is for engineers, scientists, planners, administrators, or other professionals who write or edit technical reports. It will help you develop planning, engineering, research, environmental, and other technical reports.

Prerequisite: You must possess good basic skills in grammar and writing or have completed course #621, Written Communication.

Objectives:

- Review sample technical writings, correct errors, and establish critical standards for technical writing
- Use various techniques for communicating technical information to non-technical readers
- Edit preliminary drafts of technical documents for clarity, economy, and emphasis
- Use appropriate graphic devices to enhance report readability and facilitate easy access and retrieval of information
- Evaluate and test readability
- Evaluate organization, paragraph structure, and critical format elements of technical reports to enhance easy use and retrieval of information

DPA Competencies addressed by this course:

[Analytical Thinking Learning](#)

[Thoroughness Written Communication](#)

Time Management

1-day course

This workshop offers you practical techniques for accomplishing more in less time.

Objectives:

- Identify and overcome time wasters
- Use organizational tools to save time on the job
- Deal with unexpected visitors
- Apply ten time-saving techniques to conquer paper pile-up
- Better organize your workplace
- Identify individual creative time and use that time to your advantage

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Client Focus](#)

[Conflict Management](#)

[Creative Thinking](#)

[Decision Making](#)

[Empowering Others](#)

[Flexibility](#)

[Forward Thinking](#)

[Influencing Others](#)

[Initiative](#)

[Interpersonal Skills](#)

[Organizational Awareness](#)

[Personal Credibility](#)

[Planning and Organizing](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Relationship Building](#)

[Resource Management](#)

[Results Orientation](#)

[Stress Management](#)

[Team Leadership](#)

[Teamwork](#)

[Thoroughness](#)

[Vision and Strategic Thinking](#)

Upward Leadership

DPA Competencies addressed by this course:

[Change Leadership](#)

[Communication](#)

[Conflict Management](#)

[Decision Making](#)

[Developing Others](#)

[Diagnostic](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Forward Thinking](#)

[Fostering Diversity](#)

[Influencing Others](#)

[Initiative](#)

[Interpersonal Skills](#)

[Learning](#)

[Personal Credibility](#)

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[Relationship Building](#)

[Team Leadership](#)

[Teamwork](#)

Wellness of Body

3-hour course

This course, in conjunction with Wellness of Mind, covers the steps which begin the wellness process. It offers the cutting-edge tools and best practices which lead to improved self-esteem, mental focus, job performance, health and happiness. The course gives participants the opportunity to apply these tools to their real-life wellness challenges and practice them within class. Participants come away with a set of important motivation tools which enable them to continue using what they have learned throughout life.

This course examines our lifestyle habits from the perspective of building and maintaining wellness of body. It helps you begin the recovery, which could last the rest of your life, by improving your focus and orientation towards weight management, movement and eating.

Objectives:

- Learn the best method for recovery in the face of information overload
- Isolate your personal “pivot point”
- Identify “the critic”
- Practice self-talk exercises proven to increase wellness attitudes and motivation

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Change Leadership](#)
[Client Focus](#)

[Creative Thinking](#)
[Interpersonal Skills](#)
[Stress Management](#)

Wellness of Mind

3-hour course

This two-part course covers the steps which begin the wellness process, in order to reduce established health-risk factors like burnout, or emotional and physical stress. It offers the cutting-edge tools and best practices which lead to improved self-esteem, mental focus, job performance, health and happiness. The course gives participants the opportunity to apply these tools to their real-life wellness challenges and practice them within class. Participants come away with a set of important motivation tools which enable them to continue using what they have learned throughout life.

Improve your self-esteem, job performance and overall happiness with an increased ability to isolate and handle personal stress, depression or other burnout issues using the latest feedback theories of the brain, and practice these new techniques within class.

Objectives:

- State your wellness goals
- Learn the critical factors which prevent you from modifying your own inhibiting habits.
- Co-create new exercises, as alternatives to old self-restricting patterns.
- Practice an instructor led, 15- minute guided visualization in class

DPA Competencies addressed by this course:

[Change Leadership](#)
[Client Focus](#)
[Creative Thinking](#)

[Interpersonal Skills](#)
[Stress Management](#)

Who Moved My Cheese?

Half-day course

This course is based on the book by Dr. Spencer Johnson. It is a positive, pro-active way to help workgroups deal with change in the workplace or in their personal lives. This class enables its participants to gain skill in reading the signs that indicate change is on the way. Participants will evaluate their current skill and readiness in dealing with change. They will gain confidence which will allow them to positively accept the constant dynamic of change. Class attendees will also discover how to use change as an opportunity to grow and develop. Join Dr. Johnson's characters Sniff, Scurry, Hem and Haw, as they enlighten us to the value of being prepared to change as change occurs.

Objectives:

- Identify the signs of impending change
- Determine your change readiness and change energy
- Gain skill in letting go of the status quo
- Value how others react to change

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Change Leadership](#)
[Communication](#)
[Conflict Management](#)
[Creative Thinking](#)
[Developing Others](#)
[Empowering Others](#)
[Flexibility](#)
[Forward Thinking](#)
[Global Perspective](#)
[Initiative](#)

[Interpersonal Skills](#)
[Learning](#)
[Mentoring](#)
[Organizational Awareness](#)
[Professional and Personal Development](#)
[Relationship Building](#)
[Results Orientation](#)
[Stress Management](#)
[Team Leadership](#)
[Teamwork](#)
[Vision and Strategic Thinking](#)

Workforce Succession Planning

4-day course

This course is designed for people who have responsibility for some aspect of workforce/succession planning. During this interactive workshop, participants will learn how to develop a workforce/succession plan using their own data. They will receive a tool kit of templates and an understanding on how to use the tools to develop a plan for their organization.

Past participants have indicated that there is added value to have more than one person per agency attend together. A comprehensive toolkit is provided to each participant to utilize in his or her own workforce/succession planning process.

Objectives:

- Gain insight into the Perfect Storm that will impact the global workforce
- Overview of the workforce/succession planning process
- Understand how to analyze data using your own statistics
- Learn how to gauge your organizations' readiness for change
- Find out the difference between Workforce planning and Succession planning
- Learn how to develop leadership competencies
- Learn how to apply the six step workforce/succession planning process to your own organization
- Learn the fundamentals of developing a communication and action plan
- Discuss implementation and measurement methodologies

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Change Leadership](#)
[Communication](#)
[Creative Thinking](#)
[Decision Making](#)
[Forward Thinking](#)
[Global Perspective](#)
[Influencing Others](#)
[Mentoring](#)

[Organizational Awareness](#)
[Planning and Organizing](#)
[Resource Management](#)
[Results Orientation](#)
[Risk Management](#)
[Team Leadership](#)
[Teamwork](#)
[Vision and Strategic Thinking](#)

Workplace Violence Prevention

1-day course

This course provides comprehensive information regarding the specific roles and accountabilities for supervisors and managers in workplace violence prevention and response. Supervisors will learn how to work effectively with their staff to report incidents of workplace violence. The class focuses on recognizing behaviors that are considered workplace violence and provides strategies on how to prevent those behaviors from reoccurrence and/or escalation.

Objectives:

- As a supervisor/manager, understand the steps you must take to prevent/respond to workplace violence
- Learn about the different types of workplace violence
- Learn about the escalating stages of violent behavior, and what to do if confronted
- Recognize the risk factors associated with workplace violence
- Identify warning signs that indicate the potential for workplace violence
- Learn how to conduct worksite analyses to prevent workplace violence
- Learn how to report violent occurrences and manage post-incident response
- Learn how to educate staff to recognize and promptly report workplace violence incidents

DPA Competencies addressed by this course:

[Communication](#)
[Conflict Management](#)
[Ethics/Integrity](#)
[Flexibility](#)
[Forward Thinking](#)
[Fostering Diversity](#)
[HR Management](#)
[Influencing Others](#)
[Interpersonal Skills](#)

[Learning](#)
[Organizational Awareness](#)
[Personal Credibility](#)
[Professional Confidence](#)
[Relationship Building](#)
[Risk Management](#)
[Stress Management](#)
[Teamwork](#)

Writing Advantage

2-day course

Many professionals spend up to three hours each day attempting to express ideas and communicate important information in writing. Unfortunately, too much business writing today suffers from poor structure and muddy language. This class will help you to make certain your ideas are clearly communicated and create your own personal competitive advantage. With this class, you will receive a writing guidebook with quick reference information, a document planner, a FranklinCovey Style Guide and CD.

Objectives:

- Learn a four-step process to create writing that cuts through the clutter
- Write faster with more clarity
- Learn skills for revising and fine-tuning every kind of document

DPA Competencies addressed by this course:

[Client Focus](#)
[Communication](#)
[Conflict Management](#)
[Creative Thinking](#)
[Decision Making](#)
[Flexibility](#)
[Influencing Others](#)

[Interpersonal Skills](#)
[Organizational Awareness](#)
[Personal Credibility](#)
[Professional Confidence](#)
[Relationship Building](#)
[Written Communication](#)

Writing Letters and Memos

1-day course

This workshop will help you write letters and memos that clearly state your message and get the results you want. You will learn various shortcuts and techniques for getting started, for identifying your audience and agency's needs, for adjusting tone and style, for effectively reviewing preliminary drafts, and for formatting the final product.

Note: Please bring several sample letters or memos used in your office to class.

Objectives:

- Identify reader and writer needs
- Select an appropriate tone and style for documents having different audiences and different purposes
- Use various techniques for overcoming writing blocks and getting the reader's attention by beginning letters and memos quickly and effectively
- Edit for clarity and economy and proofread for correctness
- Design letters and memos for visual interest, emphasis, and easy review and retrieval of information

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Client Focus](#)

[Communication](#)

[Creative Thinking](#)

[Flexibility](#)

[Influencing Others](#)

[Initiative](#)

[Interpersonal Skills](#)

[Learning](#)

[Personal Credibility](#)

[Planning and Organizing](#)

[Professional and Personal Development](#)

[Results Orientation](#)

[Teamwork](#)

[Thoroughness](#)

[Written Communication](#)

Writing Skills for Analysts

1-day course

Like the tip of an iceberg, the final written product is the only evidence of the underlying writing process. Yet too often we neglect to understand this vital connection of process to product. Who are our readers? What do we want our document to accomplish? How have we met the needs of our readers as well as of our superiors? Does our tone help or hinder our purpose?

In this one-day course, you will dive below the iceberg tip. You will learn how to analyze your writing task, determine your audience and purpose, and select the most effective strategy. By examining the writing process behind the final product, you will learn how to write more effective, deliberate documents—documents that are clear, coherent, and compelling. The tips and techniques learned in this class are especially beneficial to collaborative writing.

Note: Please bring a writing sample to class—a letter, memo, email, or report.

Objectives:

- Recognize importance of writing process to final product
- Analyze the writing task: message, readers, tone, and purpose
- Identify primary purpose of document: to inform or persuade
- Identify actual and potential readers; analyze their needs, values, and attitudes
- Determine appropriate strategy and style to accomplish purpose
- Include essential elements of effective workplace writing

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Change Leadership](#)

[Client Focus](#)

[Communication](#)

[Conflict Management](#)

[Creative Thinking](#)

[Decision Making](#)

[Developing Others](#)

[Diagnostic](#)

[Empowering Others](#)

[Ethics/Integrity](#)

[Flexibility](#)

[Forward Thinking](#)

[Fostering Diversity](#)

[Global Perspective](#)

[Influencing Others](#)

[Initiative](#)

[Interpersonal Skills](#)

[Learning](#)

[Mentoring](#)

[Organizational Awareness](#)

[Personal Credibility](#)

[Planning and Organizing](#)

[Professional and Personal Development](#)

[Professional Confidence](#)

[Relationship Building](#)

[Results Orientation](#)

[Team Leadership](#)

[Teamwork](#)

[Thoroughness](#)

[Vision and Strategic Thinking](#)

[Written Communication](#)

Writing Style Tips

1-day course

Did you know that writing clearly, in a “coherent and easily readable style,” is the law in California (California Government Code Section 6219)? This one-day course teaches style tips to enhance clarity and concision in your work documents. Learn to draft readable, professional documents from the bottom up by crafting crisp, clear sentences in plain English. Appropriate for business and technical writers. Solid understanding of grammar recommended.

Write clearly. It’s the law!

Objectives:

- Distinguish rules of grammar from matters of style
- Recognize unnecessary passive voice and revise into active voice
- Determine when and how to use passive voice effectively
- Recognize and revise verb inflation
- Observe rules of parallel structure and bulleted lists
- Use plain English and precise words in place of jargons, acronyms, and clichés
- Arrange words with care to prevent grammatical and conceptual gaps in logic and error in syntax

DPA Competencies addressed by this course:

[Analytical Thinking](#)
[Communication](#)
[Influencing Others](#)
[Initiative](#)
[Learning](#)

[Professional and Personal Development](#)
[Results Orientation](#)
[Thoroughness](#)
[Written Communication](#)

Written Communication

4-day course

This course will help you learn strategies for presenting information effectively. You will learn to write clearly, concisely, and correctly.

Prerequisite: You should have completed program #520 (Grammar) or feel comfortable with your knowledge of grammar before enrolling.

Note: Please bring five to ten (5-10) pages of your writing to the first class meeting.

Objectives:

- Test the readability of documents for specific audiences by applying criteria that identify potential communication problems
- Identify and use appropriate graphic, layout, and typographic devices to supplement or replace text and improve information access and retrieval
- Analyze your audience and purpose for writing
- Organize and develop paragraphs to create coherence and flow
- Edit for clarity, conciseness, and accuracy

DPA Competencies addressed by this course:

[Analytical Thinking](#)

[Learning](#)

[Thoroughness](#)

[Written Communication](#)

Cross Reference CPS Training Courses to DPA Competencies