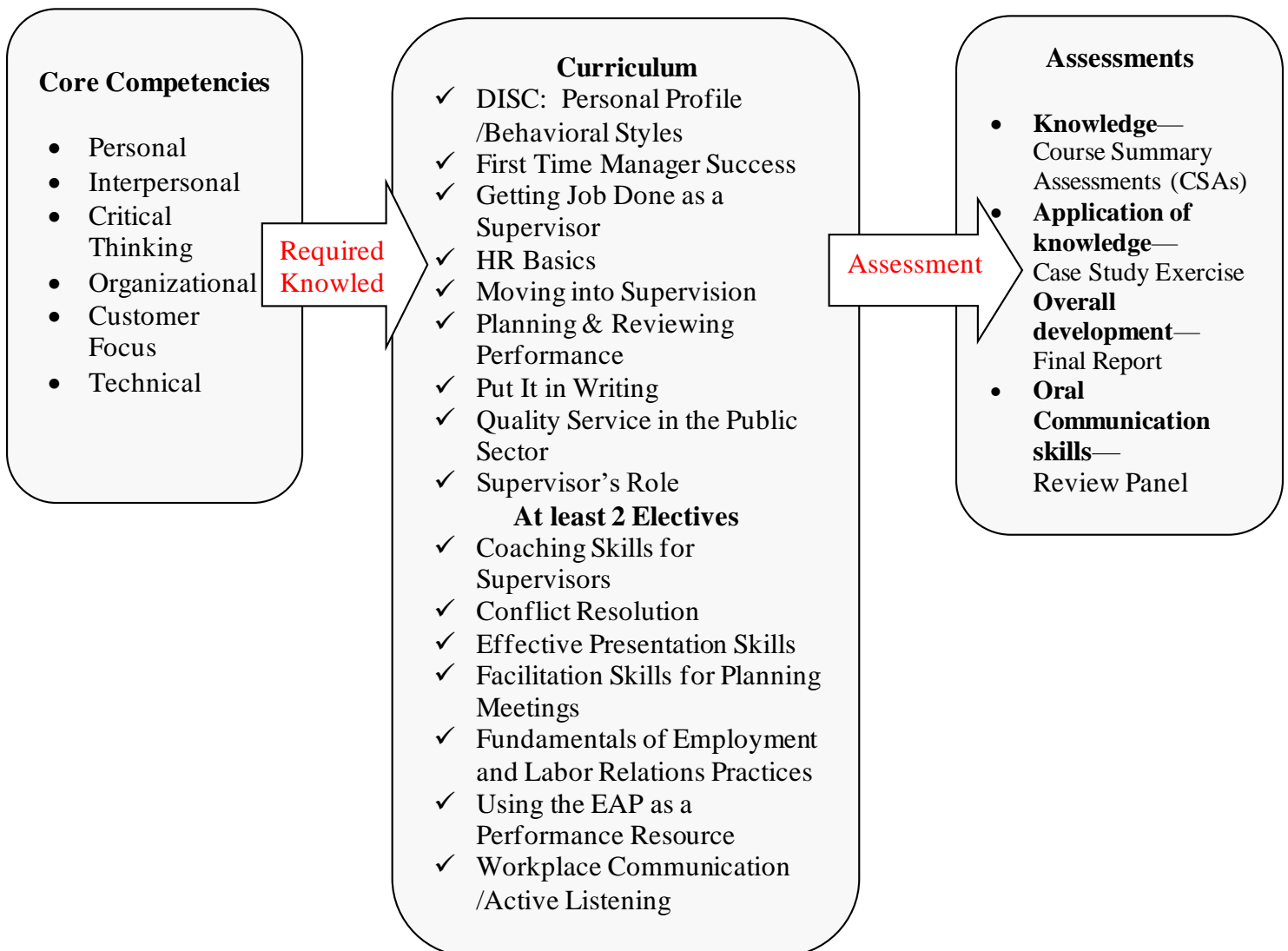# Statewide Supervisory Development Certificate (SDC) Program Model

Up to five years self-paced program, intended for State of Delaware first line supervisors, and employees aspiring to be supervisors. Designed to provide participants with knowledge, skills, and abilities to develop six core competencies to be an effective and successful supervisor. In addition, this program serves to enhance state succession management efforts by developing state employees to take on greater challenges in a supervisory role.

Core Competencies

- Personal
- Interpersonal
- Critical Thinking
- Organizational
- Customer Focus
- Technical

Required Knowled →

Curriculum

- ✓ DISC: Personal Profile /Behavioral Styles
- ✓ First Time Manager Success
- ✓ Getting Job Done as a Supervisor
- ✓ HR Basics
- ✓ Moving into Supervision
- ✓ Planning & Reviewing Performance
- ✓ Put It in Writing
- ✓ Quality Service in the Public Sector
- ✓ Supervisor's Role

At least 2 Electives

- ✓ Coaching Skills for Supervisors
- ✓ Conflict Resolution
- ✓ Effective Presentation Skills
- ✓ Facilitation Skills for Planning Meetings
- ✓ Fundamentals of Employment and Labor Relations Practices
- ✓ Using the EAP as a Performance Resource
- ✓ Workplace Communication /Active Listening

Assessment →

Assessments

- **Knowledge**— Course Summary Assessments (CSAs)
- **Application of knowledge**— Case Study Exercise **Overall development**— Final Report
- **Oral Communication skills**— Review Panel

Detailed SDC Program Core Competencies:

Personal Competencies
➢ *Self-awareness*—Recognizes own strengths and weakness. Seeks opportunities for personal learning and development.
➢ *Ethics and Values*—Follows laws, regulations, policies, etc. related to job. Models high standards of honesty, integrity, trust, creditability, openness and respect.

Interpersonal Competencies
➢ *Interpersonal Communication*—Uses active listening techniques such as paraphrasing, open and probing questions to understand ideas, concepts, and feelings of another. Uses a variety of communication tools to ensure understanding.
➢ *Interpersonal Responsiveness*—Adapts approaches to suit different people and situations. Shows sensitivity of culture, race, gender, and other individual differences.
➢ *Group/Team Dynamics*—Encourages and facilitates cooperation.

Critical Thinking
➢ *Data Gathering*—Gathers information from a variety of sources for decision making. Involves others in problem solving.
➢ *Analysis*—Uses appropriate analytical tools to understand data. Monitors environment, goals, and outcomes for problems and opportunities for improvement. Uses systematic approach to solving problems. Involves others in problem solving.
➢ *Problem Solving*—Monitors environment, goals, outcomes, etc. for problems and opportunities for improvement. Uses appropriate data gathering, analysis, and synthesis tools. Uses systematic approach to solving problems. Involves others in problem solving.

Organizational Competencies
➢ *Planning*—Uses larger organizational plan as basis for local planning; coordinates with other parts of the organization to accomplish goals.
➢ *Goal Setting & Implementation*—Understands and communicates goals, outcomes, standards, and performance measurement criteria.
➢ *Policy/Procedure Implementation*—Understands basic policies and procedures in state system ie. Merit Rules, Sexual Harassment Prevention. Consults with others to ensure appropriate implementation of policies.
➢ *Innovation*—Seeks to improve effectiveness of internal processes and of service delivery to clients. Applies creative solutions in dealing with problems and organizational issues.
➢ *Government Infrastructure*—Understands the roles, dynamics, and division of power between the executive, legislative, elected officials, and judicial branches. Understands where they and their organization fit into the organizational structure of state government.

Detailed SDC Program Core Competencies (Continued):

Customer Focus
Monitors customer needs and seeks to improve effectiveness and quality of internal processes and of service delivery to clients.

Technical Competencies
- ➢ *Program Knowledge*—Demonstrates understanding of the requirements, knowledge, competencies of the various jobs supervised. Keeps up-to-date in technical and program skills.
- ➢ *Technology Management*—Integrates technology into the workplace.

SDC Program Required Courses, Competencies and Objectives

Course Title & Competencies Developed	Course Objectives
DISC Personal Profile/Behavioral Styles o Critical Thinking o Personal Competencies o Interpersonal Competencies	1. Describe the four different behavioral styles. 2. Identify your preferred behavioral style. 3. Explain the strengths and limitations of each of the four behavioral styles. 4. Develop strategies for working with people with different behavior tendencies to build effective relationships and increase productivity.
Getting the Job Done as a Supervisor o Interpersonal Competencies o Critical Thinking Competencies o Organizational Competencies o Customer Focus Competencies o Technical Competencies	1. Use effective organization and time management practices. 2. Set SMART goals. 3. Establish work priorities effectively 4. Apply Situational Leadership effectively to increase work productivity. 5. Delegate work effectively. 6. Use common sense approaches to increase work productivity.

SDC Program Required Courses, Competencies and Objectives (Continued):

Course Title & Competencies Developed	Course Objectives
HR Basics (online) ○ Personal Competencies ○ Organizational Competencies ○ Customer Focus Competencies ○ Interpersonal Competency	1. Identify <u>all</u> available resources used to apply State merit system HR policies and procedures consistently. 2. Restate basic information about <u>at least three</u> State merit employee benefit programs. 3. Discuss the <u>six</u> various HR services provided. 4. Describe State merit system workplace expectations related to ethics, safety and security. 5. Explain State merit system (1) probationary periods, (2) performance plans, and (3) performance reviews.
First Time Management Success (Online, *replacing Human Side of Management***)** ○ Personal Competencies ○ Interpersonal Competencies ○ Critical Thinking Competencies	1. Describe the four management styles of effective leaders to include Autocratic, Democratic, Consultative, Laissez Faire 2. Identify methods to effectively deal with underperformance. 3. Explain the importance of delegation and how the Skill/Will Matrix can be used to delegate tasks. 4. Discuss approaches to motivate and coach others as a supervisor. 5. Identify effective management skills. 6. Describe Kotter's Change Method and how it is used to introduce change
Moving into Supervision ○ Interpersonal Competencies ○ Personal Competencies ○ Critical Thinking Competencies ○ Technical Competencies	1. Explain the roles and responsibilities of a supervisor within an organization. 2. Identify characteristics of effective and ineffective supervisors. 3. Ease the transition from employee to supervisor. 4. Discuss five principles of becoming an effective supervisor.

SDC Program Required Courses, Competencies and Objectives (Continued):

Course Title & Competencies Developed	Course Objectives
Planning and Reviewing Performance o Interpersonal Competencies o Critical Thinking Competencies o Organizational Competencies o Technical Competencies	1. Explain how Performance Plan and Review can be used to increase employee productivity, motivation, and learning 2. Describe how to prepare both supervisors and employees for collaborative Performance Reviews 3. Prepare specific and objective documentation that demonstrates employee performance and clarifies progress toward identified goals 4. Conduct a collaborative plan and review 5. Use the State's Performance Planning and Review process
Put it in Writing o Interpersonal Competency o Critical Thinking	1. Write with clarity so the reader cannot possibly misunderstand. 2. Write and organize your thoughts faster without false starts and rewrites. 3. Write with an image that pleases the reader and dignifies you and your organization.
Quality Service in the Public Sector o Interpersonal Competencies o Customer Focus Competencies	1. Describe Quality Customer Service 2. Describe how Customer Service differs in the Public Sector vs. the Private Sector. 3. Explain the Types of Listening Skills and When to Use Them. 4. Discuss techniques and skills for working with difficult customers.
Supervisor's Role (Online) o Interpersonal Competencies o Personal Competencies o Critical Thinking Competencies o Technical Competencies	1. Explain the evolution of Supervision. 2. Describe at least six qualities of a good supervisor. 3. Describe the skills needed to be an effective supervisor. 4. Explain at least four functions of a supervisor. 5. Identify at least three factors to consider in learning to become an effective supervisor.

SDC Program Elective Courses, Competencies and Objectives

Course Title & Competencies Developed	Course Objectives
Coaching Skills for Supervisors ○ Personal Competencies ○ Interpersonal Competencies	1. Identify the Personal and Organizational Benefits of effective Coaching Skills. 2. Explain Characteristics that contribute to being an Effective Coach. 3. Identify Key Coaching Opportunities in the Workplace. 4. Apply the Four-Step Courage to Coach Model to Coach for Improved Performance.
Conflict Resolution ○ Personal Competencies ○ Interpersonal Competencies ○ Customer Focus Competencies	1. Define conflict and conflict resolution 2. Identify your preferred style for handling conflict. 3. Use effective communication skills to help resolve conflict. 4. Use the CALM Model to resolve conflicts.
Effective Presentation Skills. ○ Interpersonal Competencies	1. Identify strategies for dealing with the anxiety associated with giving presentations 2. Describe the steps involved in giving a winning presentation 3. Present on a topic for 3 – 5 minutes 4. Discuss other tips for making your presentation successful
Facilitation Skills for Planning Meetings ○ Interpersonal Competencies ○ Technical Competencies	1. Explain the roles and responsibilities of a facilitator. 2. Identify the key skills needed to facilitate meetings effectively 3. Design a plan for a meeting that meets your group's needs 4. Use tools and techniques that will engage participants and increase their participation 5. Develop strategies to hand challenging meeting situations

SDC Program Elective Courses, Competencies and Objectives

(Continued)

Course Title & Competencies Developed	Course Objectives
Fundamentals of Employment and Labor Relations Practices o Interpersonal Competencies o Critical Thinking Competencies o Organizational Competencies	1. Describe steps used to conduct an effective investigation. 2. Prepare an initial investigation Plan. 3. Use the Just Cause standards to prepare defensible Discipline documentation. 4. Distinguish the difference between a Merit Grievance, Collective Bargaining Agreement (CBA) Grievance, and a complaint. 5. Discuss Merit and CBA Grievance procedures. 6. Use the Interactive Process to respond to triggers signaling the need for an ADA response. 7. Identify examples of reasonable Accommodations in the workplace.
Using the EAP as a Performance Improvement Resource o Interpersonal Competencies o Technical Competencies	1. Describe the Supervisor's role in the referral process to HMS/EAP. 2. Explain the 5-step referral process to refer employees to HMS/EAP. 3. Identify at least 5 tips for coping with employee reactions during your interview with an employee.
Workplace Communication and Active Listening o Personal Competencies o Interpersonal Competencies o Critical Thinking Competency	1. Use the Five Critical Elements of Communication Model to make you a more responsible speaker 2. Identify your preferred communication style and adapt the way you communicate to meet the needs of your audience 3. Recognize the importance of non-verbal cues and use them to increase the effectiveness of your communication 4. Create and maintain healthy communication boundaries that foster an environment of open communication 5. Use active listening skills to increase your ability as an effective and responsive listener 6. Develop strategies to overcome common barriers to effective listening